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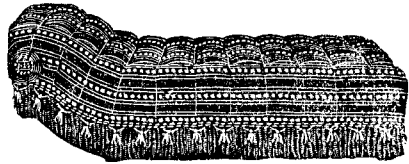
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The Edinboro Normal Review

VOL. II.

MAY, 1904.

NO. 1

The Teaching of Reading.

W. Palmer Smith, Professor of Oratory State Normal School, Edinboro, Pa.

A previous article has treated some of the elementary phases of reading which leads us now to consider an aspect of the subject which is fully as necessary and perhaps more interesting, viz: the technical criteria of reading.

The criteria of reading have been much misunderstood and abused, and as a consequence the teaching of reading in advanced grades has been and still continues to be in disrepute among certain educational people. They say that results are not satisfactory and that it gives no mental discipline. They believe that languages, sciences and mathematics give mental development, but that reading does not belong in the same category.

As reading is often taught it must be admitted that there is much truth in this censure, but if pupils are led to think vitally and to control the thoughts of others, the work requires genuine mental effort and is as beneficial as any other subject. In reading, as in other branches, there is no substitute for brains. The idea that good reading is something that can be put on is fallacious and unpedagogical. Ruskin voices the truth when he says that "noble language is not a communicable trick of grammar and accent, but the simple and careful expression of right thought." Let us verify this in considering the criteria of time, pitch, force and quality.

In reading, as in music, the element

of time or rate is readily discerned. The frequency of whole and half notes in hymns and sacred music lend a stately movement and a subtle seriousness and gravity to that class of music. This is paralleled by the manner in which an appreciative reader would dwell upon the lines of such a poem as Kipling's "Recessional." What is commonly denominated lively music has its counterpart in the general movement of the poems "Sheridan's Ride" and Tennyson's "Brook."

The rest in music corresponds to the rhetorical pause, and similarities might be traced in the retard, accelerando and other musical terms. Professor Raymond says that "the relative time apportioned to a word indicates the mind's measurement of it—represents the speaker's judgment as to the amount of meaning or importance that it conveys." Here we see that the action of the mind is the cause and the vocal expression is the result. Psychology teaches us that it takes time to receive the impression of even a single idea, and it also tells us that any mental action may be intensified by an effort of the will. The teacher who grasps these principles will not only have a firm educational basis for his work but will develop a method which will deal superficial reading a death blow. Such a teacher will endeavor to have his pupils think largely, to concentrate attention and to apprehend each idea. Seeing much in a paragraph will result in a manner of reading corresponding to the intensity of thought. The teacher's suggestions to pupils might include some of

the following: Did you give us all the thought in that paragraph? Tell by your reading what the author meant by that sentence. Give an expansive paraphrase of the stanza. Compel an inattentive listener to get that thought. Simply to tell a pupil to read faster or slower would be mechanical and give him no basis for future progress. To change results one must deal with causes, so in vocal expression the teacher should be able to recognize mental or physical states by the vocal manifestation and give suggestions according to his diagnosis. Too rapid reading may indicate little attention to thought, or a nervous habit. Too slow movement in reading may be the result of wrong estimates of thought values, unfamiliarity with words or a sluggish temperament.

The relation of words closely connected in thought is often indicated by slightly accelerated rate which forms the words into a thought group, and the relation of one thought group to others is expressed in pauses. Careful grouping will reveal the sense of an otherwise obscure passage and poor grouping will distort a thought till it is meaningless or ridiculous. This is a principle quickly grasped by pupils, easily applied by the teacher and productive of early results. If pauses express the relation of thought groups, then the pause is not empty silence, it is full of significance. The pause cannot be suggestive if we count four at every period, one at a comma and two at a semicolon. Observation will convince anyone that two sentences may be so intimate in thought that the pause between them is exceeding slight, and again the good reader will make many rhetorical pauses where

there is no punctuation whatever in the printed page.

Pitch is the second criterion. It includes inflections, melodies and keys. The compass of the average voice in reading and speaking is more than an octave, yet we seldom think of the pitches of the voice except in singing. We are more conscious of pitch when listening to a monotonous voice than when hearing a voice with good range. Saying a sentence and then humming it will convince anyone that wonderful combinations of pitch are constantly used in reading and speaking. The same words may be made the vehicle of various thoughts through the subtleties of pitch. However oblivious we may be of pitches, yet we seem to understand their significance intuitively. The teacher of reading must be able to recognize manifestations in pitch and translate them into the purpose of the pupil. Professor S. H. Clark says that "melody is an indubitable sign of the discriminative ability of the reader. It is the severest test of his power to perceive sense and logical relations." Melody, then, is the tune of the thought. It consists of inflections (sometimes called slides) and skips and may be expressed in various keys. If a pupil grasps the new thoughts as they occur in a paragraph he tells it in his inflections. For example, read Whittier's lines:

"The moon above the eastern wood shone at its full,
The hill range stood transfigured in the silver light."

In the first line notice the inflection on the subject "moon" and the attributive words "shone" and "full," also on the new subject "hill range" and the central idea "transfigured." In a

similar manner a reader will reveal his appreciation of antithesis, relation of values, series and climax.

Since there is no vacuity in expression we cannot accept the old rule of letting the "voice fall" at every period for sometimes it should not. In a sentence expressing doubt, a plea and some other ideas the inflection is naturally a rising one, as in the following: I do not claim that this is the only road. or

"Oh! break my father's chain."

