

## Educational News.

According to a report from non-union sources the following is a partial list of the outrages committed in the cause of the coal strike: Killed; 14; severely injured, 42; shot from ambush, 16; aggravated assault, 67; attempts to lynch, 1; houses dynamited, 12; houses burned, 3; buildings burned, 10; washeries burned, 3; stockades burned, 2; riots, 69; works dynamited, 6; trains dynamited, 1; railroad bridges dynamited, 4; railroads seized, 6; trains wrecked, 6; attempted wrecks, 9; trains attacked, 7; strikes in schools, 14.

The annual report of the commissioner of immigration shows that the total number of immigrants who came to this country last year was 648,743. This number has never been exceeded except in 1881 and 1882. Italy sent the largest number—178,000. Austria came next with 172,000, and then Russia with 107,000. From all these countries the immigration is increasing. Ireland on the contrary shows a decrease. About 5,000 applicants were sent back to their home countries, on account of pauperism, loathsome diseases, imbecility, labor contracts, criminal records, etc.

Porto Rico now has 1,200 public schools, with an attendance of 50,000 pupils. D. Appleton & Co. recently engaged a young man from Porto Rico to take charge of their Spanish publications. The "war for humanity's sake" is bearing fruit beyond all expectation.

President Eliot, of Harvard, gave way to an effusion of dissatisfaction with the work of the common schools of America. He holds them responsible for all the ills that our country has within its borders. He thinks there is not enough money spent to make the teaching count for virtue and manliness and patriotism. We don't suppose he would like to have the teaching in Harvard estimated by his yard-stick. If increased salaries would do away with what rowdiness is left in colleges, why should not Harvard make the experiment?—*School Gazette*.

The Supreme Court of Nebraska has decided

that it is unconstitutional to read the Bible in the public schools of that state. The decision is as follows: "Exercises by a teacher in a public school, in a school building, in school houses, and in the presence of the pupils, consisting of the reading of passages from the Bible and in the singing of songs and hymns and offering prayer to the Deity in accordance with the devotions, beliefs, customs, or usages of sectarian churches or organizations, is forbidden by the Constitution of the State.

An inspiring teacher is a treasure.

An attractive schoolroom is a great credit to any teacher.

Better never teach a subject than to make it repulsive.

A teacher's earnestness covers a multitude of other defects.

Parrot-like recitations are never worthy a live teacher.

Too many references to library books are almost worse than none at all.

Never forget that the school is for the children's best good, and not for the teacher's pleasure, pride, or prejudice.

Good behavior is a lesson that some college boys do not learn. It should be a leading element in education from the kindergarten to the university. The kindergarten makes it the chief thing. Why should not the university?—*Dr Winship in School Gazette*.

## Dull Pupils.

In every school there are a few dull pupils; pupils whose eyes have still the vacant stare after nearly all have grasped the principle the teacher wishes to explain. The teacher should make especial endeavors in their behalf. He should always treat them kindly; never scold, never worry, never fret. Do not lose patience though they make great blunders. Cover their dullness as far as possible with the mantle of love; never exhibit it to the ridiculous laugh of their brighter classmates. Have them understand that you are their best friend who spares neither trouble nor labor for their advancement.

and who would give them an equal opportunity for the race through life.

Wake the ambition of such pupils by asking questions they can answer and by pointing out the progress they have made: this will also strengthen their self-confidence. If possible make them voluntarily try again and again. The dull pupils should be asked oftenest and the easiest questions keeping them astir as it were, and the bright pupils in reserve for the more difficult work. No questions should be asked a dull pupil where, with good reason, the teacher doubts whether he can answer it, for every question not answered will lessen his self-confidence and also his self-respect as to his standing in the class. Often the pupil's dullness vanishes entirely after his ambition has been aroused and he is started aright.

If the dullness relates to one special branch point out to the pupil the value of this study for practical life and that his education would always have a defect if he does not master the difficulty now.

If then with all your care you do not succeed as well as you wish and you begin to think that your labor is thrown away look to the after life of the pupil; I assure you he will appreciate your labor then and be ever grateful for the kindness bestowed upon him.

H. B. HOTZE, Tentopolis, Ill.

## A Young Man's Opportunity.

One of the most certain things in this world of uncertainties is the business success of a bright, energetic young man with a thorough shorthand training. At the heads of departments of railroads and other large commercial enterprises are found to-day men who but a few years ago were shorthand clerks in the office. By reason of their unusual opportunities for learning the details of the business, by coming in daily contact with the management, their advance has been steady and rapid. There could not be a more advantageous position for a young man to learn a business than as stenographer for the head of a large corporation or business enterprise, and there is no place in the business world from which a young man can rise more surely and rapidly. But in spite of the unusual opportunities for advancement, there is always a scarcity of young men for this class of work. The demand to-day is fully double the supply, and why it is that bright young men will content themselves with in-

ferior positions at meager salaries, with little or no prospects for the future, instead of preparing for good openings that go begging for some one to take them, is a mystery. Young man, are you ambitious, have you a desire to rise in the business world? If so, do not waste precious time walking the streets looking for something to do, or working for an inferior salary, with no prospects for the future, but prepare yourself at once for one of the many good positions that are waiting for you. Will you accept it?—*The Spencerian.*

My young friends, attend the Business department of the Edinboro State Normal School.

