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The Edinboro Normal Review

DECEMBER, 1910

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THANKSGIVING AT HAVEN HALL.

Although November twenty-fourth was gloomy out of doors there was no lack of sunshine in Haven Hall.

In the center of the main corridor was a large table on which was a beautiful bouquet of yellow and white chrysanthemums. The many cozy corners and cushions artistically arranged made the guests and old students feel very much at home.

At one-thirty P. M. all assembled in the dining room. The faculty sat at a table in the center of the room while the students and guests were seated at star shaped tables on each side of the faculty table. The dining room was beautifully decorated; on each table was a large centre piece of fruit and smilax. Chrysanthemums were also used in profusion. The red and white was very evident on the pillars and the pendants which formed an 'Edinboro' border around the room.

The dinner cannot be too highly praised. There was the national bird and everything that goes with it.

After this sumptuous repast there was a very interesting toast list. Prof. Bigler, as toast master, spoke in his usual happy and pleasing manner. All the faculty present responded to toasts, among which were Dr. L. W. Sackett and Prof. Snyder, the new members on our faculty, whose toasts were interesting and to the point. Miss Mowrey toasted to 'My 'Gairls' of Haven Hall,' Miss Roberts to 'The Class of '01,' Mr. Herman Sackett to 'The Class of '02,' Miss Powell on 'Ten times one are ten,' 'Mr. Weaver, '11, toasted to the senior class, Miss Norman to the Y. W. C. A., and Mr. Preston to the Y. M. C. A.

Each old student had a word to say, and all finished with the same thought that Edinboro, each year, meant more to them. On leaving the dining hall, every one went to the parlors and corridor and the evening was spent in a social chat together with piano and vocal solos, which all heartily enjoyed.

All joined in saying that this was one of the pleasantest Thanksgivings ever spent at Edinboro.

The list of out of town guests was as follows: Lloyd Bathurst, Hydetown high school; Ford Adamson, Emlenton township high school; Almema Pratt, near North East, rural school; Mabel Hill, East Sandy, rural school; Maude Heckathorne, Seneca, teacher; Maude Morrison, Seneca, teacher; Myrtle Morrison, Seneca, teacher; Claude Englehaupt, Harborecreek, teacher; Mable Werren, Belle

Valley; Ruth McCreary, Erie; Fanny Ramsey, Fairview; Maude Mitchell, Wattsburg; Ethel Kelley, Cranberry; Mr. and Mrs. Thomas, Greenville; Miss Blanche Howard, Edinboro; Mrs. Hoffman; Edward Clark, Chautauqua; LeVieve Worster, Warren, O.

ELIZABETH GARVER, '11.

PROSPERITY THE RESULT OF PROPER EDUCATION.

The law of the survival of the fittest is now generally accepted and widely applied. But nowhere is this law more strikingly exemplified than in the domain of education, true education and the prosperity it brings to its possessor.

Proper education means the drawing out and development of all the human faculties and the preparation of men and women for their respective vocations. Consider what relation intellectual, industrial and moral education bear to the prosperity of their possessor.

The things that intellectual education does for a man are numerous. First, it wakes him up. He discovers that he has the ability within him, which, when developed, will fit him for a certain vocation, and that by the following of this, his life work, he will become prosperous. He decides to become an important factor in the world's progress, to help humanity and to become prosperous himself.

Then after he has found his vocation, intellectual education makes him intelligent so that he may see the things that aid him in gaining prosperity. He studies those special subjects and sciences which relate to his vocation. If he is to be a farmer he studies scientific farming; if a lawyer he enters the law school; if a mechanic he attends a technical school; if a teacher a normal

school, or whatever he is, or decides to be, he fits himself to be the best in that position.

Again, intellectual education teaches him to economize, for economy is the road to wealth; and yet at the same time it multiplies his wants. Only the ignorant man is content with his present knowledge and possessions. The intelligent man desires to know all things, to possess all things within his sphere. But in this personal prosperity he does not forget others. Intellectual education makes a man patriotic. He loves his country, he will strive to build up and to protect it; if he would do this, he must first necessarily build up and protect himself and his home. So again, intellectual education will preserve the race; for if the home is protected the race is strengthened.

Industrial education teaches the dignity of an honest profession, vocation or labor. Whether a man has been educated to handle the spade or the pen, he will put all his mental energy into his vocation that it may bring him its proper reward. Then man cannot but be prosperous. The man or the woman who works intelligently is the one who prospers. In proportion as the citizens gain wealth, in that same proportion the country becomes wealthy and independent.

Moral education has to do with the training of the heart. Even though the vocation is right and the intellectual and industrial education good, yet if the heart of the man is evil he can not prosper in the highest sense. He must recognize his own rights and the rights of others.

So if the individual has developed all these three lines of education—intellectual, industrial and moral—prosperity will come to him no matter what his color or condition. Education along these lines is offered to all and those who accept it shall be prosperous.

C. F. J.

HEALTH AND DEVELOPMENT SUPERVISION OF SCHOOLS.

One of the recent advance measures in the California state school system is the legislative enactment known as the "Health and Development Law of California." It is yet only permissive rather than mandatory but it cannot fail to be educative. George L. Leslie, director of medical inspection in the city of Los Angeles, is chiefly responsible for the passage of the measure, and has come out since as its ardent defender. He summarizes the provisions of the new law as follows:

"1. The establishment (under direction of boards of education and school trustees) of annual physical examinations of school pupils, and follow up service to secure the correction of defective development, thus maintaining continuous health and growth supervision of children and youth.