Neither can we adopt as arbitrary the interrogation point as an indication of the rising inflection. Often a question has the force of a command and then the inflection is falling, for example: "Do you hear the rain, Mr. Caudle? I say, do you hear the rain?" A rising inflection would occur on the first question and a falling on the second. To allow a falling inflection at a comma was heresy under the old regime, but now we realize that it is often the natural thing to do.

Circumflex inflections are of two kinds, the rising followed by the falling, and vice versa. They indicate complex states of mind. The sarcasm in Shylock's words:

"Hath a dog money? Is it possible
A cur should lend thee a thousand ducats?"

is a good illustration.

Every phrase has a melody peculiarly its own. The pitches and intervals used by different persons in reading a sentence would be very similar if the same thought were apprehended. A wrong melody indicates a failure to grasp the exact meaning of a phrase. Keys are high, medium and low, and like other modulations of the voice they are indices of mental and physi-

cal states. Introspection and controlled states will be revealed in low keys, while excitement and uncontrolled states will be known by high keys.

Force is a criterion which is readily recognized, for it may be perceived even by the untrained ear. Force is also the least complex of the four criteria, and as most people read with adequate force the teacher will need to give but little attention to it. Force is indicative of "the degree of mental energy" and must be distinguished from mere loudness. Some people read and speak with a big, harsh, empty voice, but we cannot say that they are forceful readers. We think of forceful reading as that in which clear thought predominates and compels attention.

There is an infinite variety in force; sometimes it is mild and gentle, at other times it is didactic and imperative, and again in its most intense forms it strikes the note of strong denunciation and exaltation. The element of force, like the other expressive qualities, must be controlled by thought. If a pupil's reading lacks force, the teacher might suggest reading to a classmate in the rear of the room, to imagine a deaf person among the listeners, or to explain the thoughts by his manner of utterance. If there is too much force, as is sometimes the case, criticisms should be given which will induce a change in mental states and thereby the desired vocal effect. The delivery of some pulpit speakers illustrates this point of superfluous force. They seem to drown thought with vocal effort and cause their hearers to wish that they would use a more colloquial style.

Quality or tone-color is the vocal ex-



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THE GOLDEN WAY.

CONNEAUTEE LAKE.—(See article).

pression of emotion. Science teaches us that the infinite variety of human voices is due to the difference, however slight, in the resonant chambers and in the texture of the walls of these cavities. Emotions produce changes in the shape of the resonant chambers and in the tissues surrounding them and as a result we distinguish immediately the tones of tenderness, anger, delight, scorn and other emotions. Quality is the most subtle of all the expressive elements. It is the language of feeling and cannot be grasped by the cold intellect, governed by rules or applied by a mechanical teacher.

Emotion is stimulated by imagination, for imagination is the foundation of sympathetic insight and can apprehend principles, beauty, sublimity and spiritual truth which cannot be known by the intellect alone. DeQuincey says there is a literature of knowledge and a literature of power. The literature of knowledge or information may be compassed by the intellect, but the literature of power cannot be grasped by the intellect alone, the quickened imagination must assist for the fullest appreciation. The teacher recognizes then, that the literature of power demands imagination, that imagination results in emotion and that emotion affects the tone-color of the voice, and that if the tone-color seems incongruous in a pupil's reading, the conclusion is that he has a wrong feeling or none at all. The only right thing for a teacher to do in such a case is to stimulate the imagination till the pupil sees more than facts in the literature at hand and responds to it with genuine and proper feeling. This is the most difficult phase of the work for the instructor in reading, but because it is

arduous is no excuse for slighting it.

Suppose a class have in their readers the selections Spartacus' Speech to the Gladiators, by Kellogg, and an excerpt from Goldsmith's Deserted Village. Many pupils will suggest little or no difference in feeling derived from the two selections. It is the teacher's opportunity then to question the class, dropping an occasional thought himself, till the early life of Spartacus, his wrongs, his training, his prowess, his companions gathered in a recess of the amphitheater, the events in the arena that day and the purpose of the speech, are vividly in the minds of the class. The most indifferent pupil will generally be roused by this to give some suggestions of Spartacus' fervor. Then describe the situation, condition and character portrayed in Goldsmith's lines till tender thoughts for "Sweet Auburn" are awakened and there is a corresponding result in the reading. Clifford Harrison says that "the author can give the words, but he cannot give the answering imagination and the power of quickening the words." This is what a good reader should do for himself and his hearers.

Somehow an opinion has become prevalent among some people that to have a vivid imagination, to respond to it and express emotion is weak, silly and effeminate. This causes many to inhibit their feelings, little realizing the injury they do themselves. This prejudice the teacher must meet, striving to convince that the person using little or no imagination makes his academic studies doubly hard and deprives himself of much of the richest enjoyment in literature, art and life.

While discussing tone-color a word

must be said in reference to developing better voices among pupils. Harsh and disagreeable voices are heard about us every day making the voices of Americans a subject of criticism among other nations. Music in our public schools is doing much to alleviate this evil, but the teacher of reading has not yet fully aroused to his mission in this line. A good voice does not make a good reader, but a flexible voice will respond more quickly to mental stimuli than a limited one. Lack of time compels the average teacher to do little or nothing with vocal cultivation, but why should we prepare thoroughly for every other act in life while we almost ignore the effort which is most common and upon which so much of success depends, viz: the use of the voice.

In all phases of reading the teacher should make his manner helpful and inspiring, using constructive criticism rather than destructive. It is never necessary to give the pupils the vocal effect desired as an object of thought. His mind should be busy with the thought and his hearers, not his voice. To call attention to the voice makes the work complex, divides the pupil's attention and discourages him.