## Thanksgiving Thoughts.

"Thank you" is the expression of a thankful heart. How often it is said—either as a matter of form or sincerely! True thankfulness, as well as generosity, must be fostered from within or the external manifestation is meaningless.

"Thankfulness is more apt to be felt if one can realize a need—not merely a desire after over-indulgence, but a real genuine need."

If children can be brought into contact with those less fortunate than themselves, they will the more readily appreciate their own privileges. It is the sacred duty of parents and teachers to develop in children the appreciation of privileges and thankfulness for the same, otherwise a special day for thanks-giving will have no significance for them. What can be done in the school-room to prepare the children for this day? Through every-day occurrences of life, stories and poems, the children may be led to feel a sense of joyful anticipation in this day for grateful recognition of the one source of all things. The beauty of such an awakening is that each day will grow to be one habitual thankfulness.

Fill out the blank enclosed and place in enclosed envelope and return to the business manager at once.

## Thoughts For Young Men.

"Know something of everything, and everything of something."

"Study is the voluntary and vigorous application of the mind to the subject in hand."

"Be such a man, live such a life, that if every man were such as you, and every life a life like

yours, this life would be a paradise.—*Phillips Brooks.*

"Always seize upon the moment of excited curiosity to gain knowledge."

"One thing at a time, and all things in succession."

You have a disagreeable duty to perform at twelve o'clock. Do not blacken nine and ten and all between with the color of twelve. Do the work of each and reap your reward in peace. So, when the dreaded moment in the future becomes the present, you shall meet it walking in the light, and that light shall overcome its darkness.—*George MacDonald.*

Irresolution is a worse vice than rashness. He that shoots best may sometimes hit the mark, but he that shoots not at all can never hit it. Irresolution loosens all the joints of a state; like an ague, it shakes not this nor that limb, but all the body is at once in a fit. The irresolute man is lifted from one place to another, so he hatcheth nothing, but addles all his actions.—*Feltham.*

"Give youth a clear road, clear thought, and plenty of encouragement; success requires it. Water their preferences with the sunshine of kind words, embracing hope, courage, and confidence, and the ambition will pour through the windows of the soul, till, like the beautiful flowers, full of color and perfume, they blossom and mature."

"I find that the great thing in this world is not so much where we stand as in what direction we are moving."—*O. W. Holmes.*

"If you would not be forgotten as soon as you are dead, write things worth reading, or do things worth writing."—*Franklin.*

"When you know a thing to hold that you know it, and when you do not know a thing to allow that you do not know it—this is knowledge."

"The aim of education should be rather to teach us how to think than what to think—rather to improve our minds so as to enable us to think for ourselves than to load the memory with thoughts of other men."—*Beattie.*

"You will never find time for anything; if you want time, you must make it."

"Perfect education in any line is but conscientious training of mind and body to act unconsciously."

"A good man will never teach that which he does not believe."

## I Will Be Worthy of It.

"I may not reach the heights I seek,  
My untried strength may fail me,  
Or, half-way up the mountain peak,  
Fierce tempests may assail me,  
But though the place I never gain,  
Herein lies comfort for my pain—  
I will be worthy of it.

I may not triumph in success,  
Despite my earnest labor;  
I may not grasp results that bless  
The efforts of my neighbor.  
But though my goal I never see,  
This thought shall always dwell with me:  
I will be worthy of it.

The golden glory of love's light  
May never fall on my way;  
My path may always lead through night,  
Like some deserted by-way.  
But though life's dearest joy I miss,  
There lies a nameless joy in this:  
I will be worthy of it."

—*Selected.*

## The Man And The Opportunity.

No man is born into this world whose work is not born with him.—*Lowell.*

No royal permission is requisite to launch forth on the broad sea of discovery that surrounds us.—*Edward Everett.*

Things don't turn up in this world until somebody turns them up.—*Garfield.*

We live in a new and exceptional age. America is another name for opportunity. Our whole history appears like the last effort of the Divine Providence in behalf of the human race.—*Emerson.*

Vigilance, in watching opportunity; tact and daring in seizing upon opportunity; force and persistence in crowding opportunity to its utmost of possible achievements—these are martial virtues which must command success.—*Austin Phelps.*

"I will find a way or make one."—*Bonaparte.*

There never was a day that did not bring its own opportunity of doing good, that never could have been done before, and never can be again.—*W. H. Burleigh.*

"Are you in earnest? Seize this very minute; What you can do, or dream you can, begin it!"—*O. S. Marden.*

Attend the Edinboro state normal school and learn how to make the most of life.

### Mother.

My mother, heaven bless her  
 As she has blessed me.  
 May she yet through long years  
 My comforter be!  
 In fame or obscurity,  
 Gladness or woe,  
 No friend can be dearer  
 Than mother, I know!

She weeps for my losses,  
 She laughs for my gains;  
 Her hand takes the sharpness  
 From all earthly pains.  
 When clouds turn the sunlight  
 To shadows of gray,  
 Her eyes are lovelights  
 To brighten the way.

