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The Edinboro Normal Review

NOVEMBER, 1910

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THE TRANSFERRED GHOST.

The country residence of Mr. Jim Smith was a delightful place. It was an old fashioned house, surrounded by tall elm and oak trees. There was a stream near by, good fishing and many attractions, but none of them could hold me there very long.

I had been invited for the trout season by Mary, an old sweetheart of mine. Mary was not mine, but she might have been if I had confessed the state of my feelings to her. It was not only the dread of asking her, but it took a bolder man than I was at that time to ask the grouchy Mr. Smith for his daughter's hand.

I thought of these things day and night. As I was lying awake one night in the great bed in my spacious chamber, to my surprise I saw Mr. Smith standing by a large chair near the door. I was very much surprised because my host had never before come into my room, and besides he had gone from home that morning and was not expected to return for several days. The figure was that of Jim

Smith, but there was something about it that assured me that it was a ghost. My heart fluttered as the figure spoke.

"Do you know," he said, with anxiety, "if Mr. Smith will return to night?"

"We do not expect him," I answered as calmly as I could.

"I am glad of that," he said, sinking down into the chair. "During these two years that I have inhabited this house, Mr. Smith has never been gone one evening. It is fully two years since I first came here. Are you sure that Mr. Smith will not come home to night? For if he should come in and catch me here I should be frightened out of my wits, for I am the ghost of Mr. Smith; and yet I have no right to be; this is what makes me afraid of him. Two years ago Mr. Smith was dangerously ill in this very room. He was so far gone that he was really believed to be dead. I was at that time appointed to be his ghost. After I had accepted the position, to my surprise the old man revived. I had no power to return to my original form, and I had no right to be the ghost of a man who was not dead. Imagine how you would feel if my case were yours."

"I could not imagine such a thing," I answered, more composed.

"I am so glad to have an opportunity to talk to you," said the ghost. "I have come into your room and watched you while you slept, but did not dare to speak for fear Mr. Smith would hear you talking."

"But why did you wish to speak to me," I asked.

"I wanted to ask you to do me a favor.

"I wanted to ask you to do me a favor.

My greatest object at present is to get myself transferred, for Mr. Smith is liable to live for a great many years, and I thought that it might be possible that you would help me out of it. If you will give me some information I will try to help you in your love affair. I must go now, but I'll see you some time tomorrow."

There was something horrible in the idea that Mary and I had been watched by a ghost. The next day I decided not to tell Mary of this ghost, for it would only haunt her.

That evening I was sitting with Mary on the moonlit porch; it was nearly 10 o'clock and ever since supper I had been working myself up to the point of making an avowal of my devotion. I imagined that the nearer I came to the proposal, the more she seemed to expect it. If I spoke I should make myself happy or miserable forever. I was now both, and hesitated to shatter the strange charm. While sitting here I looked up and saw the ghost sitting on the railing of the porch, behind Mary.

"Don't be afraid," he said, "for Mary cannot hear or see me. It seems you are not getting along very well in your affair; you had better speak while Mr. Smith is gone."

I longed to tell him that there was no way in which he could help me, but to depart. "You need not wait here," I shouted aloud. Mary heard this and sprang to her feet, and was gone. The ghost vanished from the railing in an instant. I went gloomily to bed, but not to sleep. I thought it all over again and again. I determined once more not to tell Mary that the house was haunted by the ghost of her father. I hope my good intentions and my solicitude for her comfort will excuse the large amount of fiction in my explanation.

The next day Mary used me rather coolly, but after I gave her the story I had planned she was in the best of humor. As I sat down

beside her, the ghost burst into the room behind Mary. My heart fell within me, and every hope again fled. I could not speak. The ghost shouted, "Do you know that Mr. Smith is coming, and if there is anything in the way of love making, you had better hurry it up? At last I am transferred. Not five minutes ago a Russian nobleman was murdered and I am now his ghost."

The ghost vanished.

I sprang to my feet with outstretched arms, a passionate avowal of love on my lips. Mary was far from expecting it in that manner or at that time. Her look was perplexed. Her expression seemed to say, "Why so suddenly passionate now, when you have all along been so backward and listless? If you really love me as you say, why have you kept it from me so long?" Her lips said "Yes" in more ways than one. Her doubts, if indeed they were doubts, have all flown now for we know each other's secret thoughts, and often spend the winter evenings around our own fireside laughing about the strange cupid which directed our early love.

RENA DEVORE, '11, Philo Everett.

Y. W. C. A.

The name Young Women's Christian Association is so familiar that it is often repeated mechanically without a full understanding of its lofty aims and broad methods. "It is a good thing and we must have it," is said heartily by some large minded citizen who has a vague idea of this "good thing," but cannot define its policy or explain its purpose, save that it aims to help young women.

The purpose of the Young Women's Christian Association is to advance physical, social, intellectual, moral and spiritual welfare of young women, and to develop a girl's life into a purer and truer life for Jesus Christ.

At the beginning of each new term a num-

ber of girls may be seen at Cambridge Springs with white ribbons pinned to their waists, bearing the letters Y. W. C. A. They are there to meet the new girls, to help them with their baggage, and direct them to the car.

The social receptions which follow the opening of school give opportunity for the explanation of the Association aims and plans, and for invitation to the new girls to become members. Such forms of work as religious and social meetings and Bible classes largely under student control and leadership, are strong forces in the development of an independent christian life among the girls.

