

The Normal School Herald.

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The Normal School Herald.

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Address all communications to THE NORMAL
SCHOOL, HERALD, Shippensburg, Pa.

Alumni and former members of the school will favor us by
sending any items that they may think would be interesting for
publication.

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A Few Words to Young Teachers.

MANY who scan these pages are now teaching their first term of school and are anxious that their work may be successful.

We wish them success, and hope that their fondest expectations may be realized; but it may not be a waste of words to remind them that success in any profession is won only by hard and constant effort. In a general way, success pre supposes efficiency and industry. We are glad to believe that a large majority of those whom we address are well qualified for the work they have undertaken. It is to the teachers who have recently been graduated from the Normal, that we desire to address a few words of friendly counsel.

You have already taught long enough to enable you to form a correct idea of the needs of your pupils, and we trust you are encouraged in your work; but, if it should be that you have not thus far succeeded as well as you hoped you would succeed, do not be discouraged; study your pupils, and, above all, do not fail to study *yourself*. It is not our purpose to dwell upon particular methods of teaching or discipline. Volumes might be written; volumes have been written, filled with helpful suggestions to the teacher; but after all, every teacher must solve the perplexing questions that arise in school work for himself or herself. We will however, suggest a few general thoughts for your consideration. Take an interest in your pupils, not only in their school work, but in their work outside of the school. Do not neglect them when they are upon the playground. You may be able to come closer to their real natures there than in the schoolroom. Interest yourself in

the affairs of the community in which you teach; not officiously, of course, but in such a way as to show that you are anxious to be of benefit to those whose servant you are. Do not fail to take an active interest in all matters pertaining to education. If there is a local institute held in your district, do not fail to attend it, and if placed upon the program be sure to serve. Teachers sometimes find fault with the patrons of their schools for not taking a more active interest in education, when they themselves do not manifest interest enough to take part in educational meetings.

As the long winter evenings approach, do not fail to adopt a course of reading and study. We take it for granted that every live teacher subscribes for, and reads at least one good weekly educational journal; but we refer to a definite line of study. The teacher needs to be conversant with the best books that have been written. What added strength does that teacher have who is familiar with the world's masterpieces of literature.

Every teacher should pursue at least one line of study, so that he may become thoroughly proficient in it. The teacher who ceases to study ceases to grow, and approaches what Dr. Schaeffer has fittingly termed "the dead line" in teaching.

Finally, remember that no matter what your wages may be, your duty is to do all that you can for your pupils. You are gaining experience now that will be valuable to you in the future. Guard your words and actions; they are being imitated by those before whom you appear from day to day. So teach and act that when you stand before your pupils for the last time at the close of the term, you will be able to say truthfully: "I have taught the subjects of the course to these boys and girls as well as I could, but more than that, I have tried to instill such principles into their minds as will cause them to become better and nobler and truer men and women."

James McAllister, '93, is now a member of the Junior class at Pennsylvania College.

Editorial Department.

THE editors of the HERALD may have decided opinions on the money question, but they will not obtrude them upon their readers.

However, they desire to say, lest there should be any doubt about the matter, that they will be glad to receive a *silver 25-cent piece* at any time in payment of a year's subscription to the HERALD, no matter how the election may go in November.

The address delivered by Dr. Eckels at the State Teachers' Association, upon "The Relation of the Normal School to the Public School," occasioned much favorable comment. We take pleasure in presenting it to the readers of the HERALD. It treats of a subject in which all teachers and students should be interested.

The editors of the HERALD desire to thank the members of the alumni and the students for the support and encouragement they have given to this journal.

The call for subscriptions has met with a generous response, and, in many cases, subscriptions have been accompanied by expressions of good will and interest.

It shall be the endeavor of the management to make the HERALD as interesting as possible, and to this end the alumni and former students are earnestly requested to send information concerning themselves and their work.

Copies of this number of the HERALD will be mailed to a large number of newspapers, educational journals, and school publications. We are very desirous of establishing an exchange list, and hereby request the editors who receive this journal, to consider it a request for exchange.

We shall be glad to acknowledge in the columns of the next number of the HERALD all publications received as exchanges. All matter for exchange should be addressed to

the NORMAL SCHOOL HERALD, Shippensburg, Pa.

We desire to thank all who have been prompt in forwarding their subscriptions to us. We trust that they may not be disappointed in their expectations of this journal. This number of the HERALD will be mailed to few persons besides the regular subscribers, hence we shall have no method of appealing directly to those who have not yet forwarded their subscriptions. We shall appreciate greatly any effort on the part of our subscribers to add to our subscription list. May we not ask you to co-operate with us in securing every member of the alumni as a subscriber.

The Relation of the Normal School to the Public School.

IN the discussion of this subject the first thought suggested is the nature of this relation. Under this head we observe:

I. This relation is a very close one.

The Normal School is a direct result of the establishment of the public school. Wherever public schools have attained their highest efficiency they have been aided by the work of the Normal School. Whenever men have given serious thought to the public school question, the advisability of establishing training schools for teachers has come upon them as a deep seated conviction. Every State Superintendent of common schools from Burrowes in 1836 to Curtin in 1857, when the Normal School law was passed, recommended in his report the establishment of Normal Schools. The opposition to Normal Schools has had but little support from men who have been interested and prominent in public school work. Those who have been the strongest promoters of the public school system have, likewise, been the staunchest friends of the Normal Schools.

The educational history of the world shows that in modern times the advanced states and nations have full faith in the ability

of the Normal School to better the public schools. All the most highly civilized nations, and even some that are not the most highly civilized, of the old world, have adopted for the advantage of the public schools a system of Normal or training schools for teachers. Prussia has 117 Normal Schools, England has 43, Italy has 134, Japan has 80, Russia has 61, Austria has 69. In the United States all the leading states have their training schools for teachers. Not a single state or nation of prominence anywhere but has made some provision for the education of its teachers. Those who advocate the doing away with Normal Schools must expect to find history condemning their policy. The pages of history wherever they give expression to the value of public education, are likewise replete with arguments in favor of Normal Schools.

II. The relation is a necessary one.

The chief factors in a school are the child and the teacher. You may expel the parents from the district and you may burn the school house and the text books and libraries to ashes, but so long as you have children gathered together to learn and a man or woman there to instruct them you have a school. The children come largely as nature has made them, some with bright minds and some with dull minds, some with healthy bodies and some with delicate bodies, some with high ambitions and some with low ones, but all to be educated. The teacher, if he be a teacher, must be educated when he begins the work of teaching, otherwise it will be the case of "the blind leading the blind." Nowhere else than in the training school can the teacher receive the necessary preparation for teaching in the elementary grades. The teacher in advanced studies may do fair work by copying the methods of his own teachers in these particular subjects, but in elementary work this is impossible for the reason that in our elementary training our attention was never directed to the methods by which we were being educated, and we could not have understood them even though our minds had been led to observe them.

It is necessary that the teacher should from the commencement of his teaching come into possession of the lessons drawn from the best experience of the past. A Normal School gives the student who is preparing to teach this knowledge. Not only does he get his knowledge in its theoretical form but much of it is exemplified for him in the Model School.

The exploded theories of education are brought to his attention in order that he may avoid their use in his own practice.