"2. The requirement of physical examination of all candidates for teachers' positions in the public schools to determine vitality and efficiency and make possible further examination of teachers as may be advisable to determine continued fitness for the work to be required of the teaching force of the schools consistent with efficiency and continued service.

"3. The adjustment of school activities to health and growth needs and development processes of pupils.

"4. The special study of retardation and deviation of pupils in the schools.

"5. Expert sanitary supervision.

"6. It provides for a class of educators—expert in physiology, hygiene and practical psychology—who can skillfully diagnose defective growth and development, and take more intelligent steps to grow children and youths. It provides for the cooperation of

this class of educators and all educators with skilled physicians."

A careful reading will show that a new note has been sounded in this aspect of child welfare. Heretofore, the laws have emphasized the medical and pathological rather than the educational aspects of the subject. Search has been made merely for temporary handicaps or imperfections, and men have been placed in the supervisory positions who were trained especially for this purpose. In this new law the psychologist and educator work side by side with the physician. The prescriptions of school activities are to be as carefully considered for the maintenance of health of the mind and body as are the prescriptions of drugs for the health of the body and mind. Although the California law is little more than a prophesy at present, it looks forward to the time when psycho-prophylaxis will be the rule rather than the exception. When the prophesy is fulfilled there will be more attention paid to the physiological and psychological age. The amount and kind of work will be adjusted to the age, stage and development, growth tendencies, vitality and hereditary proclivities. Expert diagnosis will give a basis of intelligent individual work and will mark the close of instruction to the "average child."

At present the state of Pennsylvania has only a ruling of the health department on medical inspection of schools. Nothing is said of the psychic or growth supervision, and, as yet, the ruling is little more than advisory. It thus appears that the schools of the state in general are not even under the best medical inspection. All the friends of child welfare look forward to the time when Pennsylvania children can come under the more conservative supervision by educators and physicians alike.

L. W. SACKETT.

"E. B. LESH WRITES FROM SOUTH DAKOTA."

The above is the subject of an article in the Citizen-Press, Franklin, Pa., December 1, 1910. Mr. Lesh is writing from Volga., S. D., under date of November 24 to let his friends know something of "the conditions and climate of a prairie region." His "little budget of news" will be welcome to the readers of the Review also, as he has many friends among students and alumni of the Normal School. Mr. Lesh is a graduate of the school in the class of 1902, and is well remembered by many of the teachers now present. The climate around Volga is so different from this section of Pennsylvania as to make it seem much farther away than it really is. South Dakota is called the Sunshine State, and is worthy the name. The air is pure and invigorating, "but is often moving too fast for comfort." The land is rolling, with some small lakes and marshes, but Mr. Lesh is still pining for "the hills, woods and springs of Venango county." His paragraph on the school system is interesting but only long enough to make one wish for a letter direct to the Review on the question of schools and positions for teachers. Concerning the schools he says:

"We have a good brick school building, heated with steam. The attendance is about 160. There are twelve grades and six teachers. The wages paid the teachers are somewhat better than in Pennsylvania, and expenses about the same. Those who teach in a high school must have either a state or a life diploma. Any one who has taught and can furnish a record of 180 weeks' attendance in high school or college and good recommendations can obtain a state certificate from the state superintendent for a fee of \$5, which is valid for five years. Examinations are held only twice a year. County superin-

tendents are elected every two years by the political parties and begin their term in January, thus causing a good many to resign in the fall to take a position in some school. A good many are ladies. In many cases the superintendent has a deputy. The state superintendent is also elected by a party vote."

Editor.

SCHOOL SYSTEM OF SOUTH DAKOTA

(Concluded.)

In this state the county superintendents meet every so often and adopt a course of study which is followed by all the public schools. On this course of study every month the county superintendent sends out questions to the teachers. In this way the schools are all held together, and the work is all covered in the given time. The only drawback to this arrangement is where there are less than nine months in the term, and the parents want all the work done that is required in the nine months course of study.

By the state taking the special interest in each school, the system is well organized and under good supervision.

The county superintendent is elected at the fall election by popular vote, and holds office for three years. His duties are much the same as those in Pennsylvania. There is in each county a board whose duty is to select the text books for the county. This board consists of the county auditor, state's attorney and county superintendent. This board buys the books and places them in different stores throughout the county, where the pupils may go and buy them.

A tax is also levied for library purposes, and it amounts to ten cents for each pupil between the age of six and twenty-one years of age. With this money books are purchased each year for the school libraries.

A compulsory school law similar to the one

in Pennsylvania is on the statute books, but is not enforced like it ought to be.

I have given a general outline of the school system. If any one wishes to learn anything further in regard to the work here I will be glad to answer any questions that they may ask me.

I will say further that there are plenty of chances to get into country schools. Some of the schools are not even running now because they can get no teachers. Some schools are quite away from town, but the people always treat the teachers well. Conditions must, of course, be different than they are at home. When you think that this county here was unbroken plains seven years ago, and look at it now, one cannot help but marvel and almost say it is a miracle. There are many Russians, Bohemians and other nationalities throughout the state. Coming as they do from countries where they have little or no education it is sometimes hard to interest them in education. The teachers' path is no path of roses, when she gets in a settlement of foreigners, yet it might be worse. Last year when I went into my school I found a number of pupils who could hardly understand English. It took me some time to get them to understand me, but after that I got along, well and found the people to be fine.