And when in the twilight  
 With tender good-night,  
 She goes down the valley  
 In garments of white,—  
 The fairest bright angels  
 In heaven I know,  
 Will crown her who used to  
 Be "mother" below.

—Selected.

### Keep Growing.

Do not stop studying just because you have graduated. Do not lay out so much work for yourself—as most graduates do—that you cannot complete any of it, but resolutely determine, at the very outset, that you will devote at least a few moments a day to self-improvement. Do not let a day pass without at least a glimpse at a good book. Try to treasure up a bit of poetry, a helpful maxim, or motto, a little history, or something else which will exercise the mind so that it will not stagnate.

Whatever you do, determine that you will keep out of the ruts. You have plenty of examples about you of men and women who have been graduated with as much determination, perhaps, to keep up their studies, as you now have, and yet have dropped into the worst kind of ruts, letting all the beauty and poetry die out of their lives.

Many great men, like Darwin, have been suddenly surprised to find, in their old age, that their passionate love for poetry, for music, for works of art, has practically disappeared for lack of exercise.

Whatever may be your vocation in life, re-

solve that you will not get into a rut; that you will keep growing; that, when you retire from the active duties of life, you will have something to retire to, and not feel utterly lost and alone in the world when your regular occupation is gone.—*O. S. Marsden, in July Success.*

### Christian Associations.

The Y. M. C. A. and the Y. W. C. A., of the Edinboro Normal, are much alive and very wide awake. The young men and women identified with the christian associations are the best class of students. They heartily welcome in their midst all new students and endeavor to make their sojourn here a pleasant one. Although everyone at the Normal is busy you will find the association members sociably inclined, not wanting in courtesy.

The chief aim of the associations is to bring men and women to Christ and afterwards to help them to attain the highest and best standard of christian discipleship. A young man or woman leaving home and home influences can not do better than to become a member of an organization with such an aim.

The young women of the association meet regularly on each Thursday afternoon and enjoy an hour of prayer and praise service which is very helpful to all. The young men meet on Wednesday evening of each week in Bible study, and on Sunday afternoon is their devotional service.

Much good has been accomplished in the past by these services and there is prospect of still greater advancement in the future, as both associations are enlisting re-enforcements of willing workers.

### Societies.

That literary work is considered by the faculty and students of the Edinboro Normal as a very important part of school training is shown by the interest manifested in the work of our literary societies. The combined membership of the Potter and the Philo Everett societies is about one hundred for the fall term this year, and unusual enthusiasm is manifested by the members of both.

On each Monday evening both societies meet, each in its respective hall, and deliver a carefully prepared recital to its assembled members. Each student is invited to attend one regular

meeting of each society, so that he may be able to make an unprejudiced selection if he wishes to become a member of either. The regular programs include music, study of current events, readings, dialogues, etc., essays, recitations, declamations, extemporaneous speeches, and debates. The societies alternate every fourth week in giving an entertainment to which the other society, and the people outside the societies, are invited.

In many respects the society work of this term has been better than that of preceding terms. The benefits derived both from the performance of regular society work before an audience, and the practice in methods of conducting business meetings, are of inestimable value to the student.

Every student who enters the school and fails to become a member of one of its literary societies, makes a mistake which he will later look back upon with regret.

### How Smoking Affects Boys in One School.

We clip the following from the Normal Magazine, Potsdam, N. Y.

Some interesting observations of the effect of cigarette smoking upon boys in school were presented by P. L. Lord in a recent number of the School Journal. A public school of about 500 pupils was taken as an example, and in this school it was found that the boys were very much inferior to the girls in every way. It was also found that a large majority of the boys were habitual cigarette smokers. An investigation was ordered to ascertain how far the smoking was to blame for the boys' inefficiency and low moral condition. The investigation extended over several months of close observation of twenty boys whom it was known did not use tobacco in any form, and twenty boys known to be "cigarette fiends."

The non-smokers were drawn by lot. The report represents the observation of ten teachers. The pupils investigated were from the same rooms in the same schools. No guess work was allowed. Time was taken to get at the facts of the case on the twenty questions of inquiry—hence the value of the report. The ages of the boys were from ten to seventeen. The average age was a little over fourteen. Of the twenty smokers, twelve had smoked over a year and some of them several years. All of the twenty boys used cigarettes, while some of

them also used pipes and cigars, occasionally. The following table shows the line of investigation also, the results:

	Smokers		Non Smokers	
	No.	Per Cent	No.	Per Cent
1. Nervous .....	14	70	1	5
2. Impaired hearing .....	18	90	1	5
3. Poor memory .....	12	60	1	5
4. Bad manners .....	16	80	2	10
5. Low deportment .....	18	90	1	5
6. Poor physical condition .....	12	60	2	10
7. Bad moral condition .....	14	70	—	—
8. Bad mental condition .....	18	90	1	5
9. Street loafers .....	16	80	—	—
10. Out nights .....	15	75	—	—
11. Careless in dress .....	12	60	4	20
12. Not clean and neat .....	12	60	1	5
13. Truants .....	10	50	—	—
14. Low rank in studies .....	18	90	3	15
15. Failed of promotion .....	9	45	2	10
16. Older than average of grade .....	9	45	—	—
17. Untruthful .....	9	45	—	—
18. Slow thinkers .....	19	95	3	15
19. Poor workers or not able to work continually .....	17	85	1	5
20. Known to attend church or Sunday school .....	1	5	9	45

\*Times.