Reading when thoroughly taught is a means of high personal development and broad culture, and the ability to read well once attained is a permanent accomplishment not depending upon practice like many acquirements. As a conclusion, the words of Hiram Corson are appropriate. He says: "There can be no better test than reading of a student's knowledge of the organic structure of the language and the extent to which the thought is spiritualized."

A Most Successful Method in Reading.

Madeleine Faustine.

The multitudinous ways in which teachers are engaged in teaching reading, form a very interesting subject for study and contemplation.

To-day, among the methods of teaching all the branches, there is not one that calls more loudly for a remedy than the method of teaching reading. I may be asked, what is the reason of all this? I should say to anyone asking the question, for his answer, we are accepting too many fads in this line. Do we stop to ask ourselves, is this a solid, profitable method? Does it contain points of profit for the varying classes of children? Does it bring the child naturally and easily to the recognition of words, creating in the child a taste for reading? Does it help spelling? (There are too many poor spellers). Does it make the child independent of his teacher, and upon leaving school early in life will he stick to reading because he has with him, all his life, experience to which he can refer? Or, on the other hand, will the child have a distaste for reading, on account of his dependence—his imperfect knowledge of making out a new word when it presents itself—thus giving up reading because the labor of the same is too much for the profit he experiences from it?

It is time to call a halt and seek a method that is pleasing and contains points of profit for the varying classes.

What is such a method? The Syllabic method—a new application of the old a-b ab method, that dates back to the New England Primer, as nearly as

can be determined, between the years 1785 and 1790.

Let us take up the first two steps in the method. To begin with, the short sounds of the vowels claim first attention. There are no diacritical marks used in this method.

1. Place the vowels a, e, i, o, u on the blackboard in script and print. The short sound of each vowel should be uttered first by the teacher. The children learn the sound by imitating the teacher. Then give the name of each vowel, and right here tell the children that when the long sounds of the vowels are required the names of the vowels are given as the long sounds.

2. Master the sounds of the consonants. Place upon the blackboard in script and print, t, l, m, r, s, p, b, n, f, v, w, y, z, d, c, g, j, h, k, qu, x, ng. The teacher names the letter and gives its corresponding sound, so that the pupils learn the name of the letter always in association with its sound. Let the practice upon these consonants be continued until every sound can be given correctly and promptly.

Conneautee Lake—Its Geological History and Its Present Condition.

From Edinboro eastward on the Waterford road to the top of the hill there is a difference in level of about 240 feet. The slope is not uniform, but has at least three rather steep slopes with a wide, nearly level area at the top of each. Viewed from the opposite side of the valley the slope rudely resembles a stairs. Geologists call formations of this nature terraces. These terraces can be seen along both

sides of the valley for a mile or more. They are well covered with soil and form rich farm land. The only explanation we can offer is, that they have been formed by stream action. The upper terraces are near the top of the slope, so in order for a stream to have formed them, they would have to be formed as the valley was being made.

The valley is partly filled with drift material, such as quartzite, limestone, granite, gneiss, sandstone, shale, etc., in the form of clay, sand, pebbles and bowlders. The native rocks of this locality are shales; so it is very apparent that the drift could not have come from these: therefore the drift must have been brought here, and the valley must have been formed previous to the coming of the drift.

How has this drift been brought here? Many of the large bowlders found here are identical to rocks found native to the north of us in Canada. A glacier is the only agent that could have brought all the drift. Materials carried by streams are much rounded with irregular scratches; but many of the pebbles found here are sub-angular, and some have straight line scratches. These two characteristics are very good evidence of the glacial origin of the drift. All of Erie county has a covering of this drift material, even the highest hills; so the glacier that covered this region must have been a great ice sheet whose thickness or height was sufficient to fill the valleys and over-ride the hills. During the glacial period this valley was covered with a great ice sheet probably 500 or more feet in thickness. How different the climate and appearance of this locality must

have been in those days, probably resembling a valley in Northern Alaska. How much the hills were scoured off by this ice sheet we do not know, but probably a great deal.

In regions where glaciers exist today we find streams issuing from the front of the glacier. The ice sheet that once existed here has all disappeared; in melting it gave rise to streams and by these streams we can account for the water-worn appearance of much of the drift material. The ice in melting dropped its load of rock debris. The region of the valley round about the outlet of the lake has been filled up with drift material to the depth of probably sixty feet, thus forming the high ground of the old and new cemeteries and the banks along the outlet. This drift formed a natural dam across the valley and hereby produced the lake. Other factors probably aided in its formation, as we shall see.

About a half mile east of the outlet there is a small kettle hole. Kettle holes are believed to be formed by a block of ice becoming embedded in the soil, while the main part of the glacier disappears and perhaps drops some of its debris round about the buried ice. In time the block of ice melts and then there is a round, deep pond; if there are no streams flowing into this pond, the water will finally disappear, leaving a rounded hole, known to the geologist as a kettle hole. It is not unlikely that a large truncated mass of ice was left in the deepest portion of the lake and later it melted. This would readily explain why the bottom of the lake is deeper than the bottom of the creek below the outlet.

As to the age of the lake, we can say it has existed from the glacial period; previous to the glacial period this was an old valley with probably a larger stream than it has now. Naturally we ask, "How long ago was the glacial period?" Again we must confess ignorance; however, we can make some rude estimates. The geologists tell us that Niagara Falls has existed since the glacial period, and during its history has cut back the Falls from Lewiston to Goat Island, a distance of seven miles. At its present rate it would have taken 30,000 years to cut back the falls seven miles. How much longer or shorter the time since the glacial period we do not know.