At present in the Bible classes, both in the hall and outside, two different lines of work are being studied, viz.: "The Acts," and "The Life of Christ." Both are well attended by the girls. Meetings held on Thursday evenings are especially interesting, and every girl shares the meeting. At present "The Heart of a Girl" is being read and studied in these midweek meetings.

The Association is prompt in sending delegates to the various conventions during the year, and the following is an echo from a recent convention where the Normal Association was represented.

MYRTLE NORMAN, Pres.

Echoes from the Y. W. C. A. conference held at Wilkesbarre, Pa.

A conference of the Young Women's Christian Association was held at Wilkesbarre October 27-30. The meetings were held in the new Y. W. C. A. building, which was dedicated the week before.

We arrived at Wilkesbarre Thursday evening, October 27, after a most delightful and interesting trip. That evening the general opening exercises were held, address by Rev. E. H. Delts, D. D., Philadelphia, Pa. The first regular meeting was on Friday morning. The first hour, from 9:30 to 10:30, was spent

in Bible study, which was led by Miss Mary Bushnell, City Secretary of the National Board for Religious Work. The lesson was taken from Isaiah. Here we learned "unless we have good moral conditions we cannot have good religious conditions." We then took up the study of the life of Isaiah and found that he was a prophet, a scholar, and a member of the royal house. He saw God and heard the call to service without question.

From 10:30 to 12:30 the meeting was in the hands of Miss Mary VanKleek, Secretary for Women Committees. The address of welcome was given by the president of the Wilkesbarre Association, and Miss Sheppard, Executive Secretary, Philadelphia, Pa., gave the response. The subject for discussion was: "Private effort and community action for wage earning women."

Pennsylvania has 500,000 working women. One of every four women of New York are wage earners, one of every ten factory workers. The question is: are we treating these women and girls in the right Christian spirit? Are we doing all we can to help them to a higher life? Here is where we want to take thorough self examination as individuals and as a body of workers in the association and church.

Next was "Women's responsibility in civics." Motto, "If you love your city make your city loving." A study of the government must be made if this is accomplished.

Miss Hopper, Industrial and Student Secretary, Philadelphia, Pa., then gave us a talk on the "Association work." Here are what the aims of the city associations are: Home life, boarding home, school life, domestic science, life work, church work. Encourage longer lunch periods. Help social, physical and spiritual development. The aim of all Associations should be "to make all women and girls welcome in contact with the Y. W.

C. A. all around happy Christian women."

Friday afternoon the student session was held in the Association rooms at the Wyoming Seminary at Kingston, an adjoining town. Miss Hopper opened the meeting by a short address. It was then in charge of Miss Mary Van Kleek. She encouraged systematic giving, thus aiding those in charge of finances. She then had the different representatives tell something of the work their Association had been doing along the line of missionary work, extension work, Bible study and socially. This was very interesting as well as helpful, and the afternoon passed only too quickly.

Saturday morning from 9:30 to 10:30 a further study of Isaiah was taken up, Miss Mary Bushnell again leading.

Report of finances was then given. Student Associations gave over one half of the required \$200,000. City associations gave only \$800. Students are doing well, but can do better. Cities are not doing well along this line. A strong appeal was made for the various associations to send in their dues, which are two cents a member, as soon as possible.

Saturday evening a very pleasant reception was given to the delegates and their friends. After spending the first part of the evening in getting acquainted better and having a social time, we went into the auditorium where stereopticon views of things pertaining to the different associations were shown. The whole evening was apparently enjoyed by all present.

Our next meeting was held Sunday afternoon, beginning at 4 o'clock. Dr. Anna Brown, City Secretary for National Board, gave a very helpful talk. She strongly emphasized the fact that the board or committee cannot do the work alone. All must fall in line with Christ at the head. He wants us as instruments for Him to speak through and to live

through. She said: "Let Christ have our bodies and see what he can do with them for just one year."

Sunday evening at 6 o'clock the farewell service was held in the cozy "Sun Parlor" of the Y. W. C. A. building. Every one seemed free to talk and say what they wished to. Miss Sheppard was in charge of this meeting.

We left, feeling very grateful to the Associations that sent us as their representatives, also towards the Wilkesbarre Association, which opened its doors to us, and towards the people at whose homes we were so very pleasantly entertained. HAZEL BALDWIN.

THE HALLOWE'EN OF NINETEEN TEN.

At the time when all the bairns of Scotland were singing,

"This is the nicht o' Hallowe'en,
When a' the witchies might be seen;
Some o' them black, some o' them green,"

those mischief making elves, the members of the Middle year class, were at home to the Normal and its many friends. As early as 7 o'clock the guests began to arrive, attired in costumes practically beyond description. The reception committee met each comer in the lower hall and gave him a welcome quite characteristic of the occasion. Each guest was ushered to the old gymnasium, which the Middlers had decorated in their colors, purple and white. Pennants from various schools and colleges, fantastic lanterns and festoons of purple and white decorated the hall from above. Some farmer's cornfield had been visited by the Middle year boys, and consequently Jack-'o-Lantern faces shone from among the corn banked along the sides of the room. A raid had been made upon the girls'

rooms, resulting in cushions of all shapes and sizes to add to the comfort as well as to the aesthetic effect of the room.