The following personal peculiarities were noticed in the smokers: Twelve of the cases had poor memories and ten of the twelve were reported as very poor, only four had fair memories and not one of the twenty boys had a good memory. Eighteen stood low in deportment, only one was good, and none were excellent. Seven of them very low, being constantly in durance vile because of their actions. Twelve of the boys were in a poor physical condition, six being subject to "sick spells" and were practically physical wrecks already. Eight were reported as being in a fair or good condition, but none were excellent. The table shows that the average efficiency of the average boy in this school who had never used cigarettes is represented at about 95 per cent, or, in other words, out of 100 such boys, 95 of them are reasonably sure of getting at least a good common school education.—*N. Y. Times.*

"Into whatsoever home you enter, let the peace come upon it and there remain, imparting blessings, until thou art forced from it by ingratitude or by lack of appreciation; then shake the dust from the covers and go elsewhere."—*Student.*

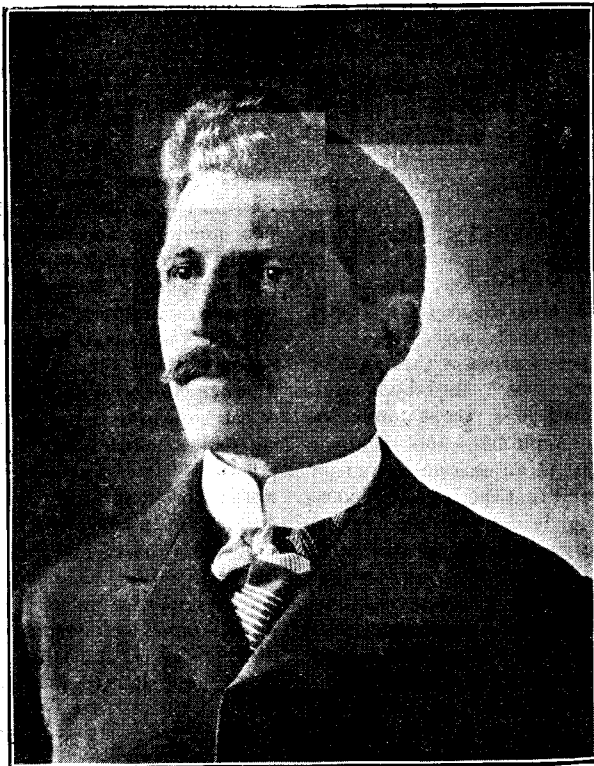
"The scientific way to destroy evil is not to hold it up and analyze it in order to make it hateful, but rather to put it out of the consciousness."—*The Arena.*

Next issue better than this, subscribe at once.

## Our Principal.

We quote the following from our publication of three years ago, in regard to the election of Prof. John F. Bigler as principal of the State Normal School of the Twelfth District, which seems to have had the tinge of prophecy. This, however, we will leave to the judgment of our readers to decide. In the light of what he has accomplished the predictions are, at least, unique:

"The well known and popular superintendent of the public schools of Venango county has



been unanimously elected principal of the Edinboro State Normal School.

"Prof. Bigler is now serving his third term as superintendent, a high honor and one of the best evidences of his popularity as a school man at home. He is well known throughout the state and is ranked as one of the representative superintendents. \* \* \* \* \*

"He represents the best element of our current school life, and he comes among us as a man of the highest ideals, not only along educational

lines, but in the development of the highest christian character. He will sustain and advance all moral conditions of the school, and will be found a staunch supporter of all questions of right.

"Prof. Bigler graduated from Grove City College, classical course, in 1889, and has pursued an extensive course in professional reading.

"He is in every way well fitted for the responsibilities of his new position. He was not a candidate here, and was chosen over many competitors. This in itself was a high compliment to him.

"Edinboro's sun is rising, and glorious and great opportunities are before her."

In three short years he has accomplished results which any one might feel proud of having accomplished in a life time. He has united the educational interests of his district, secured a demand for graduates that he is unable to fill, graduated the largest class in the history of the school, secured \$40,000 appropriation, improved the buildings and beautified the campus. He has built an electric lighting and heating estab-

lishment, and has one of the finest dormitories in the state, nearly completed.

## The Old and New.

"I would rather see a ruin, if it possesses historic interest, than the best modern structure ever framed." "And I like a well-made modern building better than any ruin in the world."

This interchange of widely different views is reported to have taken place between two American citizens on the deck of an Atlantic steamer. But conflicting opinions and even opposing principles are often not to be deprecated, but welcomed. "Then gently scan our brother man," not merely for the sake of manifesting a liberal spirit of toleration, but because of our actual need of his point of view to help us round out the whole truth for ourselves. Of two opinions in apparent conflict, each may contain a rounded element of truth; the one being complementary to the other; while both are right and necessary to the higher truth.