It is necessary that the teacher be taught how to study the child and to make use of the knowledge obtained from this study in the understanding of the laws governing the proper development of the child. This position can hardly be disputed when we recall the fact that the physician before he is permitted to practice his profession is required to make a careful study of the body under the direction of competent teachers.

Is the problem of mind study so much simpler a process than the problem of the study of the body that the untrained and inexperienced teacher can be safely allowed to undertake and finish it for himself without direction or assistance from some one who knows more than himself, or are the mistakes which the new teacher must necessarily make because of his ignorance of the important subject of Child-Study of so little consequence to the child and to the world that the commonwealth can afford to have them continued indefinitely? I leave this question to be answered by those who fail to see the necessary relation existing between the Normal Schools and the public schools of the state.

It is necessary that the teacher be taught how to teach the several branches in harmony with the general body of accepted educational principles. How can a man come to know these principles unless he be taught them? It may be answered that he can study them for himself without the help of a teacher. In answer to this question I have only to say that he might be able also to study his arithmetic without a teacher, and some have, but

would anyone recommend this plan for those who are to become the future teachers of the children in the public schools? The truth of the matter is this, that the "How to Teach" is a much more difficult subject to comprehend than the "What to Teach." And a teacher in methods is a more necessary help to the individual who is preparing to teach than a teacher in matter.

It is necessary that the teacher come to understand the Psychology of the mind in its fully developed state in order that we may have a proper conception of the true end to be reached in education. It is the end in education that must govern us in the selection of all the means of education. Wrong means are being employed by teachers because they have not selected them with reference to the true end to be reached. Only when the teacher has grasped fully and firmly the right end of education is he a safe person to instruct the young.

There is no necessity for making each school a training school for the transforming of a novice into a skilled teacher, even if such result were possible. There can be no excuse for the "slaughtering of the innocents" by those who are untrained, merely for the purpose of having them acquire skill by reason of their observation of their own mistakes in the school room. With just as much reason might the young man who expects to become a physician claim the families in the community in which he lives or some other community where possibly they do not know him so well, as material upon which to experiment in order that in time he may become a skillful practitioner. When we see how carefully the laws of the commonwealth guard the people from having their bodies treated by untrained physicians, we are led to wonder why the state takes so little interest in the character and fitness of those who are to minister to the minds of the young. It is true that rapid progress has been made within the last half century in improving the qualifications of teachers, and it must be admitted that this ad-

vance is due largely to the influence of the Normal Schools themselves.

There can be no such thing as a system of public schools without a well organized system of training schools. In order that there may exist a system of public schools, there must be uniformity in the aims and methods guiding the teachers of the commonwealth in their practice. No such uniformity is possible without a trained body of teachers. By this we do not mean that every teacher in the state must be a Normal graduate but we do mean that the lump must be leavened with Normal leaven. This Normal leaven is the "rising" ingredient in the profession of teaching to-day and the good teacher who has not been trained in a Normal School throws a shadow across his own pathway to higher success whenever he attempts to belittle the work or injure the reputation of the Normal Schools.

There can be no general growth in the system without the influence of training schools. There may be good schools in certain districts, where fortune has favored them with exceptional natural teachers, but these schools will be the exception and not the rule, and their influence will not be great enough to lift out of their low condition the great majority of the schools which must necessarily be taught by incompetent teachers. The Normal School is the only solution to the problem of how to keep the schools moving onward and upward.

III. The influence of the Normal Schools upon the Public Schools.

The influence of the Normal Schools in the advancement of the Public Schools can be easily recognized.

They have given to the teacher a more thorough knowledge of the branches he teaches. There are no other schools in the commonwealth where the Academic work is done as thoroughly as in the Normal Schools. Despite the criticisms that have been made upon the standards of the Normal Schools, it is yet an undisputed fact, that in the civil service examinations, no other class of persons are so uniformly successful as the Normal School

graduates. In the colleges where Normal graduates have been regularly admitted they have uniformly taken first rank in the English branches. When preliminary examinations have been made for entrance upon the study of law, Normal School graduates have been found to be very thorough in all the branches belonging to the Normal course, and in the Theological schools the Normal graduate has always made a creditable record.

They have given to methods of teaching their scientific character. The principles of teaching as they are evolved from the nature of mind and the nature of knowledge are thoroughly comprehended by the Normal student as a basis for the developing of methods. No process of teaching is worthy the name of Method unless it be in harmony with the principles of teaching.

They have introduced into the schools of the commonwealth a better organization. One of the prominent features of a Normal School is its complete organization. In order to meet the wants of the students as fully as possible a systematic organization becomes a necessity. In no other school, save possibly in a military school does the student find himself confronted with so many requirements. The student finds it necessary to adjust himself to a very rigid formula of duties. This self-enforcement of system and regularity becomes a part of the student's daily life, and he goes out from the Normal School imbued with the very spirit of order and organization.

They have made the supervision of the schools more efficient. Normal students have learned how to supervise from their experience in the Model School. They have come to learn the value and place of criticism, and to look upon criticism as a necessary aid to self-improvement. The graduate who has gotten from his model school training all that was possible to be obtained could not fail to receive important lessons in the methods of supervision. To know how to strengthen a teacher by judicious supervision is a power which belongs to every competent superintendent.

No better opportunity is afforded anywhere else for the securing of this power than is opened to the student teacher in a properly conducted Model School.

They have imbued the teacher with a more enthusiastic spirit. It is due possibly more to the spirit of a Normal School than to any other power which he has received from the school. It is really inspiring to the teachers in a Normal School to notice the development of the teaching spirit among the students. Students who have entered Normal School with but little thought of becoming teachers go out from these institutions with a burning desire to become teachers. Parents have sent their daughters to these institutions to be educated, but when they have finished the course they have been unable to keep them out of the school room.

They have developed a better public school sentiment. The Normal School graduate has learned that to teach the children well requires a certain kind of education for the parents. The patrons must be brought into sympathy with the teacher's aims and methods. This necessity for the awakening of public sentiment in favor of sound education is found more frequently in the educational creed of the Normal graduate than in the educational creeds of those who have not had the benefit of a Normal training.

IV. The Normal School in relation to the agencies of the Public School.

The two chief agencies of the public school are the school directors and the superintendents, and the growth and efficiency of these schools are largely in their hands. It is a fact of history that the influences which have been most conducive to the advancement and welfare of the Public Schools have been the Superintendency and the Normal Schools, and strange to say, there are even to-day those who pretend to be friendly to the Public Schools and yet are hostile to the Superintendency and the Normal Schools, and stranger yet is the fact that there are some holding the office of

Superintendent, who have been most unfriendly to their chief ally in promoting the welfare of the Public Schools, the Normal Schools.

The Superintendency and the Normal Schools were brought into existence at almost the same time. The law establishing the Superintendency and the law establishing the Normal Schools were originally incorporated in one bill. But the friends of these two measures as a matter of policy separated the Superintendency portion of the bill from the Normal School portion, deeming it unwise, as Dr. Wickersham has expressed it, to have a "new ship too heavily freighted." It was determined by the friends of both measures that the Superintendency bill should be passed first, with the belief that the establishment of the Superintendency would necessitate the establishment of Normal Schools. The fulfillment of this hope was soon realized, and three years later than the Superintendency Act, in 1857, was passed the Normal School Act.