The sight when all were gathered upstairs was a remarkable one. Fairies flitted here and there; clowns were present, too, with their inexhaustible supply of jokes; the ghosts sang their direful melodies, and the witches made the whole room "to shudder and grow faint at heart" with their terrible "me-ows" and hissing. Some were disguised in colonial costume, some as Indians, while others masqueraded as their great grandfathers and grandmothers, and in garments best described as "relics of the past." If one were a bit timid they would have done well to remember the rhyme,

"Don't be scared on Hallowe'en,
Things are seldom what they seem."

The short informal program which had been arranged for the evening carried out the spirit of the party. Lowell's poem, "The Courting," was pantomimed. Several members of the class rendered songs and readings, while witches appeared and remained long enough to perform a wierd dance, before riding away to sweep the cob-webs from the clouds. The orchestra furnished the music on such unique instruments as combs and sweet potatotes.

The request which followed the close of the program received most hearty approval. Its main purport was that the company fall in line and meet the refreshment committee. Refreshments, served in picnic style, were in keeping with Hallowe'en, and were handed out in generous quantities.

At 9:30, or soon after, all went home as gaily as they came. The jolly time was enjoyed by every one who, no doubt, would have been glad to remain longer, had they not been afraid "that the faculty would get them if they didn't watch out."

To say that the Middlers have genius and talent is superfluous after the Hallowe'en party. Great vocal as well as oratorical ability was exhibited, and enormous applause was given the participants.

The members of the Middle year class are greatly indebted to and have asked that their appreciation and thanks be extended to Miss Griffin for her kindly assistance in making the one carnival night of the year a success.

W. A. SPRESENT.

THE STUDY ENVIRONMENT.

The following three minute talk was given in chapel by Dr. L. W. Sackett at the request of the principal. He was asked later to write it out and to allow its publication in the Review. He consented to write as much as he could remember of it. Although he may have found it impossible to impart to the written production the degree of life and snap which marked the talk, it is believed that a wider audience will find pleasure and profit in reading it.

H. S.

"When our principal asked me a few days ago to give you a talk on the 'How, When and Where of the Study Period,' I consented in all good faith and congratulated myself on the opportunity of giving you a studied psychological exposition of the question. When he calls on me this morning, I find that all the preparation I have made is to think of the matter a few times on the road to and from the office, and once or twice when I would wake up in the middle of the night with nothing else to think about. I cannot hope that my talk will be very instructive. What I say will certainly be impulsive and extemporaneous. My appeal shall be to your behavior more than to your understanding.

"Whenever I think of the study habit I am reminded of an experiment which was performed in Colorado Springs a few years ago

by the county superintendent of El Paso county. In the home of this man everything was regular and orderly throughout the long winter months. The father and mother had their accustomed chairs and places in the sitting room of evenings. The young man and the young lady in the family, both of high school age, had their regular study chairs at a particular part of the room, always the same during the study hours. Nothing was allowed to interfere with the arrangement of the furniture and the members of the family during the school months. When, however, summer vacation came the whole scene changed. The furniture was shifted and the general habits of the sitting room were altered and were much less regular and formal. But one evening in mid-summer, I think about the middle of August, the head of the family decided to see what the results would be if he should put the members of the family in the same positions which they occupied during the study hours of the school year. He succeeded in doing that without attracting the attention of any in the family to his plan. As the evening was passing, the son suddenly interrupted the conversation by saying: "Say, dad, I hadn't thought of that algebra for two months. I wonder if I have forgotten all about it? I wonder why I am thinking about school this evening, anyway? I just believe I'll do some sums and see if I know anything, at any rate." He had not noticed that he was sitting in the same chair at the same table where his algebra had always been solved during the nine school months. But down came the algebra and a pleasant hour's work followed. The old environment had set off the usual study habit so that the task was the most natural thing in the world. It was not a task, but the indulgence of a pleasurable habit. It was as easy as to breathe in the clear morning air,

and to eat when the table is attractively spread at the usual hour.

"In the same way I should say that the study habit with you is worth more than any resolution that you are going to observe the study hours strictly. To study from principle is a task, but to study from impulse and habit is a pleasant diversion. I would call upon the students here for a regular study habit, and when it is formed, resolutions are superfluous. Produce the same conditions for each line of work from day to day. If you study Latin in a rocking chair do so every evening, and before long your position in the chair will turn on the Latin 'stop,' so to speak, and work will be easy. If you find it agreeable to put your feet on the table during the study of methods or history, make it a regular habit and the position will come to place you in the proper state of mind to grasp those subjects easily. If you take a straight back chair for algebra take the same place at the table and do the work approximately the same time in the evening. Algebra will come to be a part of the time and place. I might illustrate this by a reference to my old teacher. G. Stanley Hall has given his university lectures for so many years at 11 o'clock in the morning that he now declares he finds himself more talkative at that hour, even on Sunday and during the summer vacation.

For my own personal advantage I would suggest to those boys who blow the mournful little whistles and horns over in the dormitory that they blow them at the same time and in about the same way each day. It may be that I am needing just that kind of stimulus to make my study environment complete when the habit is fixed. I find myself mentally groaping around for some such stimulus to get my psychology out for the following day. I shall hold you responsible if I come into

class some morning without adequate preparation. Blow all you like during my study hours, but have some system and regularity so that I may get my habits fixed for the winter. Don't come thundering in on my study environment in a medley of half born tones when horns are not on the program. In a word, let the how, when and where of the study period be solved by regularity of environment and habits, so that the task may be lightened and made more pleasurable."