Well, hoping this will do some one some good I remain,

Yours truly,

ARTHUR G. SIVERLING, '07.

ATHLETICS.

The first basket ball game of the season was played on the local floor between the first team and the Crawford County Teachers' Association. The visiting team was composed entirely of former graduates, all of whom were star players of recent years on the Normal teams. The game resulted in a victory for the visitors by a score of 32 to 19. Many

think the result would have been different had not the two forwards of the first team been conditioned before the faculty and denied the privilege of the floor for that evening. Even as it was the boys are not discouraged by the fact that they were defeated by the champions of former years who have so successfully defended the crimson and white. They fell before their friends who showed much of the old form and won by virtue of the longer experience on the floor.

The first game of the Model school team with the "Tigers" of the Erie Y. M. C. A. junior association, resulted also in the defeat of the locals by a score of 34 to 19. In this game both teams showed excellent training, with the Model school boys having the better in a comparison of skill in shooting baskets when opportunities were obtained. But the visitors showed much greater endurance and won by the goals made in the latter part of each half. The Model school boys took an early lead and scored eight points before the visiting forwards learned where the basket was. The first half closed 11 to 8 in favor of the locals, but by the middle of the second half the Edinboro boys were fatigued. It is believed, however, by all who witnessed the game that the present system of coaching and training together with certain sanitary precautions and endurance tests will make a superior team of the Model School boys by the time the season is properly open.

JAPANESE TEA.

On a morning recently during the progress of the chapel exercises, the president of the Agonians announced, in a pleasing manner, the society's intention of entertaining at a "Japanese Tea" on the following evening in the gymnasium.

As this was the first social event of any of

the societies every one was anxious to be present, so there was a large and appreciative audience at the pier ready to "board the ship for Japan." During the entire evening there was not a moment in which there was lack of some form of amusement. At the door the guests were most graciously received by dainty Japanese maids who ushered them into the room and made every one feel very welcome.

Upon entering, one would have thought he had come into a real Japanese garden, for there were numerous clusters of bright colored lanterns whose ruddy glow blended with the autumn leaves in lending an attractive atmosphere to the place. All the decorations of the interior were genuine Japanese. In one corner pretty waitresses dressed in brilliantly flowered kimono, served the best Japanese tea ever made and told fortunes in a novel way, while in the opposite corner of the room could be found an attractive booth where one could get home made candies of all kinds. No less pleasing was the novel reception held by "President and Mrs. Taft" in a special suite set apart for them.

Throughout the evening the school orchestra rendered many beautiful selections while the members of the society gave a well arranged and instructive program, consisting of readings and vocal and instrumental music.

The program was as follows:

Piano Solo.....Mr. Deamer
Vocal Duet.....Misses Bloom and Duggan
Readings.....Miss Griffin
Vocal Solo.....Miss McClellan
Piano Solo.....Miss Kline

All too soon came the time for parting and the guests joined in saying that the members of the Agonian society were royal entertainers, and wishing that all might be able to attend more of the society's entertainments during the year.

C. B. '11

OBERAMMERGAU LECTURE.

The lecture given by the Rev. Charles B. Wakefield, Ph. D., D. D., under the auspices of the Y. W. C. A. and the Y. M. C. A. was a great success. Dr. Wakefield was for several years a professor in Thiel College and is, therefore, right at home when before a student body. He is at present pastor of the First Presbyterian church of Greenville, Pa. Last July he took a trip abroad visiting several of the countries of Europe. While abroad he attended the passion play at Oberammergau. He was so enthused over what he had seen that he arranged to purchase fifty views of different scenes of the play. They are a fine set and together with Dr. Wakefield's lecture they give the individual a clearer conception of the sufferings of our Lord and Saviour. A large audience was present and enjoyed the lecture very much. Before beginning the lecture, Dr. Wakefield was asked to address the students. He said, in part, that while abroad he visited the home of William Shakespeare. He spoke of what the works of William Shakespeare had done for the English language and concluded with an appeal for a deeper study of the fundamental principles of the English language and literature.

CLIONIAN COURT PROCEEDINGS.

The Clionian society have much to be thankful for, most of all that their talent along literary lines is not lacking. This was demonstrated in the trial which was held Monday evening, December 5, 1910. The charge brought against the defendant, Mr. Avary Williams, was for absence and non-performance of duty in one of their previous meetings. The trial was called and the officers of the court took their respective places. Dr. Leroy W. Sacket, the society teacher, was

the presiding judge. Mr. V. A. Snapp, attorney for the society, was prosecuting attorney, and Mr. Merritt Baker represented the defense. Sheriff Floyd W. Whitely ushered the defendant to his seat beside his attorney. The jury was impaneled, Mr. Ross Bunting acted as foreman. Both jury and witnesses were sworn according to the regular oath of the society. The indictment was read by the prosecuting attorney, Mr. Snapp, after which he addressed the jury, explaining the nature of the charge. The witnesses in behalf of the society were called, examined and cross examined. It must be noted that the cross examination was brief but to the point. Mr. Snapp was careful to allow no new evidence to be brought up that had not been introduced in first examination. After all the testimony was given by the prosecution. Mr. Baker took up the side of the defense. He said they did not deny the facts in the charge, but for the defendant to have done otherwise would have been impossible. He said he would prove that by the defendant's absence that particular evening he showed the greatest possible love for mankind. His defense was sickness—of his room mate. The testimony having been given by the defense, Mr. Snapp was given a chance to recall witnesses and rebut the opposing testimony. This he executed in a manner very creditable to himself and his society. His plea to the jury was ably conducted. The attorney for the defense also made a most eloquent and impressive appeal in behalf of his client.

