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"What to Read" and "How to Read."

It is the aim of the public school to fit its pupils for the proper performance of the duties of life. Perhaps no part of the training is so often neglected as that which develops character. And no one branch of study aids so much in his development as literature. Results show that this department has certainly been neglected. Sometimes we can lay the blame to the course of study. The pupils are given classics to read that are beyond their comprehension. More often, however, the trouble arises from the method of teaching the subject.

In either case the result is the same—the pupil forms a dislike for good literature, and hereafter cannot be induced to read it except as a task. The teacher has taken from him something that can never be replaced. What could be of greater value to him in after life than the inspiration of writers like Milton, Shakespeare, Carlyle, Ruskin? The teachers, of course, do not sin in this matter intentionally. They themselves have been the victims of former teachers who have never learned to appreciate the beauties of master minds.

It is remarkable how many teachers there are in our public schools who know little or nothing about the great masterpieces of English. They have read only what has been prescribed by a course of study, and have not attempted to make it of any value to themselves. Their interest is perhaps in another class of literature. Can teachers who have spent the evening reading one of E. P. Roe's or Mary J. Holmes' works go before a class the next day and make the pupils feel the beauty of a character like Portia; the strength of a Jean Valjean; the resignation of a Romola; or the sublimity of thought in a Paradise Lost?

The teacher has never learned "What to

read," or "How to read." It is our purpose to give, if possible, a few hints that may be of value to those desiring to develop a love for good literature. That one book is just as good as another, to begin with, is a mistaken idea. It is often said that we get out of a book just what we put into it, and so we sometimes need the preparation and knowledge to be gained from other books before we are ready for a certain one. For example, if we have never been interested in following the growth of character or noting with interest man's struggle with self and the world about him we would probably throw down Victor Hugo in disgust. Take then, to begin with, some book in which we are interested. Some say they do not care for Dickens. Very well, then, commence with some other author. Later come back to Dickens, and if your earlier reading has been wisely selected, you will begin to appreciate him, and will be willing to "wade" through the introduction for the sake of what follows. You may not care even yet for the story, but you will be interested in the humor, the pathos, and the author's own feeling and purpose.

It is not always expected that all appreciative readers will care for the same stories. But do not think that because the story does not interest you that there is nothing of worth in the book. One man of some educational ability said to another, "I don't care for George Eliot." The rather unexpected retort came, "Do you suppose that is her fault or yours?" We might truthfully say that we did not care for her stories, but surely if we have a proper appreciation of the artistic in literature we cannot fail to admire her wonderful power in portraying the development of character, the strength and rhythm of her style and nobility of her thought.

Essays for the uninitiated are usually dry and uninteresting but occasionally it is well

to read one and decide to master it. Study it as you would a lesson. These very tasks will later become pleasures.

Poetry we should have with us continually. It should be a daily mental food. One or two poets should be taken up every year and studied thoroughly, making all the best thoughts our own. One would be surprised at what could be accomplished in a year by spending fifteen or twenty minutes every day in this way.

In all reading it is well to have some systematic plan. It is interesting to take up an author and read his works in chronological order. Another plan is to read by subjects.

A few words on "how to read."

In the first place, you should know something about a book before you begin it. Read a short life of the author and get some idea of the plan of the book, either from the preface or elsewhere. Always read the introduction. The character of the writer should be known for it usually has its influence on his writings and more or less of his life creeps into his pages. With how much more interest we follow the girlhood trials of Maggie Tulliver when we read through them the early trials of George Eliot.

Next, read carefully. Give special attention to all descriptions. No kind of writing will teach you more quickly to appreciate the beauties and power of a good style than description. The unfamiliar, striking, and harmonious words should be made your own. If the book belongs to you mark freely the good passages. If there is anything in the book that you do not understand make a note of it and at least attempt to find out what it means.

Then, we should, as soon as we have finished the reading, review it thoroughly in our minds, taking it chapter by chapter, character by character. If a criticism can be found on the book it may help you to form your opinion of it.

Some of the points to be obtained from the thorough study of a good book are: the general character of the life of the author; the purpose of the book; the outline of the story and the names and characters of leading persons if the book is a novel; interesting descriptions, not the most modern but

readily reproduced; quotations; meaning of unfamiliar words, the style of the writer; comparison with other books of the same writer or with those of others. Other points, such, as the time of the story, will readily suggest themselves to the reader.

We realize that the time allotted to literature in the Normal schools is not sufficient for extensive work but we try to create, by a careful study of a few classics, a desire to delve farther into the beauties and mysteries of the world of letters. We aim to supplement the class work by requiring a course of reading. The class work this following year will include, in addition to a study of the History of English Literature and to a number of classics, a short course in American Literature and method of teaching literature in the different grades of the public schools.

MINNIE G. EOKLES,
Department of English.

Advantages of the Library.

On the second floor of Normal Hall is the school library and reading room. This room is large, well lighted and ventilated, and furnished with tables and chairs. By the courtesy of the publishers, we have regular files of daily and weekly newspapers from Erie, Crawford, Warren, McKean, Venango, Mercer, Lawrence, Armstrong, Forest, Elk, Potter and Greene counties. Students have free access to these papers as well as to the reference books, dictionaries and different encyclopedias. Our reading room receives regularly the New York Sun and Pittsburgh Dispatch, both dailies, as well as many secular and religious weeklies. Our reading tables are well supplied with weekly and monthly publications relative to teaching. Beside these, a wide range of reading is found in the current monthly magazines which can be obtained at any time by calling at the librarian's desk.

The library is open during the entire school day, and many students find it a convenient and pleasant study room, as quiet is required at all times.

What Our Library Contains.

Between five and six thousand books are

paragraph. About the same number of government publications are to be found on our library shelves. These are frequently used as reference books.

During the past year, nearly three hundred new books have been added to our library, and about two hundred volumes of magazines have been bound and catalogued. By means of "Poole's Index," a large reference book, a magazine article on almost any subject may be readily found.

Dewey Card System.

The books have been carefully catalogued, and each book is classified not only as to title and author, but also as to the general subject or subjects treated by the author.

Our catalogue is not in book form, but consists of a cabinet in which are filed type written cards giving the title, author, date of publication and other information relative to the several books. This is a dictionary catalogue, the authors, titles, and subjects being arranged in alphabetical order like the words of a dictionary. Fiction and books with striking titles may be found under their titles, and each book may be found under the name of its author. For books on any subject, look under that and allied subjects. Look under the most specific subject possible, i. e. for books on BIRDS, look under BIRDS rather than under ZOOLOGY. All the works of any author or about him will be found by looking under his name. Example: Nansen's "Farthest North" may be found under, NANSEN, FARTHEST NORTH, and ARCTIC REGIONS.

How to Use the Library.

After deciding on a book, call for it by the number or numbers found on the upper left hand corner of the card, as "Al 4 r.," "599, T 37." Anyone may call a book to use in the library, but before taking a book for home reading, it must be charged at the librarian's desk. Any student may obtain a membership card by making application in regular form. Two books may be taken at one time. Books may be retained for fourteen days and may be renewed once. A fine of two cents a day (Sundays and holidays excepted) will be imposed for every book kept over time.