Another evidence of the age of the lake is the large delta region at its head. For over a mile it is filled up with sediment which supports a dense vegetation. The Conneautee creek is sluggish, so the size of the particles and the amount of sediment carried at one time is small; hence the building up of the delta region has been necessarily slow. Even if the process has been slow, it has done much to lessen the size of the lake. Thus the present size of the lake, about two miles long and three-fourths of a mile wide, is much less than its original dimensions.

There are many agents at work in the lake. Streams are continually bringing sediment into the lake. The wind produces small waves and littoral currents, which aid in tearing down the shore and in the distribution of sediment. In the main portion of the lake the beautiful and sweet scented white water lily grows; while in the shallow places nylumbo (sometimes called yellow water lily), rushes and

arrow heads grow abundantly. Also, completely submerged, grow many fresh water algae. These plants die, and their remains form sediment. Remains of animals accumulate in the sediment, such as clam shells, snail shells, shells of crabs, etc. All these agents tend to fill up the lake and destroy it. What is going on in this lake is common to nearly all lakes. Therefore we can conclude that a lake is really only a temporary formation. We naturally think of lakes as unchangeable formations, and the student is usually much surprised when this idea of change first presents itself. The writer recalls how strikingly this idea impressed him at first. It sets one to wondering, and tears down some preconceived ideas.

Man has had much to do with the present appearance of the lake, and, perhaps, if it were not for his interference, the area of the lake would be much less now. Within the memory of the oldest residents of the town the lake was much smaller. A few years ago, in order to get more water power, the height of the outlet was increased; and by so doing increased the depth and area of the lake. How much more man will change it time will tell, for the possibilities are many. With capital and industry, who cannot imagine its shores made more beautiful by having clean beaches, delightful shade, and here and there attractive cottages and hotels? And possibilities there are, too, in the way of improvement of the aquatic plants and the fishes.

The lake is a source of much wholesome recreation and pleasure. The illustration accompanying this article (see page 6) shows an early evening

scene on the lake. Who could not find delight in looking out on such a delightful scene? Who does not have pleasant memories of boating, fishing, swimming, duck shooting and skating? Do you remember the time your boat got stranded on a stump, or in the shallow water in the inlet? Yes, all these are pleasant memories associated with Conneautee Lake.

W. H. S.

Composition Work—Second Part.

OUTLINES.

I.—The human hand.

General shape outside and inside—advantages of this shape—divisions—parts enumerated and described.

Kinds of joints and special use.

Nails, description and use—the ends of the fingers so sensitive—why?

The thumb—special situation, form and use.

Strength of hand may be cultivated.

Why two hands?

II.—The last story I read.

Author, and something about him.

Short summary of the story.

Hero—admirable?—natural?—like any one you know?

Other characters—do they act and talk like real people?—instances of this quoted.

Purpose of the story, if any, besides entertainment.

The Summer Session of the Normal, which opens July 5 for a six week's term, offers an excellent opportunity for a thorough review of the common branches.

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EDINBORO NORMAL REVIEW

MAY, 1904.

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Alumni, former students, and friends of education are requested to favor us with items of interest.

In the next number Mr. C. D. Higby, of Erie, author of two excellent text books on civil government; will begin a series of articles on civics.

Nothing will ever be discovered to take the place of daily preparation. When this is lacking a source of power for lasting good is missing.

In this issue will be found the first of a series of articles by Miss Faus-tine on Primary Reading. These articles will be of especial value to teachers of reading in public schools.

The work of improving the Normal buildings, which was mentioned in the last issue, is still going on. Several rooms have just been papered and painted, and arrangements have been made for painting and otherwise improving several of the buildings during the coming summer.

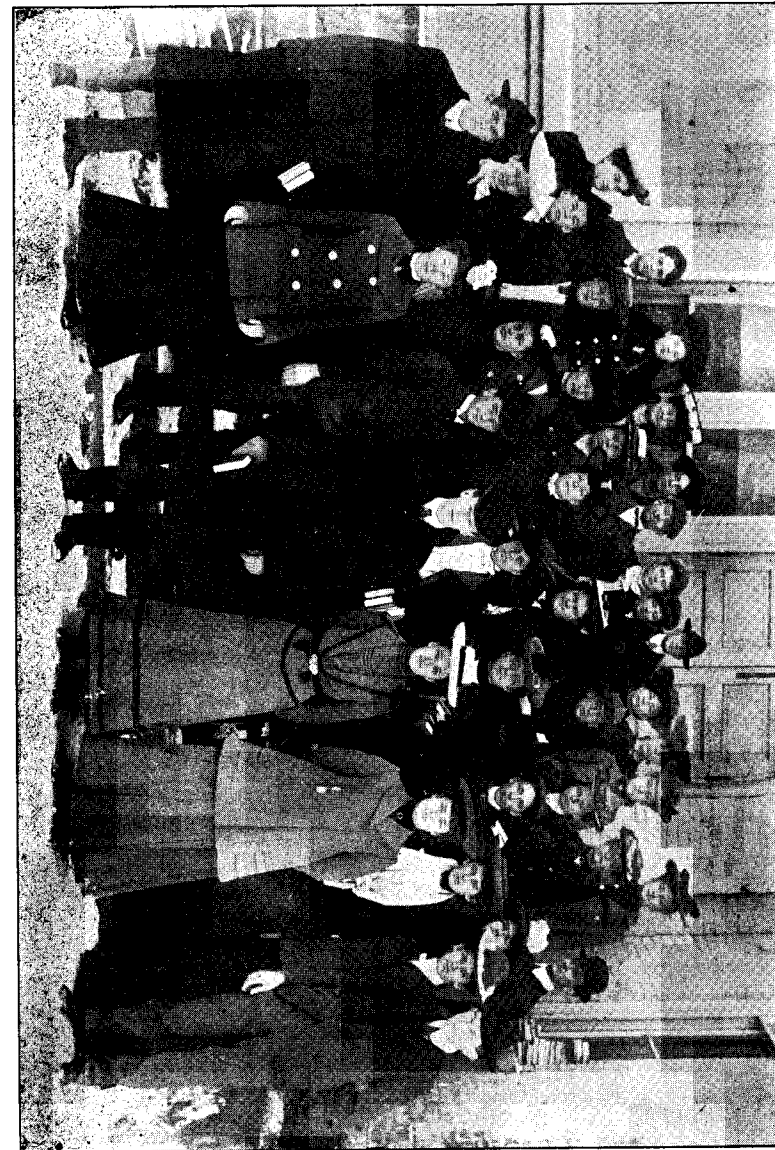
The foundation of our education is laid at home. It is the duty of the father and mother to see to it that the child is trained to think, to reason, and to concentrate his mind, not merely to say witty things. A good supply of solid reasoning power is more valuable than any amount of versatility in the mere use of language.