Following this the judge gave his charge to the jury. He read some technical points in the law and explained it to them. He charged them to render their verdict according to the testimony given and to let nothing outside the testimony and the law have any bearing on their decision. The sheriff was given charge of the jury and they retired to a separate

room. They had been out but a few moments when they returned and asked that certain evidence be produced that the defense had alluded to often but had not used in their testimony. This the judge overruled, and sent them to return with a verdict. They returned shortly with a verdict of "Not Guilty." The accused was released and walked out of the court room a free man.

The room in which the trial was held was filled. There was not a person there who was not interested and pleased with the manner in which it was conducted.

Programs of this kind are a credit to the society. The Clionian's sister societies should not hesitate to prepare a program similar to the one described. WITNESS.

DANA'S ORCHESTRA AT EDINBORO.

The students of the Normal received a rare musical treat on Saturday evening, December tenth, when Dana's Musical Institute Orchestra, of Warren, Ohio, made its first appearance here. As the orchestra does not make an extended tour at any time this opportunity to hear so many talented musicians at once was an unusual one. The following program was rendered:

Unfinished Symphony (first movement).....Schubert
Orchestra
Serenade.....Pierne
Waltz, Op. 64, No. 1.....Chopin-Dana
String Orchestra
Carnival de Venice—Cornet Solo.....Arban
Mr. Ross Hickernell
Three Dances from Henry VIII.....German
a. Morris Dance. b. Shepherds' Dance. c. Torch Dance
Orchestra.
Piano Solo—a. Pan's Flute (pastoral).....Godard
b. Octave Etude No. 5.....Kullak
Mr. Lynn B. Dana
Tannhauser March.....Wagner
Orchestra
Violin Solo—"Hejre Kati".....Hubay
Mr. W. B. Hert
a. Berceuse from "Jocelyn".....Godard
b. PUNCHINELLO.....Herbert
Selection—"Madame Butterfly".....Puccini
Orchestra

The soloists, Mr. W. B. Hert, violinist, Mr. Ross Hickernell, cornetist, and Mr. Lynn B. Dana, pianist, are artists of the first magnitude. Mr. Hert's violin solo was well received. It showed that the player is a man of rich musical temperament. Mr. Hickernell being a soloist of national reputation did not fail to please the Normal music lovers. His work is that of a thorough artist and he displays the most marvelous control of his instrument. The piano solos by Mr. Dana deserve special mention as they were very much appreciated and showed clearly the performer's great musical ability.

As the program was made up of both classical and popular numbers, all tastes were suited and every one appreciated the efforts of the entertainment committee in securing this company of talented musicians.

A LETTER TO THE EDINBORO ALUMNI.

It is at the suggestion of some of our good school friends that we ask the alumni of the Northwestern State Normal school to contribute an amount of money sufficient to purchase a pipe organ as an alumni memorial, to be placed in Normal Hall in time to be of service

for the semi-centennial celebration next June.

We are asking each alumnus of this school to contribute one day's wages toward a fund for the purpose above named, as a token of appreciation of what your Alma Mater has done for you.

If the suggestion of the day's wages be not satisfactory, then any amount that you may give will be acceptable for what we consider a most fitting tribute.

We wish in this particular case you might consider it a privilege to make such a donation rather than a duty. We can assure you that the school will appreciate your gift.

It is our constant aim to make the advantages offered by this institution second to none in the country, and so to this end we ask you to become a donor to this alumni memorial.

We would suggest a prompt and cheerful giving in order that we may have time to place the order and have the organ installed for the semi-centennial celebration.

Very sincerely yours,
(Signed) JOHN F. BIGLER.

From a senior paper on the Aeneid: He (Anchises) prayed to spare home and fatherland and the Almighty."

ALUMNI ORGAN.

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Pledge of Dollars.

We, the undersigned, promise to pay the amount herein specified to the trustees of the Northwestern State Normal School at Edinboro, Penn'a., to be used exclusively for the construction and installment of a memorial pipe organ in honor of the semi-centennial celebration June, 1911, payment to be made within thirty days after the vote of the trustees of said institution acknowledges the pledge of as much as Two Thousand Dollars (\$2,000) for same purpose.

It is understood that in case the said Two Thousand Dollars (\$2,000) be not pledged this agreement shall be in no way binding.

Signed

\$.....

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Matter should be in by the first of each month if it is to appear in the number for that month.

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

Entered as second class matter February 25, 1910, at the postoffice at Edinboro, Pa., under the act of 1879.

EDITORIAL.

The editor would like to call the attention of readers of the Review to Prof. Bigler's letter in behalf of the memorial pipe organ to be built in Assembly Hall ready for the coming celebration. Will the alumni work a single day for their alma mater? She has spent many a hard day for you. The Normal has rendered cheerful service to her sons and daughters, and now asks for one day's service from them. Whatever your salary may be, will you not set apart one day in which all your earnings go to a perpetual memorial which you may know is sounding your good wishes in the sweetest of sacred music? It is a small offering for the golden wedding of the school which gave you the start in life. The school is not even asking for a tithe but only the half of a tithe for a single month.