AN AUTUMN PARTY.

An attractive autumn party was given by the Y. W. C. A.'s to the Y. M. C. A.'s. On entering Potter Hall the cabinet of the Y. W. C. A. gave all the guests a warm welcome. Before being seated each one received a "Floral Love Tale," which was uniquely gotten up and afforded great pleasure in guessing the answers.

The program was opened by Miss Norman's hearty welcome to the Y. M. C. A.'s. Her address closed with two girls spelling out the letters Y. M. C. A. Mr. Mallery, president of the Y. M. C. A., responded to the address.

Miss Waters read "Patsy" in her usual pleasing manner. An appropriate duet on autumn was sung by Miss Thomas and Miss Preston. The quartet which consisted of Miss Thomas, Miss Draper, Miss Preston and Miss Garver, sang a pretty selection, entitled, "Shandon Bells." The "Human Organ" was a very enjoyable number on the program. This instrument was made up of eight girls, each one being a note. Miss Norman played this organ by pressing the heads of the girls. The selection played was "Nearer My God to Thee," and they responded to an encore. Miss Bess Cutshall read, "And So Was I," which all enjoyed.

The program was closed by an original

pantomime entitled, "Miss Y. W. C. A. at Home," Miss Smallenberger representing Miss Y. W. C. A., who is entertaining a caller, and the maid, Miss Phillips, enters with the card of another gentleman, so the first must be gotten rid of and is made into a hat rack and in like manner a second is converted into a table, and so on until the room is filled with human furniture. The climax comes when one of the callers sits on a human chair. At once all the furniture becomes alive and rushes out of the room.

After this interesting program maple leaves were given out in which Mr. and Mrs. Redwood and other trees were matched up for appropriate refreshments served in Philo Hall. This hall was beautifully decorated, the windows were latticed with tissue paper entwined with branches of fall leaves. The effect was very autumnal. During the refreshment the "Floral Love Tale" was read. Mrs. Tucker, having the best answer, received a box of candy.

On leaving all voted the evening a very great success. ELIZABETH GARVER, '11.

LETTER TO THE ALUMNI.

To the alumni of the Edinboro State Normal School:

Dear Friends—In the last issue of the Edinboro Normal Review we made the announcement that our semi-centennial celebration will take place this year. We urged all graduates of the school to send us their names and present addresses, as well as the names and addresses of their classmates, with a view to soliciting their help and encouragement, as well as their presence at the celebration that will take place in June about commencement time.

We are preparing a most excellent program. This program will be made up largely from the illustrious alumni, and I am sure

we can promise you a feast of good things at this home gathering in June next.

Now we are going to ask another favor of all of the alumni and former students of this school, and this is that each alumnus become a subscriber to the Normal Review, at least for this year.

The editor of the Normal Review proposes making the January issue the semi-centennial number, and we wish each one to become not only a reader but a subscriber for the Review for the year.

The January number will contain many able contributions from the alumni who have made thus far a success of life in various fields. If you will send your subscription to the business manager, Prof. Herman Sackett, Edinboro, Penn'a., you will confer a favor upon all concerned and you will receive the current number as well as the September number of the Normal Review.

May we all help in making this year's Normal Review the best in its history.

Very sincerely yours,

JOHN F. BIGLER, principal.

SENIOR NOTES.

On September eighth, nineteen hundred and ten the present senior class met in its first class meeting in highest spirits, with greatest hopes and with the utmost determination "esse quam videri" greater, stronger and better than any other class whose illustrious record ever graced the annals of the Edinboro State Normal school; and as yet there has been no indication on the part of the membership to deviate from its high ideal.

In direct compliance with the object in view, when the opportunity was afforded it promptly nominated and elected as its prospective leader its last year's president, Harry

A. Weaver, who has shown by former dealings with this class in its more youthful days both this ability to lead equally well whether danger impends or prosperity favors, and his diplomacy in getting others to work for the interest of the class. We have no misgivings but that he is able, aided by his corps of assistants, to guide, direct and even lead it throughout the remainder of its life at the Normal.

Immediately following the first class meeting the class took up its duties and responsibilities, as an organized body, in real earnest.

We are frank to admit that the class has thus far this year done little to distinguish itself favorably or otherwise in the eyes of either its most noble body of instructors, the faculty, or those of its most ardent admirers, the under-class men. Yet its persistence in demanding certain reforms, which it, though perhaps narrowly, thought necessary, should not be overlooked. Nor should its work in the rhetoricals, which, by the way, have been rated "the best yet," be too highly commended for it is a well understood secret with the seniors as a body that the world has not yet been informed concerning the capabilities of its members.

So, if not so much "bleating" is heard from this as from the other sheep, just consider that "it is the still sheep that gets the most clover," and that the class is only preparing to make more definite demonstrations of its abilities later in the year. When the class has completed its prescribed course of study together with its year book, when it has become too strong for its present surroundings and like the butterfly, strengthened by its sojourn here, bursts its bounds and enters into the yet untrodden fields of knowledge, then, readers, it may be demanded of you to "Stop! look! and listen!"