It matters not what else a school may do, if it does not assist in the development of a strong, manly character in its pupils, that school is a failure. The vital question is not so much what the pupil knows and does while in school as it is what he thinks and does after he leaves the school.

The increased attendance this term made it necessary to organize a new literary society. The new organization was christened the Agonian. The school now has four well organized and prosperous literary societies. There has been a marked improvement along this line of work during the past few years.

However necessary it may be for us as teachers to learn about children, it is our business to work for the child. The talk about the masses is giving place to a consideration of the individual, the unit of society, as well as of the school. It is easy to work with a crowd; but the work which counts is that which appeals to the individual himself. To find a child's possibilities and place him in the line of training and development that will make the most of those possibilities is a work that is well worth doing.

The State Board examinations for the Edinboro Normal School will begin June 13. The examiners are: Dr. John Q. Stewart, Deputy Supt. of Public Instruction; Dr. D. J. Waller, Prin. Indiana Normal School; C. L. Gramley, Supt. Centre county; U. L. Gordy, Supt. Danville; H. J. Wickey, Supt. Middletown; J. N. McCloskey, Supt. Clinton county; C. W. Derr, Supt. Montour county; W. T. Gordon, Supt. Coatesville.



SENIOR CLASS, 1904

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POTTER.

The Potter Literary Society maintains the excellent reputation by which it is known to members and friends of the school. A special interest has been taken in the work this

year, and a marked improvement is noticeable.

This term's work has been very successful thus far. A number of former members of the society are back this spring. They show a good interest in the society and are taking an active part. We find that much more can be accomplished by carrying out programs on special subjects. Some of the programs that have been rendered were: John G. Whittier, Current Events, Political Parties, and Oliver Wendell Holmes.

We are especially pleased with the society's choice of speakers for the inter-society contest on June 4, and we have the greatest confidence in their ability. They are: Mr. James S. Morrow, oration; Miss Grace Clark, essay; Miss Alta Perry, recitation.

The outlook for the society next year is most promising. Potters may rest assured that the high standard of their society is secure.

PHILO-EVERETT.

The Philo-Everett Literary Society, one of the leading organizations of the school, is still struggling bravely to attain even higher standards than ever before. Each member seems to be doing his best to make the work a success. Both special and miscellaneous programs have been rendered, which give variety and greater enthusiasm to the work.

A special interest has been manifested in the debating, thus showing a careful preparation of the work. Moreover a greater spirit has been shown in view of the annual literary contest to be held at the close of the school year. Early in the term the society elected their contestants: Miss Ethel Wallace, essay; Mr. S. W. Con-

over, oration; Miss Maud McLallen, recitation.

The Tennyson program rendered May 9 was as follows:

Devotional Exercises By the President
Roll Call answered by quotations.
Sketch of Tennyson's Life . . . Mildred Conover
Recitation Ethel Howard
Piano Duet Ethel Miller, Effa Sweetwood
Charades Agnes Roe, Lizzie Stewart
Reading Lillian Russell
Debate
Affirmative James McIntosh, Bessie Moore
Negative C. T. Bryan, Elsie Bellan

CLIONIAN.

The Clionian Literary Society has been keeping pace with her sister societies and her excellent record has not been broken. The programs have been interesting, entertaining and instructive. Every program has nine or ten solid numbers, besides the music and impromptu speeches. We ask the students and friends of the school to notice our program as posted in the library each week. It has been said of the Clionian society that she is like the hero of the battle of Marengo, who said: "I do not know how to beat a retreat, but I can beat a charge. Oh, I can beat a charge that will make the dead fall into line." When we were organized last spring many people were doubtful whether or not we would hold our ground, but we are glad to say that we have not only held our ground, but made great advancement. We look forward, not backward; upward, not downward.

We were one year old May 5th, 1904, and Saturday, May 7th, we celebrated our first anniversary. The program, which was successfully carried out, was as follows:

Devotional Exercises E. H. Nichols
Address by First President E. H. Nichols
Recitation—Making Him Feel at Home Locke
Ida Baldwin.