On condition that the other friends will respond to the amount of \$2,000, we feel that every alumnus will respond to this call. Remember there is nothing binding in the pledge until the full \$2,000 has been pledged and trustees have voted to accept the offering.

We publish herewith a facsimile of the form on which pledges are to be made. If the secretary does not reach you with a special letter in time please cut out this form, carefully fill in the blanks, sign and send to the office of the Normal School. Remember that the builders must have at least three months to construct the organ after it is ordered, so hasten along your pledges. Payment need not necessarily be made for several months yet. Show willingness to make this semi-centennial year the greatest in the history of the school. Your Christmas will be happier if you remember your friends at the Normal in this way, and you will always enjoy thinking that you have a perpetual investment in the Assembly room at the school of which you are a graduate.

ENGLISH INCONGRUITIES.

Some of the incongruities of the English language have been brought to notice by Mr. Frederico Sobrado, the congenial young Spaniard from Central America who is studying English in the Normal. Mr. Sobrado is advancing rapidly through the grades of the Model School reading classes, and also doing well in several normal classes in spite of his handicaps. He is acquiring quite a fluency in English speaking but he has encountered the conventional difficulties in understanding some expressions. He is still confused when he hears the boys talking about seeing a stone step, a board walk, a clock run, a peanut stand, an apple turn over, a sausage roll, a bed spring, a horse fly, a night fall, a day pass by, a cow slip, a cake walk, hair dye,

a banana skin around the corner, or a cow hide in a butcher shop. Until his botany teacher told him, he did not know that flowers could shoot or that they carried pistols. He would hardly believe his own ears if he should hear a remark dropped, a hickory bark, water pipe, an ear ring, a ginger snap, a gum drop, a bed tick, a basket ball, or such common observations. One can excuse him for never having seen a sea skate or a skate fish in the southern oceans. Mr. Sobrado takes very much interest in athletics, but has never yet seen a cracker box, a vine run, a sugar bowl, a ship spar, a snake dance, a rail fence, a pole vault, or a runner swift enough to catch his breath.

Many other points of difficulty might be enumerated, but space is limited. They are only signs of very rapid progress. In the natural methods of young children in learning language few of these incongruities are noticed, but when artificial methods are adopted, adjustment and assimilation of sense and word are not so readily acquired.

CLASS OF 1912.

We feel that the Normal Review for this month would be incomplete without a word concerning the class of nineteen twelve.

On September 6, last, there could be seen on the campus and streets, groups of determined young people. An observer might inquire: "Who are they? Surely they do not possess the lofty air and superior expression of seniors, neither do they have the bashful, homesick appearance of juniors," so we are classed as "mids," and "mids" we are and proud of it.

Our class at present numbers about seventy-five ambitious, energetic young people, who are here for a purpose and who are every day accomplishing that end.

With all due respect to the present senior

class and the others that have gone before us, we aim to reach that high standard which they have attained, and when we have reached it, to go farther and make new records for our successors. Therefore, we realize that to accomplish this desire we, as a class, must put forth a greater effort and a stronger determination each succeeding term. Let us then, during the remainder of our school days here, bear in mind the following quotation:

"There's no short and easy pathway to success. That the way is steep and thorny all confess; And to reach this lofty station We must have this combination, Brains and pluck and application, Nothing less."

In the middle year class are found some of the best representatives of athletic spirit of the school. The musical talent is also above the ordinary.

By reviewing the record of the class in the work of the past term, it is plain to be seen that we are strong both mentally and physically. We aim to continue in the way which we have started and to gain a reputation here that will be a credit to ourselves and to the institution which we represent.

In closing, we, as a class, wish the members of the faculty who have been an aid and inspiration in the past, a Merry Christmas and many prosperous and happy New Years.

V. A. S.

NOTES AND COMMENTS.

Have you heard about the organ? Ask the alumni.

Don't forget the semi-centennial celebration at commencement time!

A pleasant informal reception was given the members of the Dana Orchestra at Haven Hall after the concert on December tenth. Light

refreshments were served and all had a pleasant half hour.

Spend your vacation at Edinboro this year and help celebrate the semi-centennial.

From a senior's outline of life of Virgil: "Virgil was born about 70 B. C. and died later."

School will close at noon on Friday, December sixteenth, for the holiday recess. The Review wishes all a Merry Christmas and a restful vacation.

Favorite song of the Review Editors: "All We get is Much Obligated to You." Send in your contributions, comments and personals and help make the paper better.

It was an oversight on the part of the editor that the readers were forced to wait till this issue to learn the name of the author of the article on "The School System of South Dakota."

On Saturday morning, December tenth, the pupils of the eighth grade in the Model school gave an interesting program at their regular chapel exercises after which the school received the annual Christmas treat from the seniors.

The Review wishes to thank its sister publication, the California Normal Review, for the idea of using Dr. Channing's selection on the cover page. The editors are afraid to copy it on the inside for fear its readers who most need it might overlook it entirely.

Alumni!

You may not all be Carnegies, but each one can afford to give a day's work for the alumni organ. Why not give the Normal a birthday present on her fiftieth anniversary? Have you received anything from her? If you have, return the compliment.