We meet the problem in every phase of human activity. Even apropos of the improvements on our campus that we welcome with delight, we feel that we may safely predict the same real though silent conflict of preferences, and the words above quoted seem to us to represent adequately the respective sentiments of our alumni on the one hand, and of the body of undergraduates on the other. To the former, the sight of these same old halls and the scenes of early school days would doubtless recall fonder memories, while the latter will naturally hail with greater delight any improvements that are being made conducive to the more perfect comfort of student life. The tendency is everywhere manifest.

"'Tis the past  
Contending with the present, and in them  
Each has the mastery."

But though the old halls have not yet become ruins, and will scarcely soon pass from memory, yet their service of forty-five years is nearly completed, and they must sooner or later yield their place in the background, and pass at last from view; while in the foreground there has risen in happy contrast a splendid new structure whose design and architectural beauty is in marked contrast with the old. Thus both in location and artistic design the new structure stands well to the front,—a monument, as it were, on the vantage-ground of progressive

education, to mark its advance during the past four or five decades.

'Tis the struggle of art to keep pace with growth and advancement in other spheres. This aim is universal. In the intellectual, in nature, in religion we struggle to represent our ideas in art, whose very source indeed is to be found in nature and religion. Architecture,—all down the ages from its most embryonic form, has ever been a mirror, as it were, in which have been reflected the ideals of each age.

In the ancient world the ideal in every phase of activity was a very limited one, and was adequately realized in the most ancient form of temple, which was a mere hollow tree with a wooden image of the deity within.

But in the middle ages, after the advent of christianity with its transcendent ideals, in supreme contrast with the ancient product arose the mediaeval cathedral with its myriad forms, its vaulted gothic roof, and its forest of statues and columns.

So too in the present forward movement of education of which we are justly proud, we think it reasonable to demand, and we rejoice in obtaining, for our pupils something in the way of material edifice more adequate to their needs than the Academy of Plato or the Lyceum of Aristotle.

We rejoice therefore, and we feel that every intelligent person in this community will rejoice with us in the erection of this beautiful dormitory, soon to be entirely completed and dedicated to the cause of education. It will be provided with an excellent system of electric lighting, and thoroughly equipped with all the necessary appliances for the convenience, comfort and health of teachers and pupils.

It stands a monument to the cause of the education of the young—a silent witness to the fact that all who have devoted their time and effort to the promotion of its erection, are awake to the importance of this noble work. It means still more:—it means an inspiration, we trust, to more effective efforts in this same direction in future years; to the formation of a more stable quality of mental fabric; and to the building of a more roundedly symmetrical type of mind and character.

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

**Motto.**

Pledged to truth, liberty and law  
No power shall sway us nor fear shall awe.

This is the first issue of the EDINBORO NORMAL REVIEW. We deem it proper to state some reasons for its publication. The first reason is that the Alumni Association at its annual meeting held last June advised the publication of a magazine that would endeavor to fully represent the normal spirit and clearly set forth the objects to be secured by the maintenance of the State Normal Schools.

The second reason is, that this school has about twelve hundred graduates and about twelve thousand ex-students all more or less interested in the school of their youthful choice.

The Alumni have evinced a decided interest in the affairs of their Alma Mater and are very much pleased with the progressive spirit that prevails in the "Old Normal." It is plainly the duty of the management to issue some publication in the form of a convenient news letter that may go forth as a familiar friend, greeting this vast army of progressive educators and business men, and awakening in them the sweet memories of other days.

Again, this school is very anxious to be of more valuable service, not only to its great body of students but to all friends of education, and especially to the young—"The gold dust of future generations."

We shall fill the columns of the REVIEW with material suitable for the teacher, the

student and the general reader.

We are sending a good many sample copies to teachers this month. We solicit your careful examination of the REVIEW, and we shall be very thankful to you for any aid you may give us in swelling our subscription list and in adding to the efficiency of our paper.

We have put the paper in convenient form, and we think our readers will do well to preserve each number.

**Question Column.**

1. What is the meaning of "Gerrymander?"
2. The homeless author of "Home Sweet Home?"
3. The military leader of the Pilgrims?
4. The Polish general buried in Savannah?
5. The great Swiss naturalist, adopted citizen of America?
6. The southern general who was at the same time bishop of his church?
7. The famous hunter killed at Fort Alamo?
8. Who was President, Vice-President, Minister to England, Governor, and member of the Senate?
9. "The poet of the Hearth and Fireside?"
10. The great ornithologist?
11. Of what use is the fly? The earth worm?
12. Why is buckwheat so called?
13. What was the origin of the "tariff?"
14. What was the origin of "news?"
15. What was the origin of Thanksgiving?
16. What is the inductive method in teaching?
17. What is the deductive method in teaching?
18. What was the origin of O. K.?
19. In proper names, what do the syllables Fitz, Witz, O, and Mac or Mc mean?
20. Where is cedar timber mined?