It was due largely to the sentiment created by the first Superintendents of the State that the demand for Normal Schools became so urgent. The State Teachers' Association was also very influential in having the act passed by the legislature providing for Normal Schools. In 1854 this body presented a memorial to the legislature asking for the establishment of training schools for teachers. It will thus be seen that the Superintendency and the Normal Schools owe their existence to the same sentiment. Both have grown out of an earnest desire on the part of the patriotic school men of the state to better public schools. That they both have fulfilled the most sanguine expectations of their advocates, the history of the public schools from 1854 to the present time abundantly proves.

It is clearly the duty of the Superintendent and the persons concerned in the management of the Normal Schools to work together in their efforts to improve the public school conditions of the state.

It is the duty of the Superintendent in the state to establish a high grade of provisional certificate. It would be in the interest of the public schools if only enough provisional certificates were granted to enable the directors to lawfully fill the vacancies left over after the teachers holding higher grade certificates than the provisional certificate have been disposed of. In order to do this the examination for provisional certificates should be held in August, and instead of holding them in each of the school districts they should be held in a sufficient number of central points in the county. This would enable the directors to make their selections as far as they deemed advisable from among those holding professional, permanent and State certificates, and Normal School diplomas, and then to report the number of vacancies to the Superintendent of the county, borough or city having charge of the schools where the vacancies exist.

Superintendents should be careful in granting professional certificates, granting them only to persons of recognized competency. If we are to believe the testimony of the teachers in some of the counties of the Commonwealth, these certificates are not always granted upon the basis of merit but for the reason that the applicant has a "pull" on one or more of the directors in the county. It is much to the credit of the Superintendency of the State that these abuses of power are not more frequent than they are. One of the elements of strength of a Superintendent is his popularity with the directors and teachers, and I have no doubt that many times Superintendents yield to the importunities of teachers and their friends in the granting of these certificates with no desire to gratify any selfish purpose, but simply for the purpose of adding to their popular strength.

Superintendents should be equally careful in recommending persons for examination for State Permanent Certificates. The new law giving the State Superintendent the power to appoint the examining committee in connection with the granting of these certificates throws the larger part of the responsibility for

this blunder somewhere else than on the Superintendent when incompetents now come into possession of this grade of certificate. It is to be expected that but few mistakes will hereafter be made in issuing this form of certificate. It is difficult to see how the law could be changed so as to afford greater protection to the standard of scholarship that should be obtained among this grade of teachers.

Superintendents should be careful in issuing original certificates to those who desire to teach. In most cases it is possible for those who wish to become teachers to make some special preparation for the work before beginning to teach, and when this is possible they should be urged to do so. In fact the experience of some young teachers is worse than no experience, the only marked effect being the acquisition of a lot of bad habits. They are often the most difficult persons to handle in a training school. Before a training teacher can begin to build them up, he must first resort to the eliminating process, which is often very slow and always humiliating to the student teacher. If a part at least of a training course were taken by the young person before ever entering upon the work of teaching for himself, the result would be better for the school and the teacher.

Superintendents should make a careful study not only of the plan of Normal Schools, but also, of Normal School conditions. Many of the Superintendents are Normal School graduates and for this reason it is to be expected that they are familiar with the working of the Normal Schools. When we remember, however, that a graduate is usually obliged to serve quite a long apprenticeship in the public schools as a teacher, before he is deemed worthy and safe to entrust with the school interests of a town or county, it must necessarily be the case, that considerable time has elapsed with most of these persons since they took their departure from their Alma Mater bearing with them their diplomas, and the benediction of the principal and faculty. Many changes have therefore, likely occurred

in the plans and methods of conducting their Alma Mater, which if examined into carefully would give her increased claim upon their devotion and pride. It would, therefore, be well for all Superintendents, whether graduates of Normal Schools or not, to keep in close touch with the Normal Schools of the state, and to become as familiar as possible with their aims, conditions, and results. This familiarity would, no doubt, expose many weaknesses which they have not hitherto discovered but this would cause no apprehension of danger to their interests on the part of the Normal Schools, because they would come to us with a friendly spirit, and we would expect their help in removing defects in our work where they exist, when it is in our power to do so, and where we are unable to make desired changes by reason of conditions which we cannot overcome, we would expect them to discover the fact of our inability and to have patience with us until a better day comes.

It is the duty of our Superintendents to offer friendly criticisms. The best friends the Normal Schools have to-day among the Superintendents are not those who are withholding comment, but those who are giving us the benefit of friendly criticism. There are always two classes of critics abroad in the land in connection with every important institution of every kind; those who criticise to tear down and those who criticise to build up. The Normal Schools invite this latter class of critics to enter their territory and request the benefit of the criticisms.

The directors constitute the greatest force in the public school system. The public school system of Pennsylvania is essentially a popular system, the "court of last resort" remaining with the people. Under our common school system, the directors are the sole representatives of this power, and within the line of their duties are well nigh absolute. A body of men having such unlimited power must necessarily be potential either for the good or ill of the schools of the Commonwealth. As the teacher is the most important factor in the

school, the selection of the teacher is the most important duty of the director.

It is, therefore, an imperative duty of the directors to give teachers with the highest qualifications the preference in their appointments. It is a fact beyond dispute that experience and competency are often set aside to make way for inexperience and incompetency. That "a prophet is not without honor save in his own country" does not always apply to the school teacher in his selection for position. The worthy are often rejected because their applications have been placed in the hands of strangers to consider. We are as people quick to resent the evils that threaten us from foreign foes, but we endure patiently the dangers that menace our institutions when the cause of the danger lies in the breasts of our own people.

It is the duty of directors to grade salaries in accordance with the qualifications of the teachers. When we use qualifications in its broadest sense it is safe to assume that the results of a teacher's work will always be proportionate to his qualifications. It is a fact beyond dispute that the greatest barrier to the advancement of the standard of qualifications for teachers is low salaries. Notwithstanding the fact that the average qualifications of teachers has advanced greatly within the last quarter of a century, and that the state has been very liberal in the appropriation of money to the public schools, there has been little advance made in the average salary paid the teachers of the state. As Normal Schools are intended to improve the qualifications of teachers and have been established for that special purpose, it is plainly evident that those directors who refuse to regard qualifications in the selection of teachers, and who, furthermore, make little or no difference between high grade and low grade qualifications in the adjustment of salaries, are interfering with the work of these training schools for teachers by refusing to set an adequate value upon it, and by destroying one of the most effective incentives to a better preparation by those who intend to become teachers. It is claimed to-

day that there is an overabundance of teachers in the state, but I venture the assertion that if the incompetent teachers were weeded from the ranks there would be a dearth instead of an overabundance of men and women applying for positions to teach. It would then be found that the Normal Schools instead of turning out too many graduates are not really turning out enough to meet the wants of the state.