Solo—Fleeting Day *Barley*
Ethel Hummer.
Essay The Holy Grail
Susie Maxfield.
Address Rev. Stuntz
Piano Solo Gertrude Wagner
Recitation—The Trail of the Sand Hill Stag
Earnest Seton Thompson
Elma Edson.
DIALOGUE THE COUNTRY COUSINS
CHARACTERS:
Lizzie Twist—A New York lady Jeanette Wilcox
Kate Carlton—Her cousin from Vermont Nona Downey
Jane Carlton, sister to Kate Mabel Sullivan
Clara Deans—Intimate friend of Lizzie
Norma Southworth
Count D'Estrange—An imposter G. W. Zaun
Mr. Twist—Lizzie's father Marion Page

AGONIAN.

To accommodate the needs of the large number of students in attendance at the Normal this term, a new literary society has been formed. The object of the society is embodied to a certain extent in the name, which is coined from a Greek word of the same stem. The motto chosen by the society is, "Amicitia, Probitas, Scientia." A constitution has been adopted which is essentially the same as that governing the other societies. The membership of the society is limited to forty, and of this number over thirty have already joined. A number of profitable and enjoyable programs have already been rendered, and there is no doubt but that the formation of this new society will be a valuable help in carrying on the good work now being done in the Normal along this line.

The principal will make all arrangements, if so requested, for those wishing to attend the summer school which opens July 5.

Send your subscription for the Review to-day.

Normal Notes.

The drawing room has been tastefully papered and repainted, and looks like a new room. This is only the beginning of a series of improvements to be carried on during the summer.

The students in United States History are making good use of the library books on this subject. All books in the library treating of the period under discussion are placed on a table where all interested may have ready access to them.

The proceeds from the lecture course are used for the library, and the librarian has just sent in an order for about 150 books. These books have been carefully selected and will add greatly to the efficiency of the library in all lines.

The Summer School of the Edinboro Normal will begin July 5, and close August 13. The instructors are: J. F. Bigler, Prin.; Samuel Bayle, Supt. Erie county; F. W. Goodwin, Supt. of Training Department; Ira C. Eakin; Madeline Faustine, teacher in the Erie Public Schools. A large attendance is expected.

The policy of the school in regard to the societies has been to limit the number so that each member performs once in three weeks. Owing to the demand for practice of this kind from those not members of any society, a new society has been formed. This society is called the Agonian and bids fair to rival its sister societies.

The lecture course this year has been unusually entertaining and instructive, and has also been a success in a financial way. A brief outline of

Dr. Furbay's lecture, "The Fraternal State," is given elsewhere in the columns of the Review. We regret that we cannot also give outlines of Dr. Dixon's lecture on "Socialism," and Dr. Montgomery's on "Galileo." One number of the course yet remains to be given. This is the operetta "The Gypsy Queen," and is under the direction of Miss Tucker.

Miss Alice Lenore Tucker, who has charge of the Music Department, Miss Fannie McClure, her assistant, and Miss Marjorie Mack, one of the members of the Senior Class, sail for Italy, June 25, on the steamer Koenig Albert. They expect to spend a year in study at Florence and Vienna under the famous musicians Viacinni and Leschetizky. Miss Tucker's absence will be a loss to the Music Department but we hope to have her with us the following year.

Three teachers have been added to the Faculty for the Spring term; Miss Madge Jackman for Physical Culture, Mr. George W. Zaun, who was with us last spring, and Mr. Walter Page, who is also doing post graduate work. Miss Jackman is from Waterloo, Ind. She has been a student at Indiana University and is a graduate of Sargent's Normal School of Physical Training. Miss Jackman comes to us well recommended and we are pleased with the work she is doing in the department.

The publishers of The Review will spare no efforts to make the paper of real practical value to all interested in education. You can aid them by sending your subscription.

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What Am I Going To Do With My Life.

"What am I going to do with my life?" is the greatest of all questions for youth. In a few years it will be too late to ask it. Life will have hardened into a mould which you will be unable to break.

You have at your disposal a certain length of breathing years, in which men have found it possible to establish great empires, write great books, build great cities, and make the whole world familiar with their names. In you reside forces which will flow out into immeasurable issues. Insignificant atom which you may seem against the bulk of the solid world, you are greater than it, for you are its lord. It is you alone of living creatures who can see its beauty, find its wealth, and utilize its hidden stores. You are the sole artist, poet, thinker, searcher, builder, master of this solid world. That is what life means, and what it gives you; and when we survey all that man has done in his life, and all that he is doing, it becomes for youth the most solemn and thrilling of all human questions, "What am I going to do with my life?"

Splendid as this vision is, too often it is not seen by us until those years of life which are most susceptible to its impulse are wholly or partly lost, and then it is a vision of torturing reproach. Partly because the youth is a season of hope, partly because it is the experimental beginning of life, and life looks long enough, too, for indolence, and ample enough to make instant resolution seem needless, the young man rejoicing in his strength

refuses to form definite purposes which would shape and ensure career. Through heedlessness, through mere lightness of heart, through aversion to that which is serious, and indifference to that which is high, he puts off the vital decisions which make character, till at last he wakes to find that the great section of life has slipped away, and the bright new gold of youth is already squandered. He has always meant to do something some day which he ought to have done long ago, and that fanciful "some day" perhaps never dawns. And he finds, moreover, that a man cannot play with himself with impunity. There is no habit that so grows on the soul as irresolution. Before a man knows what he has done, he has gambled his life away, and all because he has not made up his mind what he would do with it. In mere weakness and nervelessness of nature he has let its precious treasure slip through his fingers, till he is bankrupt at an age when, for others, the first reward of purpose are beginning to appear. He has dreamed (with his impulses), meditated, intended, procrastinated, played with his impulses, till the power of strenuous purpose has almost died within him, and the best you can say of him when his life closes is what was once written over the grave of a certain foolish prince: "Here lies a man of the best intentions."—Dawson in "Making of Manhood."