WALLACE V. MALLERY, '11.

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

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

Our readers may have been surprised at seeing the last issue of the Review the number for two months instead of one. The reason for that was two-fold: first, the change of editorial staff delayed the first number of the year so that it was really the October material which was published. Second, as was briefly mentioned it was planned to make the January number in honor of the semi-centennial celebration of the school, and as such it will have twice the usual size. Thus it will be possible to make the memorial number much more appreciable. Full plans are not yet made for that issue, but it is hoped that the alumni may contribute largely to it, and possibly be induced to furnish all the material. It would be agreeable to the present editors for the large number of more or less illustrious alumni to write either

personal letters, editorials, or contributions, so that we who are now at work may see how the school appears in the perspective of time, distance and post graduate experience. Alumni! this is your opportunity to yell again with the old boys. Who will send us names, addresses, present occupation of members of their own graduating class? Let us begin now and get such a list of personals and personal contributions that every graduate will be proud of his alma mater, and hundreds will be induced to try for the sheepskin of the Northwestern. The psychological moment of action is at hand. The school is on exhibition and must make a showing of fifty years of existence. None of the alumni should permit themselves to be overlooked in this semi-centennial invoice.

ATHLETICS.

There has been no lack of interest in athletics in school this year, although it is rather late in getting under headway. No football schedule was arranged because the funds were not available for paraphernalia to equip a second team. Some effort was made to direct the interest to track and field sports with a view to an intercollegiate field meet, but it was abandoned when no first class material showed up.

With basket ball, however, the case is very different. Interest has always been high in that line, and the first call by the manager brought out material for a large number of creditable teams. The prospects are very encouraging. Teams are not yet selected, but the tentative division leaves the second team almost as strong as the first. In a recent training match between the two the first won only by a small margin. The resolution passed recently by the faculty committee of athletics is designed to secure clean athletics in the school, and to exclude all players from

the teams who are not regular bonafide students in the Normal. In addition, it paves the way for training rules for all players and student officials. The resolution is given as follows:

"That all players and student officials must be regularly enrolled in the Normal and shall be carrying at least four regular studies approved by the committee; that they shall be in full standing in all classes which they attend, standing to be determined by the faculty before each game; that they shall go into regular training and observe training rules to secure and hold a position either as official or on first or second teams, and shall not break training during the season; that position on the teams shall be determined by the manager and captain on the basis of ability to play the position."

Training rules so far adopted are very simple and general. Many desirable regulations are omitted because there is no means for their enforcement. It is the sense of the committee that every rule made must be observed in both letter and spirit. They are anxious for winning teams, but they are also solicitous for the manhood of the boys taking part. Each participant will be encouraged to observe such other rules as shall make him the best player it is possible for him to become. The three preliminary rules for training are as follows:

1. Players and student officials must refrain from the use of tobacco or liquor in any form during the basket ball season.

2. Players and student officials must be present at each regular practice period, unless excused by the manager or physical director.

3. Swearing or other indecent language must not be indulged on the practice floor or during any game.

With Mr. Snyder as manager of athletics, the committee and faculty feel confident that

the rules will be rigidly enforced, that winning teams will be developed, and that every athlete will be an honor to the school.

SEC. FACULTY COM.

WEATHER OBSERVATIONS.

O, summer is dead,
Her spirit has fled,
And naught but her form remains.
O, naught but the clay remains.
The clouds are of lead
The songsters have fled,
And gone are their sweet refrains,
O gone are their mellow strains.

For the fairest of the fair,
She most beautiful, most rare,
Now calmly lies so cold and pale,
While chilling winds her dirge doth wail,
And in a robe of white is shrouded,
While the sky is overclouded,
And her eyes which laughingly did look
From the little merry moss-banked brook,
Now are glazed, and dully stare
With the gaze the dead do wear.
No more do we feel her sweet pure breath,
But only the chilling blast of death.

C. RICHEY, '11.

FAD WARNINGS.

Drink water and get typhoid fever. Drink milk and get tuberculosis. Drink whisky and get jimjams. Drink soup and get fat. Eat meat and encourage cancer, apoplexy and appendicitis. Eat oysters and absorb typhoid gastric poison germs. Eat vegetables and give the system Asiatic thin-blooded weakness. Eat desert and die with paresis or something else. Smoke cigarettes and die too soon. Drink coffee and fall into insomnia and nervous prostration. Drink tea and get weak heart. Drink wine and so drink gout. Blame it all, if you want to keep well quit eating and drinking, smoking and loving, and before breathing or touching anything see that the air and everything is perfectly

sterilized. Some scientific cranks or madmen think every man should so live, while another set of cranks think all modern science is nonsense. There is a scientific moderation in living that almost surely involves long life, no matter what the different kind of cranks say.—New York Press.

MR. JOHN RUMMELL IN THE MERCHANT OF VENICE.

The student body and citizens of Edinboro were afforded a genuine treat in hearing Mr. John Rummell, of Buffalo, read "The Merchant of Venice" last Saturday night, November 5, in the Normal chapel. Mr. Rummell is a master of his art, and the committee on entertainment is to be congratulated on securing such an artist for the first number of the lecture course.