V. Criticisms made upon the policies of the Normal Schools.

Unfair comparisons are sometimes made between the Normal Schools of Pennsylvania and the State Normal Schools of some of the other states, as for example, the Normal Schools of New York, the Normal Schools with which we are most familiar after our own. Our critics say our Normal Schools are not as well equipped as the New York Normal Schools, that we do not pay the heads of departments as large salaries, that our students graduate in a shorter time, that we do not do as much professional work, that our graduates do less practice teaching. We will grant these charges as true, and at the same time show that in granting them we assume no discredit for the Pennsylvania State Normal Schools. Who has equipped the New York Normal Schools? Who pays the salaries of the faculties? Who pays the tuition of the New York graduate, enabling her to remain a longer time to finish the course, thereby receiving more professional training, and spending a greater length of time in practice teaching? The answer to all these interrogations is, the State of New York. If the charges represent defects in Pennsylvania then you must make complaint against the state for not supporting her Normal Schools as her sister state of New York has done. You must help us to get larger appropriations from the state in order that we may more fully equip our Normal Schools, and that the burdens of expense may be lightened to the student. It must be remembered that the Normal Schools of Pennsylvania are at most but semi-state institutions. The Normal Schools have been established in harmony with the policy of our

public school system. It was deemed best, therefore, to make the controlling power in the management of these Normal Schools local. Hence the state by its Normal School Law invited the citizens of the several Normal School districts to contribute money in the shape of stock toward the establishment of a Normal School for each district, agreeing to give these contributors as a protection to their interests in the schools a two-thirds representation upon the board of trustees. The money which has gone to make these schools a success has not come exclusively from the state as in New York, but much of it has come from the contributions of private citizens, and from the profits of the school, when there have been any profits. A little investigation will show that after admitting all we have admitted in comparing our schools with those of another state, and we have admitted more than we need to admit in order to conform to the truth, that our system of Normal Schools is the best in the country. Our system of Normal Schools has the effect to create a local interest in the schools which would not exist if the schools were purely state schools; the management of our Normal Schools is more economical than the management of purely state institutions usually is; the plan of the Pennsylvania Normal Schools allows each school to have, consistent with the interests of the entire system, a policy of its own, each school has constantly before it for guidance the strong features of all the other Normal Schools of the state.

I have admitted for the sake of making clearer the limitations of the Normal Schools of Pennsylvania, some points which cannot be admitted in justice to some of the Normal Schools of Pennsylvania. For instance, there are some of our Normal Schools as well equipped as any of the New York Normal Schools, the Academic work is done much better in some of them, and the professional work is done as satisfactorily when we take into account the length of time devoted to the course in Pennsylvania. What I have said must not be regarded as a

reflection on the New York Normal Schools. For it cannot be admitted that the plan of the Pennsylvania Normal Schools, although the best plan for our own state, would be as good a plan for New York State as the one which New York has adopted for herself and which she has carried out so magnificently.

It is claimed by some of our critics that our course is not extended enough. We have met this criticism by the establishing of the "Regular Normal Course" which comprises a year's work in addition to the "Elementary Course; and the Scientific Course," which includes two years' work in addition to the "Elementary Course." More students are taking these extended courses every year, and no doubt in the near future we will be able to drop what is now known as the Elementary Course and make the minimum course the "Regular Normal Course."

It is further claimed by some critics that the Normal Schools should be self-supporting. In answer to this I have only to say that no other educational institutions of high character have ever been self-supporting without making them much more expensive to the students than the Normal Schools are made.

It is claimed by some that the Academic work done by high schools should be accepted by Normal Schools as sufficient on these subjects. On this point even the critics themselves disagree, as some of them claim that the Normal Schools should adopt even a higher standard of academic work than they have adopted. I presume, however, that the best thing for all parties concerned will be for the Normal Schools to adopt their own standard of classification as the colleges do, and examine all applicants for admission, unless the authorities of the school can be satisfied in some other way than by examination as to the qualifications claimed by the persons seeking admission.

In the presentation of this subject I have endeavored to be fair and frank, and I hope the entire discussion of this question may result in a fuller understanding of the Normal School problem in this state.

OBITUARY NOTICES.

Owen M. Grammer, son of George L. H. Grammer, of Philadelphia, died at the Presbyterian Hospital, West Philadelphia, on Sunday morning, August 30th. He was an inmate of the hospital for 14 months, and suffered greatly during that period with "Tubercular Caries," a disease of the spine, resulting from an injury received from a fall from a building five years ago.

He was born in Lancaster county, taught school in this county, was a graduate of Shipensburg Normal School, class of '88, and at the time of his failing health was principal of the Summit Hill schools of Carbon county. He will be buried in Green Mount Cemetery at Arendtsville, Wednesday afternoon, September 2nd.—*Gettysburg Compiler*.

By the death of Mr. Grammer the class of '88 loses an intelligent and progressive member. His work in the Summit Hill schools was of such a character as to win for him the active coöperation and support of all who were associated with him. His wife, who was Viola M. Arnold, '88, survives him. The HERALD extends its sympathies to her in the great loss that she has sustained.

L. Harvey Hatfield, '88, died at his home in West Fairview, Pa., on September 29th, after a lingering illness of about four weeks from typhoid fever. The news of his death fell like a pall upon his friends and acquaintances, many of whom were unaware of the serious nature of his illness. At the time of his death, Mr. Hatfield was in the employ of the U. S. Mail Service, but he had only recently left the schoolroom. After his graduation from Normal, he taught successfully in the schools of his native town, and for the past four years was Principal of the same. Possessed of a ready tact, he won the hearty support and active co-operation of teachers and pupils. Those who knew him need not be told that he was one of the brightest students

ever graduated from Normal. His friends expected to see him win honor and distinction in whatever line of work he undertook; and their hopes seemed likely to be fulfilled, when he was cut down in the flower of his young manhood.

About three years ago he made a profession of religion, and attached himself to the United Brethren church, in which he labored zealously for the Master's cause. He was in his 27th year and leaves a wife and child to mourn his untimely death.

LOCAL NOTICES.

The attendance at Normal will be largely increased at the beginning of the next term. Many of the students who have passed six branches will return to continue their work, and a large number of new students will be with us for the first time.

Elsewhere mention is made of the deaths of O. M. Grammer and L. H. Hatfield, members of the class of '88.

Both were young men of marked ability. By their untimely deaths the alumni association sustains a great loss.

We publish elsewhere the names of the subscribers to the Pedagogical Library. The books are now accessible to the students, who have been quick to take advantage of the opportunity thus afforded them for reading and investigation.

Beginning with this number, the Y. W. C. A. and the Y. M. C. A. will be represented in the columns of the HERALD. Misses Elizabeth Brown and Lillian Foust, and Mr. H. E. Freed have been appointed by their respective associations to write an account of the work done during each quarter.

These Christian Associations are doing a noble work, and one which will make much for good in the lives of their members.

With this issue of the HERALD a regular department is opened for an account of the work done by the Normal and Philo Literary Societies. A regular report of the work of each will appear in each number of this journal. Both societies are in fine shape, and are doing excellent work. To the credit of the members, it may be said, that the relations existing between the two organizations are of a most friendly character. There is an entire absence of that jealous rivalry that in times past did so much to minimize the good work of each.

The editors of the HERALD wish to thank many persons for the assistance they have so kindly given, but there is one class, who, more than any others, are deserving of special thanks,—the advertisers. Valuable as are subscriptions, the financial strength of any newspaper lies in the revenue received from advertisements.