The Senior Rhetoricals.

The senior rhetoricals were carried out as scheduled, with the exception that the fifth and last division was postponed one week on account of the entertainment given by Maro in the lecture course. The first and second divisions did work of a high standard

and the three remaining divisions did not suffer the standard to be lowered.

The program on February 20 was as follows:

- Piano Solo—Impromptu *Rheinhold*
Effa Sweetwood
- Oration Brook Farm
Jennie Casbohm
- Recitation—The Lost Found. From "Evan-
geline" *H. W. Longfellow*
- Oration Great Men of Erie County
Anna Mills
Clement W. Hunt
- Recitation—Hagar *Eliza P. Nicholson*
Matie Knickerbocker
- Oration The Jew, the Man With a Record
Margaret Pond
- Vocal Solo { *a. Cavatina, "Lieti Signor"*
—*Meyerbeer*
b. In May Time *Dudley Buck*
Miss Tucker
- Oration The Spirit of the Crusades
J. Irvin McClaughry
- Recitation—His Mother's Sermon. From the
"Bonnie Brier Bush" *John Watson*
Maude McLallen
- Oration The Uncrowned Kings
Florence Goshorn

Miss Tucker's solo added to the interest of the evening, and she responded to an encore.

On February 27 the following numbers constituted the program:

- Piano, Four Hands, Jubel—Overture *Weber*
Miss Tucker, Marjorie Mack.
- Oration In Union There is Strength
Noah L. Case
- Recitation—Escape from a Panther. From
"The Pioneers" *J. Fennimore Cooper*
Mary Coughlin
- Oration The George Junior Republic
Gertrude Allen
- Recitation—Uncle Daniel's Prayer
—*Clemens and Warner*
Mabel Johnson
- Oration Gladstone as a Religious Force
Nettie Wade
- Vocal Solo { *a. Spring's Awakening* *Dudley Buck*
b. Where Ripples Flow *DeKoven*
Marjorie Mack
- Oration On Old Earth's Bartle Field
Ralph E. Blakeslee
- Recitation—The Rescue of Lygia. From
"Quo Vadis" *Henry Sienkiewicz*
Blanch Billings

An appreciative audience gathered on the evening of March 12 to listen to the work of the fifth division, which appeared in the order here given:

- Piano Solo—Scherzo, Op. 31 *Chopin*
Ethel Howard
- Oration Jacob A. Riis' Reforms in N. Y. City
S. W. Conover
- Recitation—Sydney Carton's Sacrifice. From
the "Tale of Two Cities" *Charles Dickens*
Monnie Skiff
- Oration The Puritan Sabbath
Etta Mosier
- Recitation—Story of Ruth Bonython. From
"Mogg Megone" *J. G. Whittier*
Mabel McClaughry
- Vocal Solo { *a. Waft Her, Angels* *Handel*
b. My Heart at Thy Sweet Voice
—*Saint Sues*
Miss Tucker
- Oration The Black Horse and His Rider
H. Clair Amidon
- Recitation—Thrush *Ellen Deland*
Marjorie Mack
- Oration The Father of Our Free Schools
James S. Morrow

Miss Tucker was again greeted with enthusiasm. As this was the final division, the rhetorical work of the entire class was a topic of conversation at the close of the program; many favorable comments were heard. In every case there was the indication of developed power and in several instances a growth so marked that the work exceeded all expectation. The class of 1904 have certainly demonstrated the benefits of rhetorical work. The value of correct expression in written language has long been recognized by educators, but they have been conservative in according to oral expression the respect which it merits. The fact that some of our leading universities are now giving credit for courses in public speaking is suggestive of changing sentiment. Good oral expression as well as written expression is a sign of culture, and inasmuch as we are more often judged by our spoken words than our written ones, it is important that better oral expression be cultivated.

We are just awakening to the fact that good public speaking depends upon intensified thought processes and

when developed from this standpoint is truly educational. The delivery of our oration should mean vital present thinking with a purpose to engage the minds of the listeners with the thought in hand. A recitation should be not a feat of memory glibly repeated, but an intellectual grasp of a piece of literature, vivified by the imagination and sent to the minds of the audience with all the powers of the human voice and the suggestiveness of action. When such work is required none can gainsay its value.

PERSONAL

Miss Mittie Smith, '01, is teaching her second year at Bairdstown, O.

John B. Torry, '98, has purchased the Brick Drug Store in Edinboro.

Miss Marie Brandt, '01, is teacher of the Davison school, East Millcreek.

Mr. Albert Carr, '99, was a welcome visitor at Normal Hall not long ago.

Miss Grace Dorchester, junior '02, is teaching the grammar room at Albion.

George W. Zaun, '01, is employed as a teacher in the Normal again this spring.

Miss Bessie Lininger, '01, is the assistant principal of the Albion high school.

Mr. Leon J. Oakes, '03, has just closed a successful term at Lottsville, Warren county.

Miss Clara Goodban, '01, is teaching in the Girard township high school at Milesgrove, Pa.