The interpretation of Shylock and Antonio was especially excellent. It was a master of elocution and a careful student of Shakespeare who portrayed the greedy Jew with his fanatical, almost terrible hatred of the Christian. He showed us this man in the height of his apparent victory and the depths of his final defeat. The character was unexaggerated, as the world's master author intended, yet almost fearful in the intensity of feeling. Antonio was always the calm, faithful friend, ready to give up his life in fulfilling the bond he had made.

The stories of the caskets and the rings were skillfully rendered though not giving so much opportunity for the expression of the reader's dramatic ability. The comedy was delightfully portrayed and appreciatively received by the audience. On the whole an exceptionally pleasurable and profitable evening was spent in hearing this masterpiece of literature.—G. R. B., of 1911, in Edinboro Independent, Nov. 10, 1910.

SCHOOL SYSTEM OF SOUTH DAKOTA.

Bonesteel, S. D., Nov. 19, 1910.

Prin. J. F. Bigler, Edinboro, Pa.

Dear Sir: I said some time ago that I would write you an article on the public school system of South Dakota, and I will try to fulfill my word now.

It has been a little over a year since I left home for the great west. I have been successful so far, and like the country very much. Last winter Mr. Perry and I were together and we both taught country schools. In the spring he went north to Manchester, where he worked on his uncle's farm and also took unto himself a wife. He is now teaching a country school about 6½ miles from town.

After my school was out I came across the river to Bonesteel, where I was elected to teach the seventh and eighth grades. We found it necessary to hire the sixth teacher this fall and then I was given the eighth and ninth grades. I have been successful here so far this year, and I believe I am giving general satisfaction.

I could spend some time telling about the country and conditions that we have to meet, but will not take the time. I hear that you are still making improvements at the Normal and getting many new teachers. I hope your success will continue to be great.

Now for the article on the school question. My object in writing this is for the enlightenment of those who wish to come out west to teach.

The public school system here in many ways is ahead of that in Pennsylvania. The salary averages about the same, from \$50 to \$60 per month for country schools, and from \$50 to \$125 per month for city and town schools. The grade teachers in town receive about \$50 to \$65 and the high school teachers and principals more. Here the principal receives \$1,000 per year, which is about the

average. We have a six room school with eleven grades, and about 185 pupils on the roll. The term averages more in this state than in Pennsylvania. The majority of the country schools run eight months while some have a nine months' term, and a few have only six months. The average, however, is about eight months.

In order to get a teachers' certificate the applicant must pass an examination before the county superintendent. The questions are furnished by the state department, and the papers are corrected by them. There are five grades of certificates. First, second and third grades, state certificates and life diplomas. Applicants for a third grade certificate, which is issued for one year, for any school designated by the county superintendent, must be 17 years old and pass an examination in the common branches and didactics. Applicants for a second grade certificate, which is valid in any school in the county for two years, must be at least 18 years old, and pass an examination in the common branches, didactics and civil government. First grade certificates are good for three years in every county in the state, and applicants shall pass an examination in the common branches, civil government, current events, American literature, bookkeeping, drawing and didactics. A state certificate shall be valid for five years, authorizing the holder to teach in any of the common schools of the state including those in cities and towns. Candidates must produce evidence of 24 months' successful experience and must pass examination in algebra, geometry, natural philosophy, physiology and hygiene, drawing, civil government, didactics, general history, American literature and the common branches. Provided, that a diploma from any State Normal school of South Dakota having a course of study in which at least one year's work

above an approved four year high school course is required, may be accepted in lieu of an examination in subjects named. Provided, further, that a diploma from any other school having a course of study equivalent in extent and similar in character may be accepted in lieu of an examination in subjects named.

This provision makes it possible that a graduate from the Edinboro Normal, if he has had at least two years in a high school above the eighth grade, can get a state certificate here by passing an examination in South Dakota history.

The life diploma is good during good behavior, requires the same examinations as state certificate, also requires forty months' experience.

Concluded Next Month.

NOTES AND COMMENTS.

Prof. Bigler attended the state conference of principals at Harrisburg November 9-12 inclusive.

Two good games of basket ball have been played between first and second teams during the past month.

More than thirty inches of snow has fallen and it isn't Thanksgiving time. All records seem to be broken, even for Edinboro.

The home coming week for the town and school in connection with the next commencement would be an opportune time for a class reunion.

November 15-19 was observed by the Christian Associations as the week of prayer. A good attendance and helpful meetings are reported.

The second musicale by the students of the Music Department was given on November 17 in the director's studio. A program of thirteen numbers, including compositions by Ru-

benstein, Lysberg, Rheimerger, Scharwenka, Gottschalk, Nevin, and other modern masters, was well presented.

The Review is sorry to report the death of Mr. Frederick Thompson, who filled the registrar's position at the Normal for several weeks this fall.

The senior rhetorical are coming too rapidly to be reported. There is a general impression that the class is more than maintaining the usual high standard of excellence in their productions.

How would it be to shorten that Christmas trip and plan to attend the golden wedding anniversary of the town and school at Edinboro next June? Both will be in gala attire ready to entertain you.

Prof. E. A. Gowen, director of the Music Department in the Normal, pursued a six weeks' course of advanced music study at Harvard University during the last summer, and was accredited with the highest marks in his class at examination. The work done by Mr. Gowen was, with work previously done, accepted as a half course for a degree in the University. He intends to pursue his studies there during the coming summer.

Bickleton, Wash., Nov. 13, 1910.