All books, magazines, and papers should

A Few Word Don'ts.

Here is a list of words and phrases in common use that boys and girls should avoid. They may be easily remembered.

Don't say:

- Guess for suppose or think.
- Fix for arrange or prepare.
- Ride when you mean drive.
- Real good for really good.
- Not as I know for not that I know.
- Try an experiment for make an experiment.
- She don't read well for she doesn't read well.
- Party for person.
- Posted for informed.
- Depot for station.
- Stopping for staying.
- Like I do for as I do.

Talent vs. Training in Teaching.

Let us first imagine two individuals, one of whom is a pedagogical genius, while the other is absolutely devoid of pedagogical instinct. In this case, there is little doubt that the former would always be the better teacher, even if she should have no training whatever, and the latter should have the benefit of the most thorough training that the world can afford.

Next, let us imagine two individuals one of whom is not really a genius, but whose pedagogical talent is considerable, represented, say, by seventy-five per cent, while the other is not altogether pedagogically weak, but possesses native ability to the extent of twenty-five per cent. Under these circumstances it is not at all impossible to conceive conditions under which the efficiency of the latter could rise to the level of that of the former. If both these young women should pass through the same course of training before receiving their licenses to teach, and then should secure positions in the same school buildings, i. e. under the same principal and superintendent, it is quite rational to assume that their relative native efficiency would tell, and that the work of the one would always be far superior to that of the other. But if, after receiving their licenses, the young lady with considerable talent should obtain a position in a school where the principal and the superintendent permit her to drift,

building whose principal is not only a thoughtful and tireless worker, but in addition has a genius for developing the best that is in his teachers, is it not conceivable that, in time, the teacher who has been permitted to drift will accomplish less than her native talent would warrant, showing an efficiency of not more than fifty per cent, while the teacher who has been put on her mettle will so have developed her native ability that her efficiency will have risen to fifty per cent?

And, thirdly, let us imagine two teachers whose native efficiencies are sixty and forty—and these are really representative of the average persons who enter the profession—is it not conceivable that, under the conditions just outlined, the efficiency of the former, who has no special marked bent for teaching, would fall to thirty, while that of the other, who is not particularly weak at the outset, would rise to seventy, so that at the end of a given period the odds would be strongly in favor of the teacher who started out in life with less in her favor?—Dr. J. M. Rice in the April-June Forum.

Who Are the Eight Thousand and Why?

According to an estimate made from the latest census returns there are in the United States 40,782,007 persons over twenty-one years old. These are divided educationally about as follows:

Class 1—Without school training, 4,682,498.

Class 2—With only common school training, 32,862,591.

Class 3—With common and high school training, 2,165,357.

Class 4—With college or higher education added, 1,071,201.

"Who's Who in America" gives a list of 8,000 persons now living in the United States who have become famous for some work of importance to the people of the country at large or of some considerable portion of it, and an effort has been made to determine how many of these 8,000 distinguished citizens belong to each of these classes.

The 4,682,591 of class 1 furnish 31.

The 32,862,591 of class 2 furnish 808.

The 2,165,357 of class 3 furnish 1,245.

The 1,071,201 of class 4 furnish 5,786.

It thus appears:

1st. That an uneducated child has one chance in 150,000 of attaining distinction as a factor in the progress of the age.

2d. That a common school education will increase his chances nearly four times.

3d. That a high school training will increase the chances of the common school boy twenty-three times, giving him eighty-seven times the chance of the uneducated.

4th. That college education increases the chances of the high school boy nine times, giving him 219 times the chance of the common school boy and more than 800 times the chance of the untrained.

Is it a surprising fact that of 7,852 "notables" thus gathered together 4,810 proved to be full graduates of colleges?

Congressman Bates on Education.

The annual address before the graduating class of the Milesgrove high school was given by Hon. Arthur L. Bates. Mr. Bates gave wholesome advice to the young graduates, and among other things said:

You have in one sense gained an education, yet in a broader and I believe a better sense, you have just laid the foundation for acquiring one. You have in your school days now completed, gained many facts and much knowledge that will be of practical benefit to you; but I trust that above that there will come to you by this free instruction an earnest purpose to go forward and a determination that you will not consider your education ended so long as life lasts.

Without enthusiasm and a genuine desire to succeed, I care not how many schools and colleges open their doors to you, your time will be almost wasted; a diploma will be a bauble. But on the other hand, if you have that earnest desire within you for retaining and attainment, although circumstances of necessity may compel you to work with your hands tomorrow in shop, store, or on the farm, or busy yourself with the humblest drudgery, all this will not cloy you down nor keep you from rising to the highest measure of success.

A study of the lives of those who have

attained the highest round on the ladder of fame, in literature, in art, in philosophy, in finance, or statecraft, reveals the fact that they have attained their exalted stations only by continual labor and enthusiasm, to impel them on.

No Apology.

"Be men," said the doctor to his class of bright eyed students, "strong, self controlled, manly men. Build your character up to full measure; make it such that others can rely upon it and not be disappointed. Don't be apologies for men, nor men that need apologizing for. Did you ever notice how many people there are for whom their friends are continually having to make excuses? 'That's his way; we always have to make allowance for that.' 'He is so quick tempered that it often makes him unreasonable; but he's good hearted down under it all.' 'You can count on him if you take him in the right mood,' and so on. I charge you, boys, to be masters of your moods, your tempers and your ways. Never let them get so strong that they shall represent you to the world, that you shall be known by them rather than by anything else that may be in you. No one has a right to do business on the patience of his friends, or to expect those about him to excuse the faults and weaknesses he can remedy. What the world wants is the man who has honestly made the best of himself, and who needs no apology."—Forward.

Schoolma'ams Conquer.

There is testimony that education in the Philippines under American auspices is going on more successfully than recent adverse reports would imply. The thousand American teachers there, assisted by 3,400 native auxiliaries, carry on 2,250 day, evening and high schools, with an enrollment in round numbers of a quarter of a million scholars, practically all of them eager to learn the English language as the basis of their school training and educational and social outfit. The report that there was opposition to this and a clinging to the Spanish speech on the part of pupils and parents as the only one needful turns out to be merely moonshine.

F. W. Nash, writing from Manila in the Educational Review, says that perhaps the

best illustration of the advancement made in English education within the last two or three years is the fact that thousands of Filipino students who had never heard a word of that tongue three years ago are today able to receive in it instruction in the common school branches and to employ it freely in their conversation. Two years ago there were less than 200 native teachers who could give any instruction in English; today there are more than 2,000 actually teaching in this language and daily putting in practice methods and ideas learned in the American taught normal schools and from American teachers.

Miss Josephine Corbin, '01, the wide-awake teacher of Century, Pa., possesses a lively interest in the success of the Normal Review and takes pleasure in reading it. She sends us some replies of Young America and suggests that there is more than mere mirth in the replies. Study these replies and seek the cause and remedy the evil.