The Normal has been fortunate the past month in having two very helpful and in-

spiring talks in chapel. On November twenty-ninth Dr. Miller gave a good description of the life and surrounding at Columbia University, and on December seventh the Rev. R. A. Buzza of the Methodist church of this place made his first appearance in chapel. He gave a number of good thoughts in his usual happy manner.

Boost the semi-centennial celebration. Plan a class reunion for your class next June!

The following production was submitted by a junior in an examination in composition as his view on the subject. "After the last examination is over:"

"I will be glad when the last examination is over for my head aches and I am getting tired and worn out. Some of our examinations have been quite hard for it required a good deal of thinking; therefore, that is the reason why my head aches so but I guess that I can hold out until they are over."

PERSONALS.

Laura Johnson, '05, is teaching the Reed school, near Erie.

Gordon Swift, '06, will graduate from Yale University this year.

Marie Tuttle, '10, is teaching the Green school near Edinboro.

Edith Benjamin, '94, is a teacher in the schools of Detroit, Mich.

Mrs. Blanche (Benjamin) Payne, '98, is living in Edmeston, N. Y.

Bruce Proudfit, '06, will graduate from Dartmouth with the class of 1911.

Ross Glover, '08, was reelected principal of the High school at Lincolnville, Pa.

Kern Glover, '07, is principal for the second year of the High school at Centerville, Pa.

Reba Dwight, oratory '10, who is living in Medford, Oregon, has been ill with typhoid

fever for several weeks. Her friends will be glad to learn that she is gaining rapidly.

Kathryn Roueche, '06, is teacher in Duluth, Mich. She has forty pupils in B first grade.

James Morrow, '06, who was graduated from Oberlin last June, is principal of a school in Ohio.

C. W. Hunt, '04, who graduated at Oberlin in 1909, is teaching in a private school for boys at Ashville, N. C.

Mrs. C. W. Billings, '00, and little daughter are spending the winter with Mrs. Billings' sister in Aurora, Minn.

Whitlaw Morrison, '06, who took the degrees Bachelor of Arts and Master of Arts from Oberlin in 1910, is a student in Columbia University this year.

Glen Pierce, '10, who took a position in the schools at New Brighton, Staten Island, last fall, has become principal of a high school at Wycoff, New Jersey.

Misses Hill, Pratt, Werren, Morrison, Babcock, and Messrs. Bathurst, Englehaupt, Buck and Adamson were among the former students who visited the Normal at Thanksgiving time.

Miss Frances Sanford, who was graduated from the music department in 1909, is pursuing her studies at the New England Conservatory of Music in Boston.

Genevieve Carr, '06, who has been a student in Oberlin College since September, 1909, is a patient in Lakeside hospital, Cleveland, owing to a fall from her wheel. Her many friends hope for her speedy recovery.

C. F. Armour, '96, recently repurchased the Girard Cosmopolite of which he was owner and editor until about two years ago. With Mr. Sherman, owner of the Girard Herald, he will consolidate the two papers under the name Cosmopolite-Herald.

BOOK REVIEWS.

Charters, W. W. *Methods of teaching*, developed from a functional standpoint. Row, Peterson & Co., Chicago. 1909. 255 p.

As the title suggests, utility is the chief criterion of Mr. Charter's new book. As he explains in the preface, the presupposition is "that all subject matter has been created and preserved by the race to satisfy needs and solve problems, and that in the schools such parts of this subject-matter as satisfy the most fundamental needs are taught to pupils. He recognizes that any unit of subject matter is best and most readily presented "when the need for whose satisfaction it is preserved is potentially or actually in the experience of the pupil." However, he would not have it "confused with the problem of school discipline concerning the authority of the teacher." Mr. Charters emphatically asserts that pupils should be required to master the course prescribed by the school authorities, whether they themselves feel the need of it or not. Such an attitude by a man of Mr. Charter's ability and position is very consoling to the teacher who is laboring to follow some outline handed down from higher authorities. But it must be remembered that it is the same attitude which has for many years foisted upon the school a large amount of "preserved" material which has nothing but a traditional value, the very fossils of learning. The elective system of the schools has never been found a success in the grades and even Harvard University has recently changed front on the question. But, on the other hand, it is not good pedagogy to say that, "authority is the buttress of the school." The weak and cowardly teacher will be able to cover up a multitude of inefficiency with the slogan: "When other motives fail recourse should be had to obedience, to the study of subject-matter merely because it is prescribed by the school authorities." One is reminded of the

recent statement by a director of a boy's reform school: "You teachers should blush at the fact that you make your boys incorrigible before you send them over to me where they are allowed to do what they want to and grow up into servicable, honorable men."

But omitting the debatable pedagogy given in the preface, the functional point of view is very commendable. Social efficiency and citizenship are chosen as the highest aims of education while the disciplinary and informational aspects are considered too narrow. The school is the creature of society and should be made to serve the group by rendering all the individuals socially efficient. The value of this point of view to the teacher is very obvious. He must begin with the "aims of the children as he finds them" and if he "desires to have his pupils become all that society wishes, he will find in their present needs and interests his way of approach." Such a pedagogical principle is much more wholesome and ideal than the doctrine of authority given in the preface. It is much safer to "warn the teacher against judging pupils by adult standards" than to sanction any form of slavish obedience unless one is assured that the teacher's own ideals will keep him from resorting to the low standard of compulsion too soon. On the supposition, however, that "the subject-matter of the course of study is an organization of instruments which have for their function the solution of these problems, the satisfaction of these needs and the fulfillment of these interests, and is so organized as to fulfill these functions," a functional pedagogy is constructed. It is the task of others to reform the curriculum. Mr. Charters will only evaluate what is given, from the utilitarian point of view. His chief attack is upon methods rather than

matter, but his point of view in methods greatly modifies the subject-matter for the reason that "subject-matter and method of teaching cannot be separated."