Miss Blanche De Wolf, class of '01, is teaching the intermediate room at North Springfield.

Misses Guertha Myers, '01, and

Nina McDowell, '02, are teaching the school at Belle Valley.

Miss Luella Gross, '00, since closing her school has been doing post graduate work in the Normal.

Miss Josephine Corbin, '02, is successfully teaching the primary room at the Burton school in East Millcreek.

Carl B. Lininger, junior '03, is clerking in the store of Drury Bros., Beaver Center.

Miss Ida Mae Frontz is teaching at Corydon. She is a very successful primary teacher.

Mr. Harry Gibson, '00, after closing a successful term at Mill Village, is taking post-graduate work in the Normal.

Thomas Pepper, of the '97 class, has just closed a very successful term as principal of the North Springfield schools.

Miss Eva Cooper, '03, who has been teaching in Glen Hazel, Elk county, made a recent visit to the Normal.

Miss Carrie Mansfield, '96, was a visitor at the Normal recently. She has just closed her school near Cambridge Springs.

Miss Vina Bole, '00, closed a pleasant term of school at Sheffield recently. She was a visitor at the Normal a short time ago.

B. G. Neyland, a graduate of the business department of the Normal, class '03, is now connected with Hefley business college, New York City.

The friends of Mrs. Cora M. Cutshall, '96, will be pleased to know of her safe arrival at Kunso, Sierra-Leone, West Africa, at which place she is engaged in mission work.

Miss Texie Reeder, '99, after teaching near Edinboro the past winter, went to Allegheny, Pa., where she is acting as nurse in the Presbyterian Hospital.

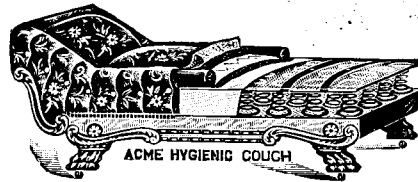
Principal Bigler gave the address to the graduating class at Wattsburg on May 13. Frank L. Burdick, '02, who is principal of the school, has reason to be proud of his class.

Raymond Prather, '99, was married on April 27 to Miss Grove, of Marlow, Alabama. They are about to build a house in that place and make Marlow their permanent home.

Mr. and Mrs. C. W. McClenahan, '97, are now located in Collinwood, O. Mrs. McClenahan and little daughter visited friends in Edinboro recently, and made the Normal a pleasant call while in town.

Charles W. Dean, a graduate of our Normal School of 1879, writes a friend that he has been elected for a life term as superintendent of the Bridgeport, Conn., schools at a salary of \$3,900 a year. Prof. Dean came here from Springboro, and after his graduation was superintendent of the schools of McKeesport, serving seven years, then he became superintendent of the Sioux City, Iowa, public schools, resigning to accept the principalship of the State Normal School at Indiana, Pa. For the last twelve years he has been the superintendent of the schools of Bridgeport, where it seems he has been invited to engage for life. His record is a brilliant one, and he deserves all the credit for he earned the money which he expended upon his education here. —Independent.

Miss Alice L. Minckley, who graduated at the Normal School ten years ago last June, died at Berea, Ky., recently after an illness of two weeks with rheumatism. Miss Minckley was a popular teacher in Crawford county, teaching in the vicinity of Troy Centre before coming to Edinboro, and in Conneautville and Springboro after graduation. She went to Berea last year to take a position in the university there. Her aged mother still lives in Hydetown and so do two of Miss Minckley's brothers. —Independent.



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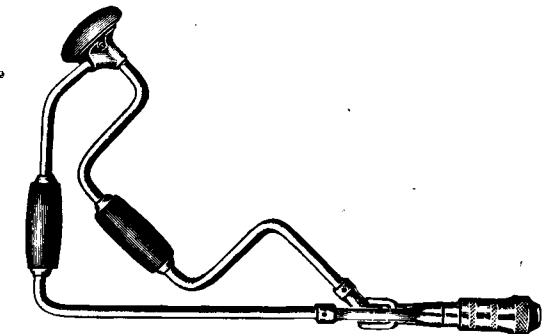
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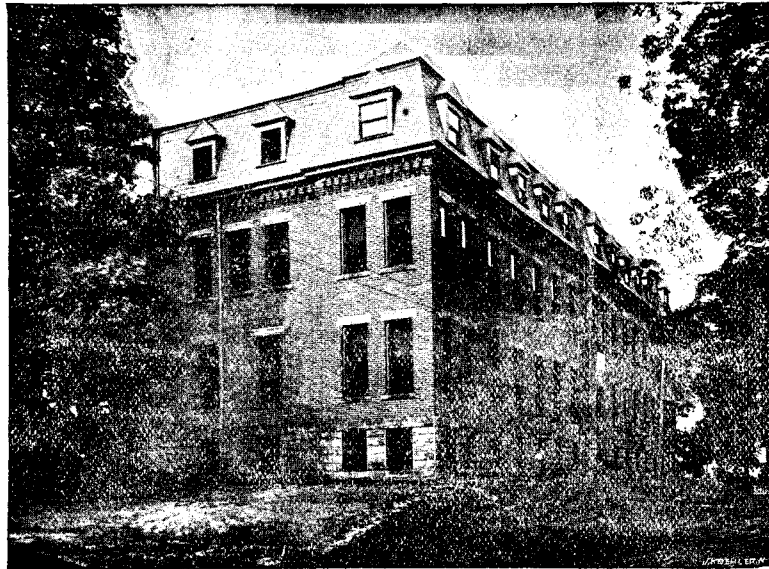
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