Q. What is a pebble?

A. It is a sore on the face.

Q. What is an anthem?

A. A scared human (sacred hymn.)

Q. What does patronize mean?

A. To flavor custard (favors custom).

Q. What effect did the cultivation of tobacco have upon Virginia?

A. It enabled the men to get wives from England.

Q. Where is the Delaware water gap?

A. I don't know but should think it somewhere near its mouth.

Q. Classify the verb.

A. The classes of verbs are Infinitive, Declarative, Transitive, and Irregular.

One little boy in giving a memory gem said, "All that's good or bad (great) was done by simple trying."

One said a river is a long thing running through the land.

Social Side of School Life.

Notwithstanding the fact that both the teachers and students of the Edinboro Normal are very busy people they take time for social intercourse. They believe that no man or woman lives completely who does not develop equally the intellectual, moral, physical, and social abilities. Believing this, teachers and students employ their

combined efforts to make the school the agent which shall accomplish all these ends.

One of the most successful social events of the past year was a colonial masquerade, held March 30. At that time the senior classes of all the departments, together with the teachers and middle year class entertained the remainder of the school. The lower gymnasium was appropriately decorated with bunting of red, white and blue, and there the company was received by General George Washington and his stately wife.

The costumes worn represented those of all classes, nations and times of our colonial epoch. The copper colored savage, the demure quakeress, the plantation negro, the haughty southern planter, the yankee farmer, the army officer, the queen of colonial fashion, all met there on a common social basis and appeared to enjoy themselves the more for the diversity of station represented.

Light refreshments were served and each guest was presented with a quaint souvenir of cardboard in the shape of a hatchet on which a bunch of cherries was painted.

Shortly before eleven o'clock "good nights" were said and each one sought his room well pleased with the evening's entertainment.

Society Work.

The society spirit of the school is increasing by geometrical ratio. Early in the spring term the membership of the Potter and Philo Everett literary societies each had reached one hundred and nineteen. The faculty, considering these conditions, decided that it would be for the best interests of all to form a third society.

The charter members of the new society were selected from the old societies, ten from each. A constitution was soon framed and new members solicited. They are now doing regular and very excellent work under the name "Olionian."

As an indication of the kind of work the literary societies are doing a program prepared by each of the societies is given.

The program given by the Philo-Everett literary society on May 2 was based upon the works of Longfellow, and was as follows:

Devotional Exercises.

Music—Orchestra.
 Essay—Biography of Longfellow.
 Reading—Extract from Hiawatha.
 Recitation—Longfellow's First Poem.
 Vocal Solo—The Bridge.
 Essay—Longfellow's Rank as a Poet.
 Recitation—Paul Revere's Ride.
 Anecdotes of Longfellow.
 Music—Quartette.
 Reproduction of Evangeline.
 Reading—The Wreck of the Hesperus.
 Declamation—How Ruby Played.
 Vocal Solo.
 Tableaux.
 Scenes from Longfellow's Works.

A program prepared by the Potter Society for June 15, and based upon the works of Dickens, was this:

Devotional Exercises.
 Music—Piano Duet.
 Essay—Life of Charles Dickens.
 Reading—Death of Little Nell.
 Review of Nicholas Nickleby, 1st part.
 Review of Nicholas Nickleby, 2d part.
 Music—Piano Solo.
 Description of School Life in Dickens's Books.

Reading—Mrs. Tezziwig's Ball.
 Vocal Solo—In the Shade of the Palm.
 Discussion—Dickens vs. Scott.
 Dialogue—"Squeers' School."
 A typical program of the Olionian society was prepared for June 22. Not being confined to one subject it shows a diversity of work as follows:

Devotional Exercises.
 Recitation—A Pleasure Exertion.
 Recitation—The New Church Organ.
 Piano Solo.
 Essay—Castles in Spain.
 Essay—Night Brings Out the Stars.
 Recitation—His Own Obituary.
 Recitation—Too Late for the Train.
 Violin Solo.
 Essay—Onward.
 Essay—Noted Trees.
 Vocal Solo—My Dreams.
 Debate—Resolved that Women Should Have the Right of Suffrage.

To all young people who enter the school the societies extend a cordial invitation to become one of their number. They invite them to attend each, then join the one which suits their individual tastes.

Nature puts her marks on a man so that men may know what manner of man he is. Then she puts other marks on him so as to make the task difficult.

In 1850 there was one criminal to every 3,442 of the population; the proportion is now greater than one to 700.

In the race of life the good Lord does not fail to take cognizance of a man's handicap.



WARREN COUNTY TEACHERS AT THE NORMAL

Things that Never Die.

Charles Dickens.

The pure, the bright, the beautiful,
That stirred our heart in youth,
The impulses of wordless prayer,
The dreams of love and truth;
The longings after something lost,
The spirits' yearning cry,
The striving after better hopes—
These things can never die.

The timid hand stretched forth to aid
A brother in his need,
A kindly word in grief's dark hour
That proves a friend indeed;
The plea for mercy softly breathed,
When justice threatens nigh;
The sorrow of a contrite heart—
These things shall never die.

The memory of a clasping hand,
The pressure of a kiss,
And all the trifles, sweet and frail,
That make up love's first bliss;
If with a firm, unchanging faith,
And holy trust and high,
Those hands have clasped, those lips have
met—
These things shall never die.

The cruel and the bitter word,
That wounded as it fell;
The chilling want of sympathy
We feel but never tell;
The hard esunder that chills the heart,
Whose hopes were bounding high,
In an unfading record kept—
These things shall never die.

Let nothing pass, for every hand
Must find some work to do;
Lose not a chance to waken love—
Be firm and just and true.
So shall light that cannot fade
Beam on thee from on high.
And angel voices say to thee—
These things shall never die.

Good Advice to Young Men.

The following epigrammatic periods are from President Porter, Yale College: "Young men, you are the architects of your fortunes; rely on your own strength of body and soul. Take for your star self reliance. Inscribe on your banner, 'Luck is a fool. Pluck is a hero.' Don't take too much advice; keep at the helm and steer

your own ship, and remember that the art of commanding is to take a fair share of the work. Think well of yourself. Strike out. Assume your own position. Put potatoes in a cart and go over a rough road and the small ones go to the bottom. Rise above the envious and jealous. Fire above the mark you intend to hit. Energy, invincible determination, with a right motive, are the levers that move the world. Don't swear. Don't deceive. Be civil. Read the papers. Make money and do good with it. Love your God and fellow men. Love truth and virtue. Love your country and obey its laws."

What Constitutes a Good Teacher.

Mr. J. Milton Lutz, of Delaware county, read the following paper at the State Educational Association, Harrisburg:

The subject assigned to me is one of such magnitude that it should have been allotted to a professional man, a state or county superintendent, and not to a layman whose observation has been limited. Teachers, like men and women in all professions and callings, are born, not made; many a good house wife, trained nurse, skilled operator, stenographer, bookkeeper, or person in various other avocations in life, has missed his or her calling and made a woeful failure as a teacher when the same effort made in training would have made them a success in some other calling.