**Children's Eyes.**

Desks should be arranged so that the light from the windows will fall upon them from behind, and a little from the left. The light should be abundant, coming through large windows unobstructed by the walls of tall buildings immediately adjoining. All text books should be clearly printed in plain type, with very black ink, on paper without glaze and of a pure white or a cream-white color. Another important point relates to the condition of the black-board. Its surface is often so smooth as to reflect light, when viewed at certain angles, almost like a mirror. In many cases this glaze

may be subdued by a little rubbing with coarse sandpaper. Only white crayons should be used. Another cause of injury to the sight is too long and continuous application. The hours of study in school and out, for children under fourteen, should never be more than five or six, yet they are often much longer. The eyes can be greatly rested by lifting them from the book, and looking at distant objects, or closing them for a few minutes. We have spoken before of the utility of interrupting school work at short and frequent intervals in order to practice breathing exercises. The same intervals will be advantageous by taking the eyes from the book.—*Youth's Companion.*

**Editor's Blessing.**

"Go forth with our blessings, thou child of the press,  
Commissioned with blessings, all others to bless.  
The message thou bearest is not wholly unknown,  
The field we assign, thou wilt not enter alone.  
Be patient and cheerful, be patient and true,  
Courageous and hopeful, though friends are but few.

The world is not noted for choosing the best  
Until by hard trials its values they test.  
We give you this task, and urge as thy duty:  
Utility teach, teach truth, and teach beauty,  
Make larger our lives, convince by thy labors,  
The world is our country, its people our neighbors."

**Manners.**

Last month I had something to say about courtesy. Let me say a few words about manners in general. I am afraid that very few teachers give sufficient attention to the pupil's bodily position and movements. How many of your pupils when they stand to recite, stand erect on both feet, with head and shoulders well thrown back? How many walk with a slouching gait, shambling, or standing, or dragging their feet? A little careful attention on the part of the teacher, persistently followed up, will do work for the child for which he will thank you in later years. Are you sure that your pupils do not walk three abreast on the sidewalks, sometimes crowding older people into the mud? Do your girls never call to each other on the street in coarse, loud tones? Are

you boys ever shouting and running ahead of each other in the streets? Do your large boys ever abuse the little ones? Are you sure that your pupils are habitually respectful in speech, and in manners on the streets and in crowds? These things, and more like them, are worthy of your careful attention. "Young America" has a reputation for bad manners. How much of this is due to his teachers?—*School and Home Education.*

**How Teachers Waste Time.**

A lack of pursuing work methodically.  
Obtaining results with too much expenditure of time.  
Keeping pupils on work they already understand.  
Not doing work properly, thus causing needless repetition.  
Not making proper application of things studied or taught.  
Failing to recognize and reward effort as well as achievement.  
Accepting poor work, thus lowering the standard of scholarship.  
Failing to look into the future to see what the harvest will be.  
Habitually keeping the pupils for work neglected during the session.

**Our Library.**

Since the library has been established, more use is being made of books and magazines. The Dewey Card System of cataloguing was used, and any book in the library may now be found catalogued under the author's name, the subject or subjects of which the book treats, as well as the title. Every student is entitled to the free use of this library, which contains nearly ten thousand volumes. A student may secure a membership card by giving a written promise to obey the rules of the library. Books may be taken from the library for a period of two weeks, and may be renewed once.

"Poole's Index," an index to the articles published in the leading magazines of the United States, is a valuable addition to our list of reference books.

About two hundred new books, chiefly biography and fiction, have been added during the past term.

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## Questions For Teachers.

Why are you teaching?  
Are you putting your best efforts to the front?  
Is teaching the ladder you are climbing, or simply one of the rounds of that ladder?

Do you look upon teaching as a matter merely of gaining a livelihood, or do you see in it the solution of mighty problems and the destiny of minds immortal?

Do you realize that in years hence you will be remembered by your pupils not so much in name as in character, and that this will be the evidence of your present personal influence?

Are your manners, your habits, your conduct in general, such as you would care to have the young remember when they become old enough to trace their traits of character to their proper sources?

Have you a growing conviction of your opportunity and responsibility; are you improving the one zealously and guardedly; do you see in the one the grandeur of success, and in the other the awfulness of failure?

## Questions For Parents.

Of yourselves and teachers, which do you consider the more responsible for the education of your children?

Do you know that it is a powerful stimulus to the teacher to have you manifest an interest in his work, by frequent visits to the school, and by encouraging him with kind words?

Has it ever occurred to you that the common school system is a great saving of time and expense to you, in relieving you of a great burden of routine work?

Ought you not, then, encourage any means that are offered for the bettering of this system, by bringing into it higher salaries so that teachers can afford to devote a large part of their time to special preparation for the work, and by supplying the school-rooms with greater facilities for instruction?

Of two applicants for your school, the one having made teaching a study, having taken pains and spent money to prepare himself for a work in which he expects to devote his life, the other having prepared himself simply to pass an examination, and intending to teach only a few years in order to get help for something else, which would you prefer? Which would be the safer for your children?

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## November.

November again! Two months gone! How quickly they have fled! Are the children settling down to real work? as the attractions outside grow less and the cool, bracing air with bounding life, the eager hour comes to be at work. Now begin the hard earnest work of the year. Strike while the iron is hot! Now is the time to speed along. Work with a will, for days of languor come at the close of the year, when no one can work well.