Editor Normal Review, Edinboro, Pa.:

Dear Sir—I ran across an old copy of the Review today and it makes me home-sick. Enclosed you will find \$1.00 to renew my subscription.

It might be interesting for those of the faculty who were connected with the E. S. N. S. in '99 to know that I am serving my ninth year as principal of the Bickleton high school, and that the people of Klickitat county have expressed their confidence in my ability by electing me superintendent of county schools. My work will be spread over a large

territory, as Klickitat county has a frontage of ninety-four miles on the Columbia river and an average width of twenty miles, but those of the faculty of '99 who remember me know that I have the accomplishment of getting over considerable space on short notice.

Give them my regards and hurry along the Review.

Yours respectfully,
T. C. ANDERSON, '99.

PERSONALS.

Louise Hotchkiss, 1908, is teaching in Walnut, N. C.

Eleanor Wade, 1910, is a student in the music department this year.

Miss Edith Christie '01, has a good position in the Oil City schools this year.

The friends of Miss Jennie Casbohm, '03, will be sorry to hear that she is very ill with typhoid fever.

Ree Steadman, 1906, and Harry Hawkins, 1910, entered Jefferson Medical College in Philadelphia this fall.

Miss Mamie A. Price, 1901, is still teaching in Sharpsville, Pa., where she has held a good position for several years.

William F. Butterfield, '10, writes from Warren, Pa., that he has entered the employ of the Jackson Gas Engine Company there.

Lillian Smith, 1909, is teaching in the schools of Mahwah, N. J. She has forty pupils in kindergarten and first grade, and is enjoying her work there.

S. Ralph Mallery, 1907, after teaching for two years, has decided to try farm life. He recently purchased a farm north of Edinboro, and will make a specialty of poultry.

David Higby, '00, of Richmond, Nicholas county, W. Va., called at the Normal recently. Mr. Higby is paymaster for the William F. Mosier company. He is still deeply in-

terested in good schools, and is trying to raise the educational standard in his community.

Miss Edna Van Marter, '01, is teaching near Meadville.

Wesley G. Hayes, 1908, entered Allegheny College this fall.

Miss Mable Pratt, '10, is teaching in the Girard high school.

Miss Mary Slater, '02, is teaching in the East Springfield high school.

N. H. Phillips, 1898, is teacher of science in the schools of Monessen, Pa.

Robert B. Kelley, '02, is again assistant principal of schools at Donora, Pa.

Miss Maye Geer, '10, is teaching in the primary grade at Frontier, Wyoming.

Misses Florence and Bessie Ballard, 1909, are teaching together in the school in Franklin Park, N. J.

Mamie Howland, 1909, has resigned her position in New Jersey and has gone to New Mexico to teach.

Estella Kaveney, '08, is principal of the school in Belle Valley. Mabel Werren, '10, is her assistant.

G. Earle Shaffer, '99, is now located in a thriving town in Oklahoma, where he moved from Meadville, Pa., this fall.

T. C. Anderson, '98, is county superintendent at Brickleton, Washington. A letter from him appears in this issue.

Miss Bell Comer, '07, who is teaching near Waterford, takes work in the oratory department of the Normal on Saturdays.

Ruth Isherwood, '10, is teaching near Cambridge Springs. She has sixteen pupils enrolled in seven grades, and enjoys her work very much.

Leslie Thompson, '10, is principal of the largest township high school in Crawford

county, situated in Hayfield. He has one assistant teacher, and is well pleased with his work.

LeVieve Wooster, '10, is teaching English in a high school near Warren, Ohio. She was a Thanksgiving visitor at the Normal and delighted her friends, both new and old, by singing two solos in chapel.

George Amidon, an alumnus of this school, has taken the position of registrar of the Normal. Mr. Amidon was for some time a teacher in the Meadville Commercial College, and comes well qualified for the position.

Miss Emma J. McDaniel, 1910, is typist for the managing editor of the "Idea" and the "Skimmer," the organs published by the Dodge Manufacturing Co., the largest transmission engineering concern in the world. Her address is Mishawaka, Ind.

From a recent letter from Mary VanPelt, 1907, we learn that her work in the schools of Yuma, Arizona, with forty-four pupils in the fourth and fifth grades, keeps her pretty busy, but she is pleasantly situated and enjoys her work.

W. L. Austin, '02, informs us that he is teaching senior algebra, first year Latin, Caesar, Cicero, physics, and bookkeeping at Economy, Pa. On Saturdays he takes work at the University of Pittsburg. He mentions having met Prof. Sprengle, formerly teacher of science here, while attending the Allegheny county teachers' institute.

Our principal recently visited the schools of Youngsville, Warren county, and reports that he was highly pleased with the work done there. Besides a good high school, the town is the fortunate possessor of a well equipped industrial school, where manual training and domestic science are taught. Two former graduates, Georgia Bancroft, 1907, and Nellie Knapp, 1908, are teachers, doing

good work in the schools there. Of course, they both subscribed for the Review, as they wish to hear from the Normal.

BOOK REVIEWS.

Chamberlain, A. H. Standards in Education including industrial training. A. B. Co., 1908. 265 p.