Not every scholar is a teacher, but every teacher must be a scholar; not only a book scholar, but a student of human nature, and must have gained some degree of proficiency in the art; a student of broad and liberal views, must keep abreast of every move and advance of the times in which they live.

The good teacher must be a person of strong personalities; to have lasting influence on pupils this element must be a powerful motor force; it is not what the teacher says to the pupils that influences their lives the most, but it is what the teacher is; it is the silent moving force back of the teaching; it is earnest work and a profound life back of the teaching that makes the life of the teacher live in the hearts of the pupils.

Next to the incompetent parent is the in-

competent teacher, and that there are, alas! many incompetent parents is a sad element to note in this age of progress and civilization; it therefore becomes the duty of those having the choosing and placing of teachers over the young of today and the men and women of tomorrow—good teachers; we cannot remedy the evil of incompetent parents, but if we are faithful to our calling and duty we may place the child or children of incompetent, inhuman, unworthy parents under the influence of teachers, who, aside from home life and influence, may mould, form and fashion their young lives, that they may rise above their environments, thereby becoming a credit to themselves and a living testimony to a good, faithful and conscientious teacher who realizes that one soul saved or one character built up and ennobled, makes a useful life, a good citizen, a happy person, and in all probability saves a community untold cost and unknown influence for bad or good on generations yet unborn.

A good teacher will establish a reputation for justness and exactness; all children have a keen idea of fairness; seldom fail in their idea of justice, as they are seldom biased or prejudiced; by so doing he will fix the same character in the mind of the pupil, that will be lasting, as impressions made at this age are enduring; in short, the good teacher does not want to teach book learning only; that is really the small end of education; our state prisons, penitentiaries, work houses and jails, are all more or less well stocked with book education residents, to say nothing of our exiles from home, because their minds were taught at the expense of the heart.

The good teacher not only wants loyalty to education of the mind, but wants to inculcate into the hearts of the pupils, loyalty to nation and state, to home and church and creed, and last but not least, loyalty to humanity and self.

The good teacher is a hard worker, a conscientious worker; one who studies well each pupil and his or her requirements.

The good teacher does not report at school at nine o'clock in the morning, and close up at three-thirty in the afternoon; there is always work in the school room an hour before school opens, and long after the session closes in the afternoon; there are

always the backward pupils who want help, and the pupils who possibly from conditions over which they have no control, are irregular in their attendance, who if encouraged will gladly avail themselves of a teacher's help, either before or after school hours. No conscientious, earnest teacher can do her work within the hours prescribed as the sessions of the school; the one who does, loves the salary more than the profession, and is a failure, even though the superintendent or directors have failed to note it.

And now let me dwell on one trait of character that the good teacher, the successful teacher must possess: I know I have not touched upon all the essential qualifications, but this one is a positive characteristic of the good teacher; the greatest expounder of it is the Apostle Paul in the First Corinthians, 13th chapter, which closes with the words, "And now abideth Faith, Hope and Charity, but the greatest of these is Charity," and so with the teacher, they may have Faith and Hope, but if not Charity they avail nothing. Charity, which properly defined is love, they must have in large proportions, not that which prompts us to love that which is lovable; that is human; but to love that which is repulsive; that is divine. It is a hard lesson to learn, but there is the impertinent girl, the insolent boy, the repulsive characteristics which are often hereditary with serious failings which jar their finest sensibilities, alas! they are only human, and the silken cord of patience becomes sadly frayed, yet notwithstanding the natural infirmities of the flesh, if love be the ruling power of the school room, even failures and mistakes may become stepping stones to better things.

Real love, not the semblance of it, the poor counterfeit which never touches the heart of the giver or of receiver; they may successfully feign affection with one of their compeers, but never with children in whom a tender Father has planted that wonderful intuition, which in the horse and dog we call instinct; that innate power to recognize the real and true friend; these little ones detect infallibly the sounding brass and tinkling cymbals from the ring of pure gold that must be sounded deep in our own hearts.

Every school room contains the bright, the attractive, the lovable children to whom our hearts go out spontaneously, and every school room contains the moody, reserved, the queer ones to whose hidden depths nature, and perhaps training, have denied the lighter play of sunshine; these, like the poor, we have with us always, and to how many teachers have there not come at unforseen times and with startling unexpectedness sudden flash light revelations of beauty and winsomeness, when all seemed unresponsive or wayward; it is for these we would especially plead that the transfiguring power of love may penetrate to every fibre of a peculiar, often a misunderstood childhood.

For illustration:

It is said that an opal lay in a case cold and lustreless; it was then held a few moments in a warm hand, where it gleamed and glowed with all the beauty of the rainbow.

All about the teacher are human lives of children which seem cold and unbeautiful, yet they need only the touch of the warm human hand, the pressure of love, to bring out the brightness and beauty that lies dormant or hidden within them.

Back-Seat Compensations.

The wagon was filled for its journey across the country, and Johnny, as the boy of the party, was crowded into a back seat—a very back seat, indeed, since he sat on the end of the wagon with his feet hanging out. Someone condoled with him afterwards for his undesirable position, but Johnny needed no sympathy.

"Ho! I saw lots of things the rest didn't," he said. "I saw two rabbits skip across the road. I saw a little girl pick up the picture paper Sue threw out, and a lot of ragged children acted as if they thought it something fine. I saw the men in the fields looking after us when we'd passed, and I waved to 'em."

Life's back seats are not considered desirable, but many must perforce accept them, and if we find ourselves crowded out of more prominent places, we, like Johnny, may be sure there are some compensations. It is worth something to be near enough to those who cannot ride at all to learn how few pleasures they have, and what help

might come to them from things which the more prosperous cast aside as worthless. The back seat may help to keep us in touch with humanity. Those who have climbed to the front seats are often too busy to remember the ones who are looking after them—the toilers whom a kindly greeting could cheer.

The Origin of "News."

No doubt many persons think the word "news" is derived from, or has connection with, the adjective "new," and will be surprised to learn that it has nothing whatever to do with "new." In this way it originated:

On newspapers and periodicals was generally printed in the "olden times" the sign:



probably indicating that the readers were offered facts from all parts of the world. Gradually the lines were omitted, and in their stead only the letters were used: "N. E. W. S." The next step was the formation of the word resulting from these letters, namely, "News."

Only.

"Only one word," many quarrels begin;
 "Only this once," leads to many a sin.
 "Only a penny," wastes many a pound;
 "Only once more," and the diver was drowned.
 "Only one drop," many drunkards has made;
 "Only a play," many gamblers have said.
 "Only a cold," opens many a grave,
 "Only resist," many evils will save.

—Anon.

Out of every one hundred boys and girls who enter the public schools only about five per cent ever get above the grammar grade. That is, ninety-five per cent are compelled to leave school with no more education than is offered in the rural school course.