## Alumni Meeting.

On Wednesday afternoon of Commencement Week, a general meeting of the Edinboro State Normal School Alumni was held in Chapel Hall Principal Bigler presiding. After the singing of "America" by all present, Mr. Fred Oiler of the class of '94 gave an address on "American Citizenship." He was followed by Mr. James S. Carmichael, of the class of '78, who gave an address on the subject, "Corsica or St. Helena." As the time was limited, the remainder of the program was not rendered. A permanent organization of the Alumni was effected for which Prof. Ira B. Peavy, class of '91, was elected president, Prof. J. M. Morrison, class '76, was chosen treasurer, and Miss Anna M. Wilson, class of '95, secretary.

Before adjournment, the subject of publishing a school paper was brought up, and those present promised their help and support if such a paper should be issued in the interests of the school.

## Business Schools.

The New York Journal says, the general development of the country has necessitated a style of education not dreamed of fifty years ago. The commercial affairs of the country call for book-keepers, cashiers, stenographers, typewriters, entry clerks, and bill clerks; the railroad business, the banking business, the importing business and the mercantile houses demand an army of well equipped, ready and proficient young men and women to transact their affairs intelligently. \* \* \* The great claim these institutions have on public favor is that they aid so many hundreds of young men and women to make their way in life.

Edinboro possesses rare advantages for securing an education in the true sense of the word.

## The Recitation.

Each recitation should embody examination, instruction, culture and excitation, and affords the teacher an opportunity to train the pupils in the use of good English. Correct methods of instruction do not permit the pupil to disregard in any recitation the true end and aim of education, the civilization of the power of expression. The method of the teacher should keep the pupil constantly on his guard in all he says during the recitation. Culture is not a gift; it is a progressive development, the result of the mind's own activity.

The method of the recitation should compel the pupil to express his thoughts and state textbook facts in the choicest language that he can command. Exact teaching persistently demands the very best effort of the pupil in all he does or says in the class-room; exact teaching compels the pupil to realize somewhat of himself in every effort to express his thoughts or feelings. Method that compels the pupil to do his very best in all he attempts to do is not only the practical in education, it is the philosophical also.

Methodical persistence on the part of the teacher is the only kind of persistence that will establish correct habits of thought and speech on the part of the pupil. In the recitation the pupil should be required to revise his verbose and slovenly statement until he changes it into good English. Nor are these requirements sufficiently exacting. A sentence may be grammatically correct, and yet be a faulty sentence. Good English consists of expressing thought in language that cannot be misunderstood. A sentence that can be easily constructed to mean more than one thing is not good English.

The recitation is the best school test of a pupil's moral character. It gives a pupil an opportunity to define and describe himself. If he is manly and self reliant, he will refuse promptings from his class-mates. If he is indolent and dependent, he will seek every opportunity to shirk recitation. "It is the recitation with its direct and indirect influence which makes a pupil an independent, courageous student, or a hopeless beggar." A recitation should be made so exacting, so direct, so personal, that a large majority of the pupils will prepare their lessons.

The recitation is the best school test of a pupil's intellectual character.—*J. N. Patrick in School and Home Education.*

Next issue better than this, subscribe at once.

## Andrew Carnegie's Advice to Young men.

1. Never enter a bar-room, nor let the contents of a bar-room enter you.
2. Do not use tobacco.
3. Concentrate. Having entered upon a certain line of work, continue and combine upon that line.
4. Do not shirk; rather go beyond your task. Do not let any young man think he has performed the work assigned him. A man will never rise if he acts thus. Promotion comes from exceptional work. A man must discover where his employer's interests lie and push for these. The young man who does this is the man whom capital wants for a partner and son-in-law. He is the young man who by and by reaches the head of the firm.
5. Save a little always. What ever your wages, lay by something from them.
6. Never speculate. Never buy stocks or grain on margin.
7. Never indorse. When you enter on business for yourself never indorse for others. It is dishonest. All your resources and all your credit are the sacred property of the men who have trusted you. If you wish to help another, give him all the cash you can spare; never indorse. It is dishonest.

[ An exchange has discovered the biggest trust on earth. It is the country newspaper. It trusts everybody, gets cussed for trusting, mistrusted for cussing, and if it busts for trusting, gets cussed for busting. So there you have it.

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Silverware, Optical Goods, and Musical Instruments.  
Repairing of all kinds promptly attended to. All work guaranteed.

## Alumni News.

Daisy Homan, '97, is teaching near her home this year.

Miss Margaret Wade is still at the Chicago University.

T. L. Hampson, '89, has a good law practice in Warren, Pa.

Georgiana Davis, '98, teaches in the Sægers-town graded school.

Miss Levanche Oakes, '00, is teaching the school at Branchville.

Miss Janette Ross, '97, teaches in Crawford county, near Willis Grove.

Clyde Porterfield, '01, has a position in the high school of Denver, Col.

Miss Letitia R. Odell, '91, has resumed her work in Cornell University.

Miss Jessie Butler, '99, continues her work at Bucknell University this year.

Miss Blanche Amidon, '00, is teaching the Gillespie school near Edinboro.

Miss Anna Rhodes, '91, is again teaching in Millcreek township, this county.

Miss Helen Selinger, '97, is a member of the senior class in Bucknell University.

Mae Thickstun, '97, graduated last year from Allegheny College, Meadville, Pa.