A number of new advertisements appear in this number of the HERALD. *The students and friends of the school are earnestly requested to patronize those who have favored us with their advertisements.*

After much delay, due to the washing away of the fish dams during the heavy rains of the summer, the gold fish have arrived, and have been placed in the basin of the fountain.

PERSONALS.

Miss Ada V. Horton assumes charge of the Alumni and Personal Department of the HERALD with this issue. All matters pertaining to this department should be addressed to her.

W. Boyd Morrow, '87, is a prosperous coal merchant in Shippensburg.

Miss Gertrude Eppley, '90, has been elected special teacher of music and assistant in the High School of New Baltimore, Ohio. She reports that her work is pleasant and agreeable.

Miss Luella McAllister, '92, was a welcome visitor to Normal a few weeks ago. Miss McAllister, after teaching successfully for

several years, was compelled to relinquish her work on account of ill-health. She will remain at home during the coming year.

J. Abner Miller, '90, is serving his second term as principal of the Rixford, McKean county, schools, in which position he has met with deserved success.

George E. Gray, '90, has recently resigned the principalship of the Bryn Mawr High School to accept the principalship of the Packertown schools. Mr. Gray was very successful at Bryn Mawr.

Our graduates are well represented at Ursinus College. Those in attendance at that institution are W. M. Rife, '91, J. S. Heiges, '91, G. Leslie Omwake, '93, E. M. Hershey, '94, and H. H. Shenk, '94.

C. M. Best, '94, is a member of the Sophomore class at Lafayette College. He continues to take considerable interest in athletics, and is at present playing quarter-back on the football team.

I. W. Huntzberger, '95, is a freshman at Bucknell. We are not surprised to learn that when the Bucknell foot-ball team needed a good center our friend Huntzberger was chosen.

S. F. Gerberich, '92, taught successfully for four years after his graduation from Normal. He has recently entered upon a course of study at Franklin and Marshall College.

C. Iva Smith, '88, will complete her course at the University at Delaware, Ohio, at the close of the present school year.

Among the students at Dickinson College the following graduates of Normal are to be found: Mabel Geiger, '93, Hattie Shelley, '93, H. E. Walhey, '95, Hope Dill, '95, Bruce Trimmer, '94, and Robert Smith, '94.

Rev. Wm. H. Nicholas, is the pastor of St. Andrews Evangelical Lutheran Church located on 5th Street, below Morris, Philadelphia. Rev.

Nicholas has met with much success in his chosen field of labor. His congregation has erected, and recently dedicated a fine new church.

Filmore Maust, Esq., '74, is a prominent member of the Carlisle Bar. He served one term as District Attorney of Cumberland county, and filled the office very creditably. He is at present one of the Republican nominees for the legislature; and if elected, will make a most creditable representative.

ROSCOE, SOUTH DAKOTA, AUG. 5, 1896.
H. M. ROTH, ESQ.,

Bus. Man. of the NORMAL SCHOOL HERALD.

Dear Friend:

Your sample copy of the NORMAL SCHOOL HERALD is before me. I must have this visitor to keep fresh in memory all by-gone associations at the Normal. I would like to visit you all on Commencement Day, but business always prevents my doing so. My family and I spent last winter in southern California. When you feel like enjoying something good, visit that land of "perpetual sunshine." The Salt River Valley of Arizona is another lovely spot. Here is a valley about one hundred miles long, fifteen wide, sloping about eighteen inches to the mile, which is not surpassed on earth for easy irrigation. The salaries for teaching school there average about \$80.00 per month, and in many cases, range as high as \$100.00 to \$125.00. Why don't some of our Normal graduates pull for this country? The expense of living is not much more, nor even any more, than in the states. Only don't go there in the heat of the summer; October is about the right time, then during the winter you will become acclimated. There are good opportunities for business also. The Pecos Valley of New Mexico is a very good country to try. I throw out these hints, as the East is overcrowded.

Yours for success,

MAHLON T. LIGHTNER,
Class of '77.

We publish the above letter, not only because of the interesting descriptions which it contains, but because we like the spirit of the writer. It is nearly twenty years since Mr. Lightner was graduated from the Normal, but he takes as much interest in all that concerns the school as he ever did. We are glad to receive letters of this kind, and hope that we may be favored with more of them from the former students of Old Normal. We know that all such communications will be read with interest by our subscribers.

The Opening of School.

“THE Fall Term will open August 31st” is the way the catalogue put it, and as that date approached, in many households might have been seen preparations for the departure of son or daughter. The students began to come to Normal early on Monday morning, and continued to arrive during the day, so that by evening the building was once more a scene of life and activity.

The painters and plasterers had been at work in the building during vacation and the building presented a changed appearance upon the return of the students.

On Tuesday morning the students assembled in the chapel for the opening exercises of the school year. Dr. Eckels welcomed the seniors upon their return to the Normal, and congratulated them upon their fine appearance. He spoke of the responsible position they would occupy during the year, and expressed the belief that they realized the duties which would devolve upon them. The Doctor extended a special welcome to the new students, many of whom had left their homes for the first time.

The senior class was divided into four sections in all studies; the junior, into three.

The Model School opened on Wednesday, and half the seniors reported for duty there. Who will forget the first day's teaching in Model? By the end of the first week the stu-

dents had their rooms fitted and furnished, and were in shape for the year's work.

Annual Re-union of the Normal School Students at Williams' Grove.

FRIDAY, July 24, was not the best day that could have been selected for a Re-union.

But the committee on arrangements were not responsible for this, as it couldn't be known a month beforehand that the day selected would be one of the wettest of the season.

Rain began to fall early in the morning, and continued with scarcely any intermission, till late in the afternoon. It was not to be expected, under the circumstances, that the attendance would be large; but more than a hundred students and alumni braved the inclement weather, and assembled in the auditorium.

At ten o'clock the exercises were opened by singing “All Hail the Power of Jesus' Name,” after which Rev. L. B. Hafer, '93, offered prayer. J. S. Heiges, '91, the President, delivered a short address, in which he dwelt upon the significance and value of meetings of this kind. He also spoke of the growth and prosperity that have attended the school, and paid a high tribute to Dr. Eckels.

Prof. and Mrs. J. J. Lowe, of Philadelphia, who had charge of the music during the Assembly, sang, in response to a request, “My Trundle Bed.”

Hon. J. L. Young, '87, of Mechanicsburg, was the next speaker. Mr. Young has already won a reputation as an orator, and much was expected of him on this occasion, and he did not disappoint his admirers. We regret that the address was not preserved in writing by Mr. Young, as we should have liked to publish it in the columns of the HERALD.

Miss Jennie Beltzhoover, of Shippensburg, recited “Lady Bird's Race” and Miss Vida Wolcott, '96, of Lykens, gave a dialect recitation, “Them Oxen.” Both young ladies are possessed of much elocutionary ability.

Rev. L. B. Hafer was called upon for an address, and responded with a few words expressing the pleasure he felt at being permitted to greet so many friends and former schoolmates. Miss Elsie Peters, '93, of York Springs, entertained her audience by "Entertaining her Big Sister's Beau."

The Musical numbers of the program were a duette by Misses Spangler and Roop, and a quartette by Messrs. Donnelly and Wolff, and Misses Spangler and Roop. Both were well rendered.