Both the quality and quantity of the product depend upon the brain investment.

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

Wise men use their mistakes as rungs of the ladder that leads to success.

The really great man is he who drives the most darkness out of human life and brings the most light into it.—Anon.

Understand this first, last and always: The world wants the best thing. It wants your best.—Frances Willard.

If the young are ever to be led to yearn for learning and to become self active in the pursuit of excellence, the teacher's personality more than his words must be their inspiration and guide.—Bishop J. L. Spalding, Peoria.

Every day is a fresh beginning,
Every morn is the world made new;
You who are weary of sorrow and sinning,
Here is a beautiful hope for you—
A hope for me and a hope for you.
—Susan Coolidge.

The Great Seal of the United States was adopted June 20, 1782. It consists on the obverse side of a spread eagle, having on its breast a shield with thirteen stripes and a chief azure, and in its beak a scroll bearing the motto "E Pluribus Unum." In one talon is a bundle of arrows, and in the other an olive branch. Above the head is a "glory" emerging from the clouds, and surrounding thirteen stars. On the

reverse side is an unfinished pyramid, symbolic of the strength and growth of the Union; above it is an eye, surrounded by a triangle. Around the rim are the mottoes, "Annuit Cœptis" (Lat. He (God) Has Favored the Undertaking) and "Novus Ordo Seclorum" (Lat. A New Order of Things). The Great Seal has never been altered, and is kept in the custody of the Secretary of State.

Little Millionaires.

Twenty little millionaires,
Playing in the sun;
Millionaires in mother love,
Millionaires in fun,
Millionaires in leisure hours,
Millionaires in joys,
Millionaires in hopes and plans
Are these girls and boys.

Millionaires in health are they,
And in dancing blood:
Millionaires in shells and stones,
Sticks and mess and mud;
Millionaires in castles
In the air, and worth
Quite a million times as much
As castles on the earth.

Twenty little millionaires,
Playing in the sun:
Oh! how happy they must be,
Every single one!
Hardly any years have they,
Hardly any cares;
But in every lovely thing
Multimillionaires.

Alumni News.

Ethel Smith, '08, has been elected to a position in the Butler schools.

Miss Eva Cooper is to teach one of the schools in Elk county this year.

Miss Mabel Cassiday, '01, and Mr. Wilbur Billings, '01, were married June 17.

Prof. F. S. Shaw, '88, has been reelected principal of the public schools at Albion, Pa.

Leon J. Oakes, '08, has been elected principal of the Lottsville schools at a good salary.

Prof. Henry Burchard, '02, Miss Georgiana Sammons, '88, and Miss Alice Peavy, '00,

have been reelected to the schools at Wattsburg, Pa.

Mr. G. Earl Shaffer, '99, is taking a course in law at Meadville.

Mr. William Kreitz, '01, has been elected principal of the Spartansburg schools.

Mr. Goffrey Lyons, '98, has been elected principal of the schools at Miles Grove, Pa.

Miss Martha Canfield, '03, of Cambridge Springs, has received a position in her home school.

Miss Emma Rogers, of last year's junior class, and Mr. John McCreary were married June 20.

Miss Phoebe Breed and Mr. Carl Karlskind, '02, were married at Meadville recently.

Miss Clara Kline, class '74, has been a teacher in the Shenandoah, Pa., schools for twenty-five years.

Miss Ethelyn Webb, '02, has been elected teacher in the grammar department of the Spartansburg schools.

Charles Armour has been reelected principal at Girard. Mr. Armour succeeded well last year.

Orton Smiley, '97, L. A. Marsh, '98, Charles Freeman, '98, graduated in the '03 class Allegheny College.

Miss Mabel Pearsall, class '02, and Mr. Frederick T. Matteson, of Shingle House, were married on April 16.

Mrs. C. T. Foy, formerly Miss Ella Fry, '88, died at her home on Erie street, Edinboro, Pa., on Wednesday, June 24.

Dr. Homer Griswold, '99, graduated from the medical college, Cleveland, last April. He is now house physician in Huron street hospital in that city.

The Senior class this year at Bucknell University contains fifty-five members. Miss Helen Agatha Selinger, of McKean, a normal graduate, is chosen one of the commencement speakers.

Prof. J. M. Morrison and family will leave for their new home in Oberlin, O., in a short time. Prof. Morrison has been vice principal of the Edinboro Normal school for fourteen years, and his services will be greatly missed by both faculty and students. The Review joins in wishing them a successful future.

Prof. F. W. Goodwin has gone to Denver, Colo., to give instructions in school management, method and psychology. He has promised to return and be with us during the last days of our summer normal.

Superintendents Samuel B. Bayle, of Erie county, J. C. Stewart, of Greene county, and W. W. Fell, of Corry, graduates of our normal school, were members of the state board at Clarion normal school this year.

Miss Bertha Harter, who was recently reelected to a position in the Cambridge Springs schools, has been elected to a similar position in the Mt. Jewett schools at an increased salary of ten dollars per month.

Walter E. Page, '02, and Jason G. Moore, '00, have recently been qualified to meet the requirements of the new township high school law, and as a result have received a raise of \$15 a month in their salaries.

Prof. G. W. Zaun, the popular principal of the Lundy's Lane, Pa., schools for the past two years, has filled a position in the faculty of the Normal school during the spring term. Prof. Zaun has a host of friends in the Normal.

Prof. James McLallen has been reelected principal of the Cambridge Springs schools. Mrs. McLallen has been reelected and promoted at an advance of \$10 per month in the same schools. Mr. and Mrs. McLallen are both graduates of the Normal.

The following wide awake teachers are taking the examinations as post graduates: Nathan H. Philips, George McIntosh, Florence Bryan, Goffrey Lyon, G. W. Zaun, Margret Rowell, Miles Kitts, W. A. Hoesch, L. J. Holmes, D. L. McMurren, O. M. Thompson and Mrs. Wing.

We have received a well written article from the hand of Mr. G. Earl Shaffer, '99, a law student in Meadville. Lack of space will permit us to note but the following: The last two classes ('98, '99) of the last century consisted of forty-nine members in each class, thirty-one ladies and eighteen gentlemen. During the month of August following its graduation, each class held a reunion at Exposition Park, Conneaut Lake, Pa. At each reunion there were but sixteen members present. During the year following graduation there was a member of each class married. There were many striking resemblances in the two classes.

The members of each class are all engaged in some useful occupation. May these classes continue to flourish and make the world better by their united efforts.

Goodnight Kiss.

O mothers so weary, discouraged,
Worn out with the cares of the day
You often grow cross and impatient,
Complain of the noise and the play;
For the day brings so many vexations,
So many things go amiss;
Mothers, whatever may vex you,
Send the children to bed with a kiss.

The dear little feet wander often,
Perhaps from the pathway of right;
The dear little hands find mischief
To try you from morn until night.
But think of the desolate mothers
Who'd give all the world for your bliss,
As thanks for your infinite blessing
Send the children to bed with a kiss.