Standards in Education is another of the new books which has for the central purpose the concrete treatment of educational questions. Mr. Chamberlain is in harmony with the spirit of modern times in presenting such a work from the industrial point of view. In adopting his phraseology to the parent and general reader as well as to the pedagogue and the student he has taught a lesson on the relation of school to life outside the school. Instead of testing the efficiency of school work merely by the "material results of the student's work," as most writers on industrial training do, the author takes true value or worth of the student as his criterion. The "test, however, is to be of dynamic worth. The school should inculcate in its members self control, leadership and responsibility." The story of the book is briefly told in the chapter headings: The Aim of Education; The Elementary Curriculum: its Aim and Scope; The Meaning of Correlation; The Basis of Ethical Training; The Significance of Habit; The Curriculum in Operation; Study and Preparation; The Recitation Process; Training Professional Growth and Recompense of the Teacher. One highly commendable feature is that almost a page is given to the analysis of each chapter in the index.

The theses, summarizing the substance of each chapter, are of very great value and teach a lesson by their position at the close of each chapter instead of at the beginning. The "Topics for Study," similarly placed, are very suggestive to the teacher desiring fields for discussion and special report.

The last chapter is especially worthy of mention. The list of theses thereto appended will serve to illustrate the entire treatment:

1. Psychology is of value in teaching when its laws are known and applied.
2. Experience is necessary, but it is not the only teacher.
3. The academic atmosphere of the secondary school and the professional of the normal school contrasted.
4. To grow, the teacher must read books, and choose worthy associates.
5. The teacher must cultivate high moral standards, keep in touch with industrial progress, and educate his finer sensibilities.
6. The value of "outside" school courses.
7. Honesty, open-mindedness, responsibility, fearlessness and simplicity, tactfulness, willingness to work, order and system, discrimination, concentration and judgment—these are qualities that make for growth.
8. The recompense of the teacher is not to be measured in terms of dollars and cents or in social or civic or professional preferment, but in a knowledge of good accomplished.

The bibliographies at the close of each chapter are especially well chosen and make the work also a valuable hand book for reference. The author has combined most of the commendable qualities of a book in his text. While he has taken positive stand on several debatable pedagogical questions, his reasoning is good and his method practical. A book with so many excellencies could not fail to meet with success. Indeed its success is no longer a matter of speculation for the best schools are finding in it the outline of a very advanced study and weaker schools find it comprehensible and helpful where no supplementary work can be done. L. W. S.

Gillette, John M. Vocational Education, A. B. Co., 1910. 303 p.

One of the most recent and radical contri-

Contributions to educational literature is the volume "Vocational Education" by John M. Gillette of the department of sociology in the State University of North Dakota. As would be anticipated the point of view is that of social adjustment. The book opens with a general review of the educational renaissance towards vocationalization both in this country and Europe. The social ends of education are kept constantly in view. Some positive recommendations are made for the socialization of the programs and the special subjects of the programs. The author would socialize arithmetic by the elimination of the tables of Troy and apothecaries measures of equation of payments. Square and cube root, (allegation still taught in Germany) compound interest as taught, compound (and even simple) proportion, greatest common divisor, complex fractions and most of compound numbers. His reasons for so doing are: "these subjects which are the ones which consume most of the time in arithmetic classes of the grades after the fourth are so rarely used in business that the ordinary tradesman or professional man almost forgets their meaning within a few months after leaving school."

Mr. Gillette quotes with approval Prof. D. E. Smith, of Teachers' College, N. Y., in his recommendations for arithmetic on the basis of utility. He would have (1) a good working knowledge of the fundamental processes, by which he means (a) counting and reading to billions; (b) addition and multiplication of integers, of decimal fractions with not more than three decimal places, and of simple common fractions; (c) subtraction of integers and decimal fractions; (d) a little of division; (2) accuracy and reasonable rapidity. (3) a knowledge of the ordinary problems of daily life. Were arithmetic taught for utilities alone this could be accomplished in about a third of the time given to the subject.

Arithmetic, the author thinks, should be localized to suit the needs of the community, not only for the sake of those who will become members of that particular community, but in order to make the work less abstract while it is being presented. Any farm has the whole mathematical course in the problem evolving the total crop yield; rate of yield and rate of increase; cost of preparing the ground, seeding, harvesting, deductions for screenings, capacity of granaries, shrinkage, etc.

The author would socialize history by differentiating between the history in the hands of the historian and in the hands of the educator. "The sooner we can banish the polite information idea from our history study the better off we shall be". He would substitute the idea that the information is valuable in so far as it helps to throw light on the problems of our time and assist in their solution. History that is merely cultural is less effective than that which causes the student to "burn with enthusiasm for the rights of man."

In language work emphasis is needed on the constructive self-side even at the expense of formal grammar. In spelling, as in most other lines, Mr. Gillette sees very much progress, but thinks there is still room for simplification and modernization of our spellers and spelling processes. Simplified spelling may not be a practical method of socialization but there could be no objection to throwing words into groups, such as farming terms, mining terms, geographical terms, etc., to relieve the abstraction on the associational side. Of no less value are the very suggestive "socialized programs."

There is much in the book that is not new or original, but the work loses nothing as a text book by incorporating the most progressive thought on the subject. It is a very efficient answer to the question, what has sociology to offer to the science of pedagogy.

In the mind of Mr. Gillette the contribution is very fundamental. The points of the book are well taken and it will no doubt meet with success in the hands of the studious public as well as in the schools which shall adopt it.

L. W. S.