Dr. Eckels was greeted with a burst of applause when he rose to speak. He spoke of the pleasure he felt upon being permitted to look into the faces of those who had been students at the Normal, and expressed the hope that these Re-unions would bind the students and alumni body still closer to the school of their choice. Dr. Eckels concluded his address by introducing Deputy Superintendent of Public Instruction, Henry Houck, who spoke of the early history of the Cumberland Valley State Normal School, its ups and downs. He congratulated the students upon the prosperity the school was now enjoying. He concluded his address by remarking that his father had instilled such excellent ideas into him that he was always prompt—at his meals. It was now meal time and, therefore, time to stop.

At the business session the following officers were elected to serve during the ensuing year: President, J. M. Hoover, '91, Chambersburg; Vice President, H. M. Roth, '89, Shippensburg; Recording Secretary, Sara Spangler, '96, Arendtsville; Corresponding Secretary, Ada V. Horton, '88, Shippensburg.

The Bicycle Club.

THE Bicycle Club has been re-organized for the fall season, and a number of new members have been admitted into its ranks. A number of runs have already been made and more are in prospect.

Among the new members is Dr. Barton, who surprised every one by bringing a new Sterling Bicycle with him when he returned to Normal at the opening of school. The Doctor was admitted to the club as soon as he had proven that he possessed the qualifications for membership, i. e. ability to ride ten feet without falling off; and is now its Steering Head, or President.

Besides Dr. Barton, the following members of the faculty are bicyclists: Misses Spencer, Lockwood, Kinsey, Horton and Mather, and Professors Eckels, C. E. Barton and the editor.

The Scientific Course.

A NUMBER of graduates of last year's class have returned to Normal, and have taken up the work of the Scientific Course. Heretofore it has been customary for the post graduate students to take up a special line of work rather than that of the regular course. Those who have returned this year are to be commended for their departure from this custom, and their action in taking a regular course instead.

The class is doing good work in the various departments. The course for the Fall Term includes Advanced Psychology, Chemistry, Latin (Virgil), Higher Algebra, Solid Geometry, and advanced work in Literature. The class has already studied Tennyson's "Princess," and is now engaged in the study of "Hamlet".

Where Some of the former Members of the Faculty Are.

INQUIRY is often made concerning the whereabouts of the former teachers at Normal. We give below the addresses and occupations of a number of them, but there are many whom we have been unable to locate.

Prof. S. B. Heiges, Principal from 1882 to

1886, holds the position of Pomologist in the Department of Agriculture, at Washington. He resides in York.

Prof. W. T. Dutton, who held the chair of Mathematics here in 1886, now holds a similar position in Allegheny College, Meadville, Pa.

Prof. E. H. Bugbee was Prof. Dutton's successor, and remained with us until 1892. He is now Principal of schools at Port Jervis, N. J.

Prof. Hart V. Gilbert, teacher of Latin and Greek from 1885 to 1889, is now the Editor of the *Star and Sentinel*, at Gettysburg, Pa.

Prof. W. F. Zumbro taught here during the Spring Term of '89 and '90. He is now serving his second term as Superintendent of the Franklin county schools.

Mrs. Susie Hinsen, *nee* Jones, resides in Philadelphia and teaches in a school, of which her husband is the Principal.

Miss Florence C. Walker, a former teacher of Elocution, is now the director of the Gymnasium in St. Margaret's School, Buffalo, N. Y.

Miss Emma Stone, who had charge of the Department of Music for two years, is now teaching in Tome Institute, Port Deposit, Md.

Mrs. Dr. Koser, *nee* Atkins, who also taught music in this institution, now resides in Shipensburg.

Miss Millie Adams, a former Art teacher, is teaching in the public schools of Vineland, N. J.

Mrs. Elizabeth Stryker, *nee* Hope, who taught music during the year of '88-'89, now resides at Bond Brook, N. J.

Chas. Walters, Esq., who filled the department of English in this institution for one year, is now practicing law in the courts of Franklin county, and has his office in Chambersburg. He has met with much success in his chosen profession, and has recently retired from the office of District Attorney.

Dr. James Eldon, Principal of the Lock Haven Normal School, taught Mathematics here during the '70's.

Dr. H. U. Roop, who resigned as teacher of English, last December, is now engaged in

Chautauqua Normal Sunday School work, in which he has been very successful.

Miss Emma S. Waite, Principal of the Model school for five years, is Principal of the Training Department in the Nebraska Normal School.

[Communicated.]

Re-Union of Adams County Students of C. V. S. N. S.

On Friday, August 7th, the Adams county students of the Normal School held their second annual re-union at Round Top Park, near Gettysburg. Notwithstanding the fact that the weather was exceedingly warm, the attendance was large.

In the morning the following literary program was rendered:

- President's Address,.....M. H. Thomas, '90.
- Male Quartette,..... { Messrs. H. E. Walhey, '95,
Chas. Albright, '95,
H. J. Taylor and I. L. Taylor.
- Address,.....Prof. H. M. Roth.
- Address,.....Dr. G. M. D. Eckels.

President Thomas in his address referred to the progress that is being made along the lines of education. He also spoke of the recent improvements made at the Cumberland Valley State Normal School and of her unparalleled success in recent years.

Prof. H. M. Roth spoke on the subject "The Work of the Teacher." Among other things the Professor said: "The teacher should prepare well for the work of moulding and influencing those given into his charge. Teachers are sculptors who chisel out and fashion the destiny of their pupils. Teachers of Adams county may you all be successful in your work, and may you labor zealously for the advancement of your pupils.

'May your work be done so grandly, so nobly, so well, That angels will hasten the story to tell.'"

Dr. Eckels said he was glad to be present, and congratulated the students upon the successful Re-Union. The Doctor said that educational sentiment is growing. Many of our

schools are filled with students. The old Cumberland Valley State Normal School has just closed the most successful year in her history, and the outlook for the coming year is brighter than it has ever been before.

The music by the quartette was well received, and the singers by request gave a number of well rendered selections.

For the coming year the following officers were elected:

President, F. P. Starry, '96.

Vice-President, George C. Bollinger, '95.

Secretary, Zula Deatrich, '94.

Treasurer, C. A. Trostel, '94.

It was unanimously decided to hold next year's Re-Union at the same place.

E. C. S.

In another column will be found an account of the Re-union of the Normal School students of Adams county. We publish this not only as a matter of interest to the Adams county students, but because it is an example worthy of imitation by our students and graduates in other counties.

Our Alumni Association has become so large a body that it ought to be sub-divided into local organizations. These local organizations would do much to increase the usefulness and influence of the alumni and student body. Active and efficient organizations could easily be maintained in such counties as Cumberland, Franklin, Fulton, Dauphin, and Perry, with their scores of graduates and students of the C. V. S. N. S. Other counties might join forces, and have a joint Association.

We dwell upon the matter at this time because the county institutes soon to be held, will afford an excellent opportunity for the organization of such associations. All that is needed is to have a few persons take the initiative in each county, and issue a call for a meeting during the week of institute. At this meeting officers should be elected, and a program arranged for a summer re-union at some suitable place within the county.

It is not necessary to dwell upon the benefit

and pleasure to be derived from such re-unions. The HERALD will be glad to assist in the promotion of these organizations, and will be glad to publish an account of all efforts made in such directions.

Gymnastics in the Model School.