For some day their noise will not vex you,
The silence will hurt you far more;
You will long for the sweet children voices,
For a sweet childish face at the door
And to press a child's face to your bosom,
You'd give all the world for just this.
For the comfort 'twill give you in sorrow,
Send the children to bed with a kiss.

Books and Reading.

Reading is to the mind what exercise is to the body.—Addison.

A home without books is like a room without windows.—Beecher.

To read without reflecting is like eating without digesting.—Burke.

Books are the best things well used. Abuse, among the worst.—Emerson.

Next to acquiring good friends the best acquaintance is that of good books.—Cotton.

Some books are to be tasted, others to be swallowed, and some few are to be chewed and digested.—Bacon.

Half the gossip of society would perish if the books that are truly worth reading were but read.—Dawson.

What is a great love of books? It is something like a personal introduction to the great and good men of all past times.—John Bright.

The three practical rules I have to offer are: 1. Never read any book that is not a year old. 2. Never read any but famed books. 3. Never read any but what you like.—Emerson.

The Cigaret Boy Not Wanted.

J. C. Ayer Co., a large manufacturing firm in Lowell, Mass., has posted a sign in its buildings announcing that hereafter it will not employ any boy who smokes cigarets.

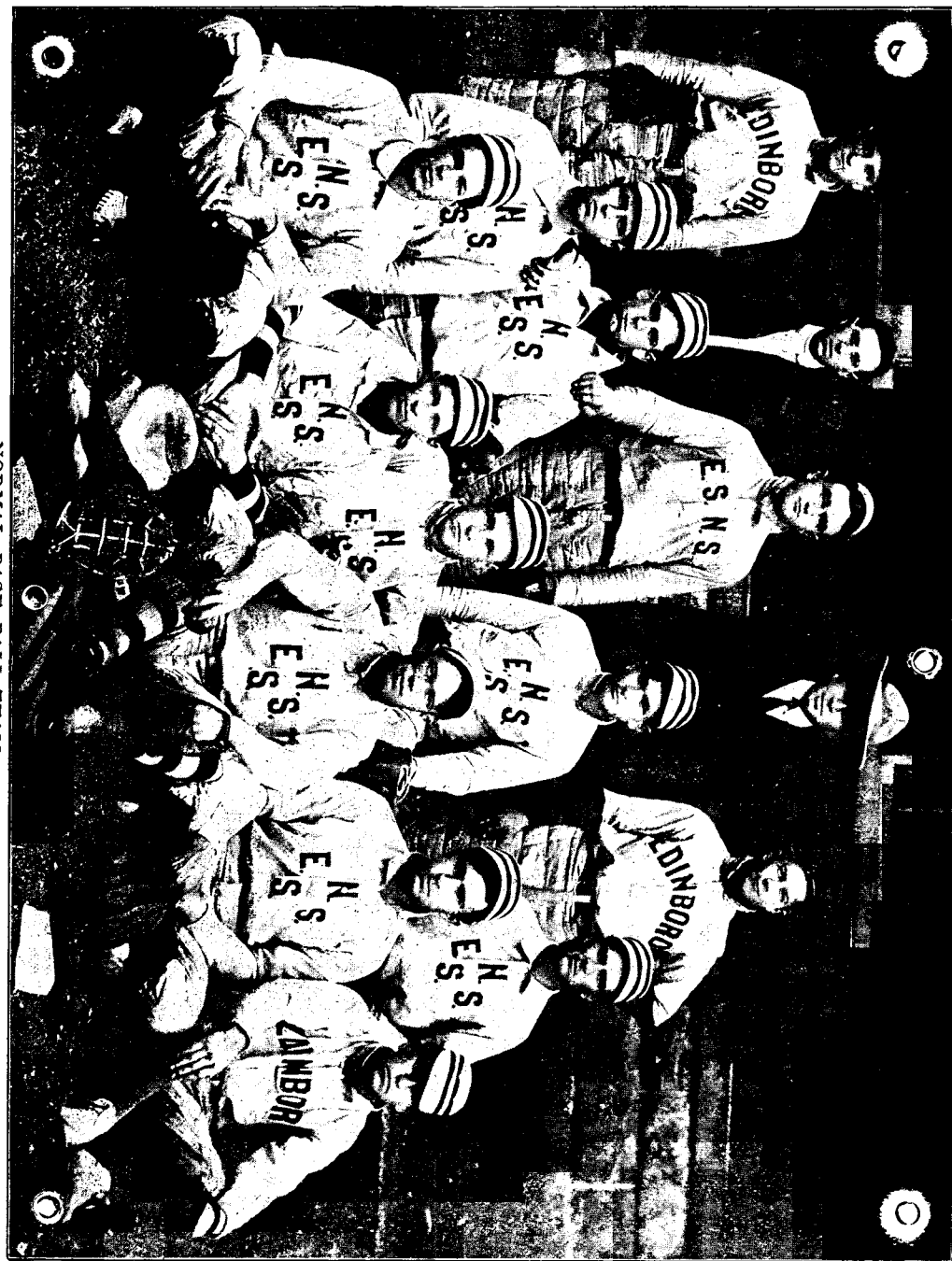
The firm gives these reasons:

1. It lessens the natural appetite for food and injures digestion.
2. It seriously affects the nervous system.
3. It lowers the moral tone.
4. It creates a craving for strong drink.
5. It is a filthy and offensive habit.
6. It is expensive.
7. It is unlawful.
8. Why cigaret smoking is not allowed among the boys in our employ—The above reasons are a sufficient answer. But a close observation for many years among the boys employed by this company has shown that those who are most energetic, active, alert, quick, spry, do not smoke; while the listless, lazy, dull, sleepy, uninteresting and uninterested boys are, we find upon investigation, those who smoke cigarets.

Following are the rules laid down by Mr. Seward for the guidance of those who desire to free their lives from worry:

1. Consider what must be involved in the truth that God is infinite and that you are a part of His plan.
2. Memorize some of the Scripture promises and recall them when the temptation to worry returns.
3. Cultivate a spirit of gratitude for daily mercies.
4. Realize worrying as an enemy which destroys your happiness.
5. Realize that it can be cured by persistent effort.
6. Attack it definitely as something to be overcome.
7. Realize that it never has done and never can do the least good. It wastes vitality and impairs the mental faculties.
8. Help and comfort your neighbor.
9. Forgive your enemies and conquer your aversions.
10. Induce others to join the Don't Worry movement.

NORMAL BASE BALL TEAM, 1903



Latin in Our High Schools.

The following is from the pen of Dr. Samuel King, one of our resident physicians. Mr. King was formerly one of New England's favorite teachers, and has evidently not lost his interest in the public schools:

The ability to think, the ability to speak, and the ability to lead are of the utmost importance to public men, and qualities most earnestly desired by every person no matter what his conditions in life may be. In fact we can almost say that our success in life depends almost entirely upon our ability to write and speak. The reporter, the salesman, the clerk, the lawyer, the broker, the agent, is sought and paid in proportion to his ability to write and speak. And it is my purpose to show that the study of the classics plays a very important part in these acquirements, and is, I believe, very essential to the highest development of the intellect.