Hence, Mr. Charters is forced into a consideration of both aspects of teaching. His subject-matter, however, is "a way of acting" either physically, intellectually or emotionally. For instance, he says "Tennyson's Crossing of the Bar is a way of thinking and feeling about death;" "Excelsior is a way of viewing unconquerable aspirations;" "Job is a way of thinking and feeling about the significance of suffering;" "Denominate numbers are ways of handling concrete measures;" Presbyterianism he calls "a very definite way of acting." The intrinsic meaning of an instrument is its instrumental function. In general, it is as true in all pedagogy as it is in all children's definitions, that the essence of a thing is what it does. New subject-matter can come in only when old ways of acting break down and is, in reality, a reorganization of the forms of behavior with respect to a given object. Its pedagogical motive is to provide both an appreciation of values and a means for their control.

The discussion of intrinsic and indirect functions is based upon the value and the function which a unit of subject-matter serves in school and that which it serves in the economy of the race without reference to its utility in school. The latter he calls intrinsic and the former indirect value. It is significant that the indirect functions are found to predominate in school work. Matter may be merely preparatory for the next step, as algebra to calculus. It may be merely decorative as a knowledge of historical names and events. It is usually considered disciplinary but recent investigations summarized by W. H. Heck have removed many

of the claims to general cultural functions. Since the doctrine of formal discipline is exploded, it would seem advisable to reform the curriculum to include more of the intrinsic qualities as is now being done in technical schools, but here again* Charters with apparent deliberation avoids making any suggestion of reform in the subject-matter. He depends upon natural elimination of irrelevant material. Whatever has value is used and whatever is used survives. It is pointed out, however, that every subject has value as a means for controlling other values as well as an intrinsic worth. The author seems to be content with a new classification of subjects on the basis of the real utilitarian function so that he may control or utilize that function either as an intrinsic value, or as a by-product. The problem is again complicated by the fact that what is intrinsic in one period has only indirect value in a higher development. This is as true of the race as of the individual. "The school endeavors to perform its task by securing racial subject-matter and selecting those methods which the race, after a long process of trying out and revising has pronounced the best."

It cannot be the purpose here to go into the author's analysis of the functions of each branch of the subject-matter. The languages with the sub-divisions of rhetoric, grammar, reading, spelling, writing, etc., are carefully evaluated upon his theory of methods. History and geography are also taken as types in such a way that the student can draw his conclusions about arithmetic, physics, chemistry, etc. Chapter VI on the relation of structure and function of subject-matter may best be summarized by the section headings given by the author.

Section 1. "Every unit of subject-matter has a function which its structure is organized to perform."

Section 2. "In the organization of new subject-matter, the function is first determined and the structure is built up to perform the function."

Section 3. "The same general subject-matter may have different functions with correspondingly different organizations."

Such is the general treatment of the subject in the first eighty-eight pages of the book. At this point there occurs a radical change in the style of the author as well as the plan of treatment. The terminology is much less philosophic, the material more along the line of applied pedagogy. It is as if the author had used one-third of his book as introductory to the remainder, thus giving the first part an indirect rather than an intrinsic function, to use his own classification. The change of terminology is a relief to the average reader.

The author now settles to the real problem of evolving a method of teaching which will be in harmony with his previous discussion of subject-matter. One of the chief values of the book to the practical teacher is the part where the author begins the task of translating his methods over into the content of the mind of the learner.

The author's own study of the "difference between teacher and pupil," corroborating the fuller study by G. Stanley Hall, (Contents of Children's Minds on Entering School) serves to warn against this chasm. But with the proper use of psychology in its general educational and genetic aspects, such a difference need not be formidable. Also a study of methods of teaching as "the way that subject-matter grows and organizes itself," will also greatly aid in getting the pupils' point of view.

Practical experience is important, but a sharp distinction must be drawn between native empirical experience and scientific experience, or between experience before training

and experience after training. Experience is important, but it is not the most important aid to the teacher. "Empirical experience may be a positive detriment to him, as any teacher in a normal school or teachers' college can testify."

This review and summary is already too long and yet too inadequate. Not yet half of the book has been discussed. In general, the book impresses one as being a work of unusual pedagogic value, a distinct contribution to the literature on education. It is clear, practical, thoughtful and sufficiently new to sustain interest. It constructs very timely a functional pedagogy on the current functional psychology. It deserves recognition in the professional training and library of every teacher.

L. W. SACKETT.

EXCHANGE DEPARTMENT.

The Edinboro Normal Review sends greetings to its friends among the exchanges and wishes all a prosperous year.

There was no Exchange Department in the September-October number of this paper because no publications from other institutions were at hand at that time. Beginning with this issue, a regular exchange department through which criticism may be received and given, will be one of the features of the paper. The following exchanges are gratefully acknowledged:

The Normal News, (Cortland, N. Y.); The Amulet; (West Chester Normal); The Normal Vidette, (Kutztown); The Quarterly, (Mansfield); The Normal Bulletin, (Lock Haven); The Normal School Herald, (Shippensburg); The Argus, (Findlay College); The Echo, (Greenville High School).