Stephen W. Bolles, '88, is connected with one of the leading papers of Chicago.

John L. Ritchie, '86, is doing a very extensive law business in Pittsburg, Pa.

Mr. F. L. Burdick, '02, is the popular principal of the North Springfield schools.

Walter E. Page, '02, is the energetic principal of the new high school at Philipsburg.

L. S. Moorehead, '89, and Jas. M. McConnell, '89, are practicing law in Pittsburg, Pa.

Misses Ida Most, '94, and sister Bertha, '00, are teaching in the schools of Wellington, O.

Miss Freeda Frank, '01, who is teaching near Oil City, was a guest at the Normal recently.

Miss Georgia Anna Slocum, '91, has accepted a position in an office in Pittsburg, Pa., at a salary of \$65 per month.

Miss M. Lucile Hinman, '98, gave several talks at the Potter County Teachers' Institute, on the teaching of physical culture.

A. L. Lackey, '89, is one of Venango county's most prosperous teachers, and is at the present principal of the Emmenton schools.

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Miss Martha Pond, class of '91, is engaged in teaching at St. Charles, near Chicago, and doing work in the Chicago University.

It is reported that Mrs. Minnie Fisher, formerly Miss Minnie Tucker, class of '91, is enjoying her new home at Rouseville very much.

Mr. Harley B. Cutshall, '91, is now engaged in a general mercantile business at Sugar Lake. He seems to be the right man in the right place.

Miss Maude Swift, '91, Miss Gertrude Maloney, '95, and Miss Emma Maloney, '95, are teaching in the graded schools of Union City, Pa.

Messrs. L. A. Marsh, C. M. Freeman, Gofrey Lyon, H. J. Wood, and H. N. Phillips, all of the class of '98, are students in Allegheny College.

John McKay, '95, who has spent the past two years in West Virginia, has returned home. He was a welcome guest at the Normal recently.

W. H. Bleakney, '89, after graduating in the theological department of the University of California, has taken charge of a church in El Paso, Cal.

Supt. Samuel B. Bayle, who was elected superintendent of schools of Erie Co. last May, is meeting with a well deserved success in his new calling.

We are sorry to report Wm. B. Cole, class of '99, is at the present time in Edinboro sick with fever but we are in hopes he will soon be around again.

Grace Mallick, '86, is considered one of the leading primary teachers of Pittsburg, and is a leading soprano singer in the first Episcopal church at a good salary.

Miss Frances Burchfield, '00, and Gladys Maloney, '95, were elected to positions in the Edinboro public school this year. J. F. McArthur, '02, is principal.

Should you like to visit a well regulated and enthusiastic school, call at the Wattsburg High School, which is presided over by Prof. Harry Burchard and his efficient corps of teachers.

We appeal to the Alumni to aid us in every possible way to make the REVIEW, (the official organ of their alma mater) a welcome and worthy visitor to the home of every Alumnus; as well as to the home of every aspiring teacher.

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Mr. Lloyd Spittler, '99, is serving his third year in the Milesgrove, Pa., school as principal, assisted by Miss Ada Burroughs, '95, Miss Blanche Everwine, '00, and Miss Ethel Spaulding, '01.

Mrs. Burt Steadman, formerly Miss Alice Rupert, class of '92, is now residing in Butler, where her husband has gone into the piano and organ business. Should you want a first class instrument in their line be sure to call on them.

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Should you have a case at law in the Erie courts you can obtain good legal advice by calling on R. L. Roberts, '90, M. J. Eckles, '86, Lou B. Jones, '87, F. A. Bliley, '86, Ex-Supt. T. C. Miller, '80, Leslie Peck, '95, Jas. C. Thomas, '89, or Ritchey Marsh, '94.

Prof. Rowell, class of '02, of the Mill Village school, has returned from the coal strike and resumed work again. All were greatly pleased to see their soldier principal home once more. During his absence Miss Alice Scrafford, class of '79, took his place in the school-room.

Prof. Jas. I. McLallen, class of '93, after seven years of successful work as principal of the Girard schools, was elected principal of the Cambridge Springs school, where he is now showing his usual push and practical good sense in greatly improving the schools. He is ably assisted in his efforts by the following graduates from the old Normal: Mrs. J. I. McLallen, '93, Miss Bertha Harter, '97, Miss Jessie Bole, '99, Mr. Ogden Bole, '99, Mr. William Henry Kreitz, '01.

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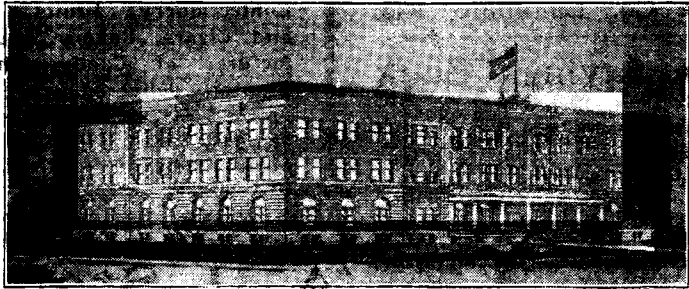
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Spring Session opens March 30, 1903.

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