We are impelled to every act by certain motive force. Behind this motive force there is always within the human mind a hope of something better, and without this hope life would not be worth the living. It is the individual's idea of greatness, limited by his own peculiar sphere. In some it is wealth, in others fame, and in still others power. The paths which lead to these shining goals are various, and the degree of success of each individual depends very largely upon the development of his force of intellect. And how can this force of intellect be strengthened, disciplined, refined and polished as well as by classical study and training? The child enters his first year of school life an almost independent being. He seems to scorn assistance as though it were an insult to his ability to do and to perceive. But as he passes on year after year up through the grades he gradually loses his independence and by the time he has reached the eighth grade he seems no longer to be the being that he was but merely a machine as it were. Without any effort on his part he seemingly assumes that he will be able to sit in his seat and absorb or soak up in some mysterious way perhaps by the ear and eye the numerous spoken statements of his teacher. This is a fault of the system which at present seems unavoidable. He enters the high school a petted and spoiled child with

neither self reliance nor desire to study. He must be "born again," in some way regenerated; and right here is where the study of Latin is useful. The traveler, in speaking of the Egyptian palm, says that when it sends up its first shoots, weights are placed upon it. The tender shoot, thwarted in its upward growth, spreads out its stem, and increases in bulk until strong enough to resist the opposing force. Years afterwards a tall, wide spreading tree throws out its cooling branches to give shade to the weary traveler, that but for the direction thus given to its growth, would have been a branchless stalk. As it is not the nourishment of the soil that shapes, strengthens and solidifies the tender stalk into a shapely tree, neither is it information, but mental discipline, that develops force of intellect and changes our high school pupil from a trifter to a profound student. The study of Latin will arouse his dormant faculties; for no one can get a Latin lesson in a careless and indifferent way. If the mind is slow to discriminate, the classics will give edge to its dullness. If comparison is slow and feeble, where can more constant and strengthening exercise be found than in translation? If the memory is inclined to lag, spurred to its highest activity to meet the demands upon its resources, it becomes the most nimble and ready of servitors. If his imagination is fettered and groveling, the radiant beauty of the classics will elevate and refine it, and make it acquainted with the most beautiful imagery. If the pupil has no power of concentration, no method to the operation of the mind, let him bend his energies to the systematic work of interpretation, and his ideas, which are now like a whirl of sparks, will become the bright, burning flame of organized thought. In fact the study of the classics trains the mind to weigh, to compare, to analyze indefinite evidence and conditions: and therefore to act wisely in the sphere of probabilities. The high school pupil has the above mentioned faults in the fullest measure. He does not succeed in his English work because he does not know the meaning of words, but the daily and constant use of the Latin lexicon, the comparison of Latin and English words in translation gives the Latin student a wide vocabulary. It will give him a knowledge

of English grammar that he can get in no other way; for every Latin lesson is a grammar lesson, and our English grammar is based upon the Greek and Latin. He does not pass on his regents' examination because he has no method, no system in his answers, no organized thought, but a year's Latin will tend to remedy this defect. He will succeed in his English, success will give pleasure to the work, and pleasure will create the desire to study and know more. All the work of his subsequent course will be made lighter and pleasanter. At the end of one week's recitation in the different subjects which I teach, I can pick out those pupils who have done a successful year's work in Latin. They are deeper and better students. It is one of the highest inducements to higher education, and the greater part of those who begin the classics in our high school find themselves in colleges or in advanced schools. A knowledge of the classics will enable them to enjoy and understand the finest literature of all times, and it will be worth the time we spend even if we get no other benefit out of it than the polished enjoyment found in reading good literature, for in later life our best friends will be those great souls which look up to us from their immortal pages. We will bend the knee only to the great and good; we will despise only the despicable; honor only the honorable. And when everything else fails, when all our earth clinging hopes melt into nothingness, we will still not be without friends.

For over four centuries the public and literary men of England have been remarkable for their classic culture, and has any nation or country produced such a galaxy of brilliant statesmen as that which promoted the powers of the British empire or moulded the form of our own government? If the practical sense of Washington gained our liberties, it was the trained and profound and cultured mind of Hamilton that preserved them. Had not the ready pen of Hamilton made permanent the victories of the field, history would have ranked our Washington little above Wallace, Toussant L'Ouverture or Garcia. We do not forget that the uncultured eloquence of Otis and Patrick Henry, green and uncouth as the rugged mountains of their native states, gave the signal call to victory. But we

remember with equal vividness that it was men of classical culture like Adams, Hancock, Jay and Jefferson, that, through all the gathering difficulties of eight long years, thought out the way to independence. Neither do we forget that Clay by his native oratory swayed the minds of men as the tempest sways the mountain ash, but we also know that the "silver tongue" is now hushed, and the "electric look" and the "appealing gesture" speak no more, and what remains for future generation to associate with his name and waning glory compared with the enduring fame of the classic Webster! "I still live," were the dying words of Webster. Words of prophecy that will gather meaning with the generations to come, words spoken in another sense, yet expressive of the element of duration in all his life long efforts as an eminent jurist, orator and statesmen.

The Teacher.

By G. C. Donson in Normal Instructor.

"The inspiration of the school is the presence of the living teacher."

A few things that characterize a good teacher—character, knowledge, enthusiasm, sympathy, and common sense.

The character of a teacher stands first in the test of qualifications. Integrity in all business transactions; a rigid compliance with terms of contract; freedom from all vices; a due regard to the potent influence of example, and a high toned morality which cannot endure anything base or low. These are some of the points that school directors cannot scrutinize too closely in persons who desire to act as teachers.

Payne says, "Above all the teacher must be a scholar, and if he is to be a teacher of real power, he must be a man of wide and accurate scholarship." The teacher's scholarship should be sufficient to meet all the needs of the school—but it should not be obtained by cramming for the occasion. The teacher should be a generous reader of good books, but not an omniverous reader of everything which falls in his way. He should be a student, and it is well if he is pursuing some chosen line of reading or investigation for his own interest. There are too many teachers who skim over the surface, and never dive in search of treasures which are hidden in the deep places. The

best teacher is one whose soul is imbued with a love of knowledge, a close observer, and a master of the situation. It is better positively to know that one thing is true, than to speculate on the possible truth of a dozen others.

The teacher should never come to the end of his resources. To avoid this he should be a reader of educational literature, and a student of whatever branch he undertakes to teach. It is a credit to a teacher when it can be said of him that he studies the lessons which he expects to hear the pupils recite. The teacher should study with the view of conducting the recitation so as to aid the pupils in getting the most possible out of the lesson.

A man without a heart has no business to be a schoolmaster. One of the strongest elements which is found in the life of every true teacher is sympathy. It is no part of the teacher's vocation to repress the self activity of the child, but to guide it so that it may become a factor in his growth. The heart of the little child responds to loving words and kind deeds as the strings of an instrument to the touches of the skilled player.