A new departure in the department of Physical Education is the introduction of public school gymnastics into the Model School. In previous years the children attending the Model have gone to the gymnasium for their work in this line, being under the immediate instruction of the Physical Director. It has seemed more practical to arrange for the gymnastics to be given children in their class rooms twice a day; the exercises being presented to them by the Seniors as a part of the required practice teaching. We do not aim to train students to become gymnasium directors, but we do intend our graduates to be qualified to teach gymnastics in public schools with intelligence and understanding of the subject. During the Junior year the students are given as thorough a training in free work and the use of light apparatus as time will permit,—each student being required to devote at least two periods a week to gymnastics. Military evolutions, body building, and development work are all given special emphasis in the Junior year. The floor work for the Seniors consists of Swedish Day's Orders, and advanced exercises in American gymnastics. Notes are given on gymnastic work, methods of teaching, etc., which will be a guide to them in their future work along this line. The Seniors are also trained to act as leaders of divisions and of the entire class. The department of Physical Training is a comparatively new one in the school, having been organized not quite two years ago. While the work is not yet fully established on the basis on which we expect it to stand, much has been accomplished for so short a time. The aim has been, and will continue to be, towards practical gymnastic training for a public school teacher.

A thorough understanding of free work, of body building, and correct exercises is considered essential.

The introduction of graded gymnastic work in the Model School is being watched with much interest. The Seniors who are drilling the children in the various exercises are deserving of much credit for the success of the undertaking. They are showing an intelligence concerning the work that is most gratifying. It does not lessen the credit which all deserve, to make special mention of the results obtained by Mr. E. M. Sando, of Lebanon, Pa., Mr. C. H. Risser, of Mt. Joy, Pa., and Miss Carrie Mitchell, of New Bloomfield, Pa. Their pupils show an accuracy and uniformity of movement that can only come from careful training on the part of the leader. It is not always the best gymnast who is the best *teacher* of gymnastics. To teach gymnastics well one must be a good disciplinarian. The Seniors have no better opportunity to prove their possession of this essential qualification of a good teacher than in leading the classes of gymnastics in the Model School.

New Teachers of the Faculty.

THE policy of the Normal School is to make as few changes as possible in the membership of the faculty. This year, however, through the resignation of Miss Waite and Miss Waldo, two vacancies were made in the Model Department. Miss Anna M. McBride was elected to the Principalship of this Department, and Miss Eudora Mather was elected to the assistant Principalship. Both these ladies are graduates in the classical course of the Geneseo State Normal School in New York State.

Miss McBride has had considerable experience and prominence as a teacher in her native state, and will no doubt win additional laurels in the Keystone State. Her work in the Cumberland Valley State Normal School has already proven her to be a teacher of rare ability

and skill, and the Normal School is to be congratulated in having secured so valuable a woman for the head of the Training Department.

Miss Mather is a young lady who has had thorough preparation for her work, and she has already given promise of making an excellent Method and Critic Teacher in her department.

These ladies are both popular with the students, and the success of the Training Department, under their management, is already assured. They command the respect and esteem of the other members of the faculty, and they are regarded as a valuable addition to the teaching force of the school.

Y. W. C. A. Department.

Edited by { S. ELIZABETH BROWN.
LILLIAN FOUST.

THE work of the Y. W. C. A. opened this year under very favorable circumstances. The first meeting was held in the school parlors on Sunday afternoon, September 6, 1896, under the leadership of Miss Young, President of the Association.

On the following Saturday a reception was given in honor of the new students. Invitations were extended to all the lady students, the ladies of the Faculty, and the officers of the Y. W. C. A.

The parlors were beautifully decorated; large vases filled with golden rod stood in the corners, while small bouquets of asters, sweet peas, and daisies adorned the pianos and tables.

All the members wore badges of pink bearing the letters Y. W. C. A. At three o'clock the doors of the parlors were thrown open and the reception committee, consisting of Misses Young, Clark, Reed, Kipp and Peters, officers of the Association, stood waiting to welcome the new students. After all had assembled, the President made a short address of welcome, after which the following program was rendered:



J. H. MARTIN. H. S. PLANK. S. S. JACKS. W. E. WATSON. B. W. BYERS.
A. MORRIS. E. R. WILLS. H. M. ROTH, Mgr. G. H. ECKELS, Capt. L. ROTH.
H. E. NYCUM. T. W. GRAY. O. A. PRESSEL. J. H. PARRET. W. H. HENDRICKS.

Marriage Notices.

HEGE-SHELLEY.—At the home of the bride's parents, Mr. and Mrs. Andrew Shelley, near Dickey's Station, on August 25th, Miss Myrtle A. Shelley and *Mr. Herman B. Hege*, '96, by Rev. John Lenher, of Upton.

TOMPKINS-HYKES.—On September 15th, at the residence of Mr. Chas. T. Hykes, Shippensburg, *Miss Olive Hykes*, '91, and Mr. Eugene Tompkins, Jr. of Greenwich, Conn., by Rev. M. L. Drum, of the Shippensburg M. E. church.

KISSINGER-DAVIS—On October 14th, at the home of the bride's parents, Wiconisco, Pa., *Miss Martha M. Davis*, '92, and *W. H. Kissinger*, '91, Philadelphia, Pa.

HOFFEDITZ-LIGHT—On Thursday, October 8th, in St Paul's Lutheran and Reformed church, Lehmaster, Pa., Mr. Harry H. Hoffeditz, and *Miss Alice Light*, '88.

FRITZ-TAYLOR.—At the home of Prof. M. S. Taylor, '84, in Shiremanstown, *Miss Lena Taylor*, '93, and Mr. — Fritz, of Waynesboro, Pa.

ATHLETICS.

FOOT-BALL.

NORMAL SCHOOL VS. CHAMBERSBURG ACADEMY.

[Communicated.]

ON Saturday, October 3rd, at Chambersburg, the Normal foot-ball team defeated the Chambersburg Academy team by a score of 6 to 4. The Academy team had the assistance of four or five players who did not rightfully belong to it, but were nevertheless, very lucky that their defeat was not worse. The play was confined almost entirely to Chambersburg's half of the field, but they scored near the close of the second half on a fake kick, Ragg making a very clever run. Sherrard failed to kick an easy goal, leaving the score in favor of Shippensburg.

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The Academy began the game by kicking off. Normal ran the ball back to the 25-yard line. The first attempt at a gain resulted in a fumble. In the second trial Gray made a beautiful end run, backed up by good interference, carrying the ball to Chambersburg's 25-yard line. After short gains by Parret and Watson, the ball was lost on a fumble. Orr was soon compelled to kick. On the next line-up, Gray went around Fletcher's end for a touch-down. The ball was at a rather difficult angle, but Eckels succeeded in kicking a goal, and the score stood 6 to 0 after about ten minutes of playing.

Sherrard kicked off for Chambersburg. The ball was soon rushed back and Normal was about to score another touch-down, when time was called for the half. The time keepers had evidently erred by some minutes, and thus prevented another score by Shippensburg.