The California Normal Review contains many things that will make it interesting to those for whom it is especially intended.

The Amulet and The Normal Bulletin have very attractive cover designs and interesting subject matter.

The M. S. N. S. Quarterly contains a well written and instructive contribution entitled "A Day on the Hudson."

The alumni editor for the Normal Vidette must be a hustler. The fall number contains about thirteen pages of alumni notes.

"A Vacation Journey" in the Normal School Herald is well worth reading.

LIBRARY NOTES.

The following is a list of the new books added to our library and placed on the shelves during the past month.

PHILOSOPHY.

150 Eb1. Ebbinghaus, Psychology.

168 B86. Buck, Course in argumentative writing.

170 P29. Payot, Education of the will.

173.1 L84. Lombard, Observations of a bachelor.

SOCIOLOGY.

R305 K29. Keltie & Renwick, Statesman's year book, 1910.

331.83 G96. Gunckel, Boyville.

370 J42. Jenks, Citizenship and the schools.

370.9 M68. Misawa, Modern educators.

371 C36. Chancellor, Our schools.

371 M23. McMurry, How to study.

371 T59a. Tompkins, Philosophy of teaching.

+371 W575. Whipple, Guide to high school observations.

398.1 1B46. Berens, Handbook of mythology.

SCIENCE.

541 F22. Faraday, Chemical history of a candle.

553.2 M36. Martin, Story of a piece of coal.

572 D41. Deniker, Races of man.

575 F54. Fiske, Meaning of infancy.

591.51 W27. Washburn, Animal mind.

599 V54. Velvin, Behind the scenes with wild animals.

USEFUL ARTS.

616 H97. Hutchinson, Preventable diseases.
j621.3 On 4. Onken & Baker, Harper's, How to understand electrical work.
641 W61. Williams, Chemistry of cooking.

LITERATURE.

808.5 C55. Clark, Handbook of best readings.
808.5 P32. Pearson, Intercollegiate debates.
811 F45a. Field, With trumpet and drum.
811 F45b. Field, Lullaby land.
811 W61c. Whittier, Complete poetical works.
820 B58. Blakely, Teachers' outlines for studies in English.
820 M77. Moody & Lovett, History of English literature.
820 N43. Newcomer, English literature.
821 D833. Drummond, Great fight.

HISTORY.

B. B64t. Thwiates, Daniel Boone.

FICTION.

F77. Forssland, Old lady number 31.
W65w. Freeman, Winning lady.
G13f. Gale, Friendship village.
G13v. Gale, Friendship village love stories.
H93. Hurd & Wilson, When she came home from college.
K28c. Kelly, Little citizens.
K28. Kelly, Little aliens.
K58. King, Inner shrine.
K58w. King, Wild olive.
L51. Lee, Uncle William.
L51h. Lee, Happy Island.
L941. Lovell, Margarita's soul.
P835f. Porter, Freckles.
P835g. Porter, Girl of the Limberlost.
R25r. Reed, Old rose and silver.
R25v. Reed, Master of the vineyard.
jR17. Rankin. Dandelion cottage.
H36m. Rice, Mr. Opp.
Sm5p. Smith, Peter.
T17 Tarkington, Monsieur Beaucaire.
W215f. Warde. Betty Wales & Co.

In addition to the above, 131 volumes of magazines were received from the bindery, and are now ready for circulation. These include Century, Atlantic, Scientific American,

Education, Forum and several other leading periodicals.

The following magazines, listed in Poole's Index and Readers' Guide to Periodical Literature, are now on file in the Edinboro Normal library:

American, vol 63 to date.
American Historical Review, vol. 3, 4.
Arena, vol. 1 41.
Atlantic, vol. 1 to date.
Century, vol. 1 to date.
Chautauqua, vol. 7 to date.
Contemporary Review, vol. 26, 40.
Cosmopolitan, vol. 3 to date.
Current Literature, vol. 27 to date.
Education, vol. 1 to date.
Educational Review, vol. 1 to date.
Everybody's, vol. 20 to date.
Fortnightly Review, vol. 36 to 39.
Forum, vol. 1 to date.
Harper's Magazine, vol. 1 to date.
Harper's Weekly, vol. 46, pt. 2, to date.
Independent, vol. 50 to date.
International Studio, vol. 26 to date.
Ladies' Home Journal, vol. 17 (1900) to date.
Lippincott, vol. 1-38.
McClure's Magazine, vol 1 to date.
Missionary Review, vol. 23 to date.
Nation, vol. 1 to date.
National Geographic Magazine, vol. 20 to date.
New England Magazine, n. s. vol. 7, 9, 10, 11, 12.
Nineteenth Century, vol. 10.
North American Review, vol. 137 to date.
Outing, vol. 35 to date.
Outlook, vol. 55 to date.
Popular Science Monthly, vol. 1 to date.
Review of Reviews, vol. 1 to date.
School Review, vol. 8, 9, 16 to date.
Scientific American, vol. 82 to date.
Scientific American Supplement, vol. 49 to date.
Scribner's Magazine, vol. 1 to date.
Scribner's Monthly, vol. 1 to 22.
Smithsonian Report, 1908 to date.
Woman's Home Companion, vol. 32 (1904) to date.
World's Work, vol. 1 to date.

A. L. WILSON, Librarian.