Patience combined with firmness, with no show of severity, yet with no slackness in maintaining good order; with a deep abiding interest in whatever promotes the welfare of each child at home as well as at school—these must be included in the teacher who deserves success. "Any fool with knowledge can pour it into a clever boy, but it needs the skilled workman to be able to teach." It is an easy thing to keep school; it is a great and noble thing to be a true teacher.

I have read the book entitled "The Gentleman From Everywhere" with a great deal of pleasure. It is an optimistic narrative of New England life; clean, wholesome, and in the main, replete with sound judgment. We are surprised, however, that Mr. Foss, who shows evidences of such sound judgment in most affairs, should accept the Spiritualistic ideas of ancient times reclothed. Mr. Foss has been a close observer of human nature and has the happy faculty of seeing the humorous and picturesque. The book contains many beautiful poems, which in

themselves are worth more than the price of the book. The book is published by the author, James Henry Foss, 18 Claremont Park, Boston.

The Angel of Patience.

By B. B. Miller.

An angel once strayed from the heaven lit bound,

And wandered unholden apart;
For ages she sought, but no shelter was found,

To hide from the world and its worry of sound,

Until she found rest in a heart.

And the name of the angel that wandered from home

Was Patience, most fair to behold,
Who saileth no longer the silvery foam,

Nor wishes again from her haven to roam
In quest of the city of gold.

The Christian Associations.

The Y. M. C. A. and the Y. W. C. A. of the school are important factors in the school work. They believe that every young man and woman who is trying to do right needs the help of every other young man and woman who is trying to do right. In this belief they work together for the betterment of all young people who come within their influence. They urge that all Christian young people on entering the school join as soon as possible one of these associations, and unite with them in the good work. But not to the Christian young people alone is this invitation extended. All are asked to become members and share in the advantages which such a membership gives them.

The best recommendation a young man or woman can take away from the school is that which says to the world that he or she possesses an upright christian character and is an active member of the Y. M. C. A. or Y. W. C. A.

The associations have flourished and increased during the past school year until the number has been multiplied by six. The interest in the work has increased as well. An important thing to notice is that those students who stand highest in their classes are nearly all members of one of the associations, showing that time spent in the christian work is time well spent.

Boom in Commercial Education.

Commercial education is experiencing a boom in public and private schools. The private commercial schools in the country are increasing rapidly in number and enroll more students than ever before in their history. They are also raising the grade of work done and require more from graduates than they have in the past.

The public schools, which a few years ago sneered at or utterly ignored commercial training, are now putting in commercial courses, being compelled to do this by public demand. Many literary colleges have commercial departments, and even the higher colleges and universities have their schools of economics, etc.

This is essentially the business man's era, and the business man has more of a voice in public affairs than ever before. The lawyer, scientist and literary man do not monopolize the shaping of public opinion as formerly they did. The demand for better educated business men is being met by the better courses in our public and private schools for the training of these business men. A few years ago, a young man with a smattering of bookkeeping, arithmetic, and commercial law, who was able to write a passably good hand, was far better educated than his employer in the technical side of this work, but since the employer has sent his son to the business school and has given this son the benefit of a literary training as well, the younger generation of business men are better educated and require better educated assistants, and the business schools of America, both public and private, are shaping their courses to give this better training.

While the growth of business education in America has been remarkably rapid, the next decade will witness a still greater growth. All in all, the outlook for commercial education is very bright indeed.

—Penman's Art Journal.

"The Story of My Life."

Every boy and girl should read the "Story of my Life" by that remarkable woman, Helen Keller. Miss Keller tells the story of her life in a simple, natural way as though the Miracles wrought by her indomitable courage and perseverance were

only ordinary occurrences, for which she herself deserves no especial credit. Wonderful as the story of her achievements is, it has lost none of its interest in the telling, but the charm rather is increased by the revelation of a spirit of patience, of sympathy and trust seldom bared to the public because rarely possessed.

It is published by Doubleday, Page & Company, New York.

Making a Boy Valuable.

I wonder how many boys think very often of what education and training are doing for them. Some one says that "human nature is an infinitely improvable substance. If a bowlder can be improved into a \$50,000 statue, and common sand into stained glass windows, who can set a limit to the perfection of human nature?"

Another writer says a boy is like a hundred weight of good iron. In its ordinary form that is worth about a dollar.

If that same iron is carbonized into steel, it is worth twice as much.

If it is made into inch screws it is worth one hundred dollars.

If it is drawn into fine wire it is worth five hundred dollars.

If you make it into fine needles, it is worth one thousand dollars.

If it is made into smallest watch screws, it is worth three hundred thousand dollars. For the higher the development, and the more hammering, pounding, beating, rolling, and polishing, the more valuable that iron becomes.

But we are not through yet. If that iron is made into the finest hair springs, it is worth—just stop and think of it—one million, five hundred thousand dollars. Truly worth its weight in gold, is it not? For, in fact, that is sixty times the value of an equal weight of gold.

What boy would think of complaining at the pounding and polishing, then, when it was changing him from screws to needles, or from needles to hairsprings! For, naturally, he wants to be as valuable as he possibly can. So the next algebra lesson will be a real joy to you, won't it, since it is a bit of the polishing that brings you nearer the hairspring?

Truth travels with triteness.

Some Things Animals Teach Us.

The woodpecker has a powerful little trip hammer.

The jaws of the tortoise and turtle are natural scissors.

The framework of a ship resembles the skeleton of a herring.

The squirrel carries a chisel in his mouth, and the bee the carpenter's plane.

The gnat fashions its eggs in the shape of a life boat. You cannot sink them without tearing them to pieces.

A porcupine's quill is strengthened by ribs in the same way that the iron masts of modern ships are strengthened.

The diving bell imitates the water spider. It constructs a small cell under the water, clasps a bubble of air between its legs, dives down into its submarine chamber with the bubble, displacing the water gradually, until its abode contains a large, airy room surrounded by water.—Kind Words.

The Catacombs.

Catacombs are underground burial places. The word cata is a Greek word meaning below, and the last syllable means hollow, or cavity.

There are catacombs in various other places, but those of Rome are the most celebrated. These subterranean vaults were excavated in the soft granular tufa underlying the Campagna, and consist of a labyrinth of narrow galleries, from four to five feet wide, at different levels. In each wall berth-like recesses called "loculi" contained the bodies of the dead. The entrances to the loculi were closed with stone slabs, sealed, and marked with inscriptions or pictures. Little rooms called "cubicula" were given to distinguished families in the church, especially to martyrs.

The galleries are from 350 to 900 miles

long—the exact length is not really known. And they are not an easy place in which to find your way. You would be lost without your guide.

The number of bodies buried in the Roman catacombs is said to be over 6,000,000. During the days of the persecutions of the early Christians these catacombs were used as places of refuge and many found here safety and concealment.

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