In the second half neither side could advance the ball materially, and kicking was frequently resorted to. Ragg made a touch-down for Chambersburg on a trick play, but the try for goal failed. Line up :

Shippensburg.	Chambersburg.
Wills.....center.....	Sherrard
Plank.....right guard.....	Jones
Morris.....left guard.....	Snyder
Martin.....right tackle.....	McClain
Jacks.....left tackle.....	Gillan
Pressel.....right end.....	Pierson
Hamilton.....left end.....	Fletcher
Eckels, (c).....quarter back.....	Berghaus, (c)
Parret.....right half.....	G. Fletcher
Gray.....left half.....	Ragg
Watson.....full back.....	Orr

Time—Two 20 minute halves. Umpire, Hollar. Referee, Warren. Touchdowns, Gray, Ragg. Goal, Eckels.

SHIPPENSBURG VS. DICKINSON PREPARATORY.

On Saturday, Oct. 10th, the Normal foot-ball team played its second game of the season with the Dickinson Preparatory School. The game was played on the Himes' field and was well attended. The people were repaid for coming by witnessing a closely contested game. The final score was 12 to 12.

Dickinson lost the toss and kicked off to Shippensburg. On the first line-up, the ball was

neatly double-passed from Parret to Gray and the latter ran seventy yards for a touch-down. Eckels kicked a goal; Dickinson kicked off again and soon regained the ball on a fumble. After a few tries, their Indian end rush, Suis, skirted the end, and, eluding all tackles, scored a touch-down, from which he also kicked a goal. Score 6 to 6. The remainder of the half was stubbornly contested, Dickinson scoring six more points and Shippensburg being within a few yards of a touch-down, when time was called. Score, Dickinson 12, Shippensburg 6.

The second half opened with a kick-off by Shippensburg. The ball was soon regained on four downs, with short end runs and plunges through the tackles, the ball was forced past Dickinson's 25-yard line and Gray was sent over for the second touch-down. After a punt-out to Watson, a goal resulted and the score was a tie at 12 to 12. Soon after time was called. Line-up:

Shippensburg.	Positions.	Dickinson.
Wills.....	center.....	Lewis
Plank.....	right guard.....	Deihl
Morris.....	left guard.....	Bonner
Martin.....	right tackle.....	Cathers
Jacks.....	left tackle.....	McIlwain
Pressel, (Byers).....	right end.....	Suis
Hendricks.....	left end.....	Schiffer
Eckels, (c).....	quarter back.....	Nunnemacher
Parret.....	right half back.....	Cline
Grav.....	left half back.....	Seifert
Watson.....	full back.....	Williams, (c)

Time—One 20-minute half and one 15-minute half. Umpire, Warren, Shippensburg. Referee, Rochow, Dickinson; touch-downs, Gray, (2), Cline (1), Suis (1); goals, Eckels (2) and Suis (2).

SCHEDULE OF GAMES.

October 24th at Harrisburg, C. V. S. N. S. vs. Harrisburg High School.

October 31st, at Mercersburg, C. V. S. N. S. vs. Mercersburg college.

Other games will be arranged later.

This number of the HERALD will be sent gratis to all contributors to the Alumni Pedagogical Library Fund, whether or not they are subscribers to our paper.

Normal Literary Society Department.

[Edited by GAY H. RENSHAW.]

THE opening of the Fall Term found the membership of our society small as compared with that of the Spring Term, but strong in the possession of earnest hearts and willing hands, ready to take up the work where it had been dropped by the loyal members of '96, two short months before.

The first meeting, September 4th, was held in the Chapel of the Model School. This meeting, in one respect a happy re-union, still contained an element of sadness;—so many familiar faces were missing, so many new faces were there to claim our friendship.

A number of new members have been already received and the promptness and willingness with which they perform the parts assigned to them is a great encouragement to our enthusiastic members. This hearty co-operation augurs well for the coming year. Much good work has been done in the past; more must be done now, and in the future. We want to rise above mediocrity. Many of us take hold of society work by the wrong end. Some attend the meetings simply to obtain amusement, or to while away time, to such the crying crime of the program is "It is too dry; it is not amusing," as if the great purpose of the society were to amuse. As set forth in the constitution, the chief object of our society is "mutual literary improvement and social culture." This purpose is defeated if from each meeting we carry no interesting fact, no beautiful thought, no tender strain of music to stay with us through the week and sweeten the "daily round."

This is an age of advancement, and in our societies there should be a stronger tendency for that which is noble and good and pure. We pledged ourselves to be active members; to be such requires many sacrifices of time and pleasure, but the thought that we are living up to our motto,—“Science, Friendship, Virtue,” should be sufficient recompense. When we

leave the shelter of these walls forever, we want to feel that we have kept the white ribbon free from spot or stain. Then let us stand hand in hand, and work together for the best interests of our society:—in organization there is strength. Let us see what good education and good principles can accomplish.

The outlook is most promising. Let us make this year the friendliest, happiest, brightest year in the history of our society.

Philo Literary Society Department.

[Edited by BESSIE FOUST.]

The Philo Literary Society was organized in 1876, and has continued prosperous up to the present. No doubt its success is due to the fact that the members believe, and act upon its motto,—“ Non excellentia sine labore.”

The society opened this term with Mr. T. W. Gray, President, and Miss Carrie Mitchell, Secretary. The first meeting of the term was held in the Chapel. The old members of Philo were very glad to meet again, yet they sorely missed the familiar faces of the Seniors of '96, and realized for the first time the great responsibility resting upon them. They hope by faithfulness and loyalty to maintain the high standard for which the Philo Society has ever stood.

That the society is doing good work is proven by the marked improvement from week to week in the rendering of the programs. The musical and literary parts are equally good, choice music is provided by the orchestra and the glee club.

Much interest is taken in the weekly debates. The important questions of the day are intelligently discussed, and thus both speakers and hearers gain greater knowledge of the problems which are at present of general interest. Not only is the society prospering in its literary work, but its financial condition is very satisfactory, and its library shelves are well stocked with the works of standard authors.

All earnest Philos are glad to avail themselves of the opportunities afforded them for literary improvement by the society. They realize that many of the most intelligent men and women of the past and present have traced their literary zeal and desire for improvement to inspirations received in a literary society.

The Philo Society urges its members to take an active part in the weekly meetings, and thus prepare themselves for any position in life which they may be called upon to fill.

The following program was rendered October 2nd:

Farewell Address, Retiring President,.....T. W. GRAY.
 Inaugural Address, President,.....J. O. BROWN.
 Music,.....ORCHESTRA.
 Recitation, ETHEL SMILEY.
 Referred Questions:—

Where is the “Roof of the World?”

ANGELLA GRISSINGER.

What is called the “Queen of the Antilles?”

LAURA HOCH.

Vocal Solo,.....T. W. GRAY.
 Debate:—

Resolved, That, the Spendthrift is more injurious than the Miser.

Affirmative: Messrs. Baker and Gray.

Negative: Messrs. Kell and Lightner.

Play:—

“The Finished Coquette.”

Extemporaneous Address,.....M. L. DRUM.
 Music,.....GLEE CLUB.
 Philo Review,.....JESSE KIPP.

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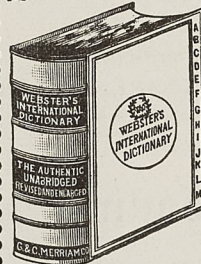
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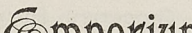
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
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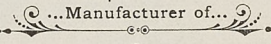
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