

The Normal School Herald.

Vol. I

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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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EDITORIAL.

The Teacher During Vacation.

MANY of our readers have already completed their terms of school, and in a few weeks all will be preparing to leave the positions they have held during the past school year.

We hope that you have enjoyed your work ; but we are not surprised if you leave the school room with a sense of relief, and feel inclined to rush out into the pure air and bright sunshine of the spring months.

You have been, in a way, the cynosure of the eyes of the community during your school term. You knew that the community expected much, perhaps too much, of you. It is not surprising if you found your work often a severe tax upon your nervous system. Teachers need rest and recreation as much as any other class of workers ; so teacher, we trust that your vacation will be pleasant.

But *how* do you expect to spend your vacation? Much has been written about the teacher *in* the school room ; but little, about the teacher *outside* the school room. And yet much depends upon this side of the teacher's life. We trust that you have not entirely forgotten that you are a teacher, when arranging your work for vacation. It is unfortunate, that the school term of the majority of teachers is not long enough to admit of their devoting all their energies to teaching. Where the term is but six or seven or even eight months in length, teachers are compelled to turn their attention to other work during the remaining months of the year. Many teachers will return to the work of the farm, the shop or the household, and but little thought will be given to school work until next September ; but

those teachers who are really alive to the work in which they are engaged, will not fail to make some plan for self-improvement during vacation.

It would be a great boon to public education if all teachers could take a course for a few weeks in one of the various Chautauqua or other summer schools, but since it is not possible for all to take advantage of the opportunities offered by these schools, it does not follow that self-instruction is impossible. If teachers will but determine upon some line of work and pursue it steadfastly during the summer, they will be surprised to note how much they improve.

The work ought not to be heavy. Let it be along the lines of your profession, if you feel the need of improvement there; but if you have been a student of educational works during the winter, and wish to change the line of your reading, you may do so with profit.

Educated people sometimes criticise teachers because of their ignorance of the masterpieces of literature; and in too many cases this criticism is well founded. Superintendents tell us that there are teachers who have never read a single great work in literature. Instances are not wanting within our knowledge, of teachers who spoke of the great novelist of England as "Dickerson," who thought that George Eliot was a man; and the author of "The Heathen Chinese" a woman. If the world's great masterpieces are as yet sealed books to you, why not try to open them during the vacation season.

Do you desire to improve your English, then turn to Irving, and devote a half hour or an hour each day to his "Sketch Book," or indeed, to any of his works. Do you like history and romance, so charmingly mingled as to be inseparable? If so, read Scott; and begin with "Ivanhoe." Do you fail to find enjoyment in poetry, then read the poems of Longfellow, Whittier and Holmes, and see whether you do not enjoy the beauty of the thought and expression. Do you prefer history unalloyed with fiction, but written with all its charm? Read Parkman and Prescott.

This list of suggestions could be indefinitely extended, but enough has been written to emphasize our principal thought. Let teachers then do something to qualify themselves better for their school work. No matter what the attainments of teachers may be, when they cease to improve they cease to grow, and approach what Doctor Scheaffer has fittingly termed "The Dead Line" in teaching.

The Duties of the State to Normal Schools.

EVER since the establishment of the Normal School system in Pennsylvania, it has had its enemies. This opposition will be found to have had its origin largely in one or other of two causes. The first of these causes is selfishness, and the second is a want of perfect knowledge of the system itself.

Members of the first class are not open to the influence of argument, because their judgments are based upon prejudice and not upon sound reasoning. It would, therefore be folly to construct an argument in favor of Normal Schools with the hope of converting those who belong to this class, from their unreasonable opposition to them.

The second class, however, deserves more consideration at the hands of the friends of the Normal School system. It is the duty of the advocates of Normal Schools to throw as much light as possible upon the relation of these schools to the educational interests of the Commonwealth, in order that the people may be more generally enlisted in their support, and their efficiency thereby increased. When once the eyes of the people are opened to the merits of these schools, being made acquainted with the benefits they confer upon the public schools, they will demand that the state render them the financial support they need, in order to give them their highest efficiency. The Normal School system, because of the benefits it is conferring upon the schools of the State must eventually become one of the most

popular and most highly cherished institutions within the borders of the Commonwealth.

It is the purpose of this article to throw some additional light upon the State's Normal School system with the hope that the system itself may be more generally understood, and that the representatives of the state, through the influence of public sentiment, may be more thoroughly convinced of the wisdom of those who founded the system and be led to yield it a more generous support.

1. Are Normal Schools necessary in order that teachers may have the highest qualifications for their work?

In order to answer this question we must understand what the essential qualifications of teachers are. To this question there could no rational answer be given that would not include these two elements, namely, knowledge and method. No one can teach who does not have accurate knowledge, and no one can teach skillfully who does not have a logical method.

It is universally admitted that the teacher is the important factor in a school. Garfield expressed this truth in a very forcible way when he said that "Mark Hopkins on one end of a log and himself on the other was a good enough university for him." This is not saying that the teacher is everything, but it is saying that everything else without him is nothing.

Granted then that a teacher must have accurate knowledge and a logical method. The next question that meets us is this, "Where shall he get these qualifications?"

For an answer to this question there are two sources of information open to us. In the first instance we may appeal to reason, and in the second instance, to experience. The same answer comes from both these sources of inquiry.

When we look at the questions from the rationalistic standpoint, we cannot fail to reach the conclusion that the highest efficiency of the public schools demands a trained body of teachers. A trained body of teachers can only be a possibility where special schools have been established for the express purpose of training

those who are to take charge of the public schools.

We will admit that here and there a man will be found with great natural powers for teaching, who will be successful in teaching without first undergoing a course of training for his work, but this man is the exception and not the rule.

In the earlier days of medicine there were men here and there who practiced medicine without any special training for their work. These men were denominated quacks, but in many instances were looked upon by the people of the communities in which they lived as successful practitioners. But in the field of medicine the world has moved, and these natural physicians, better possibly than some who have graduated from the medical schools, have been ruled out by statute, and it is perfectly right that they should be thus debarred from entering upon a profession for which they have made no special preparation. Many of these natural physicians or quacks as they were generally termed, might have become ornaments to their profession if they had received the training of a good medical school before beginning to practice. And again, their entering the profession without training was a constant temptation to every young man who desired to be a physician to enter the profession in the same way. Along with the successful quacks came hosts of unsuccessful ones, and the lives of men and women were ever at the mercy of men unskilled because untrained.

What is true of the profession of medicine is equally true of teaching. Here and there we find a man who has not had a professional training, successful in teaching, simply because he has great natural ability as a teacher. Had this man been trained for his work, he would have been possibly a star in his profession. His entering the work without special preparation has been an invitation to hundreds of others who were not so highly gifted to enter in the same way, and the tender minds of thousands of young and helpless children have been ruined by this class of incompetents.

If it be necessary for the State to protect the bodies of children from the treatment of untrained physicians, is it not equally important that their minds be protected from injury at the hands of untrained teachers?

Whilst the science of teaching is more difficult than the science of medicine, its difficulty does not preclude the possibility of its being a science. The laws and principles underlying all true teaching are open to investigation and discovery just as well as the laws and principles underlying true medical practice.

From the standpoint of experience the facts are uniformly in favor of schools for the training of teachers. In Germany there are 122 training schools for teachers, France, 172; England, 43; Italy, 134; in Japan, 80; in Russia, 61; and in Austria, 69. These schools are all supported by the government, tuition being free to the student, and in Germany an allowance is made to cover part of the expenses for boarding.

In our own country, Massachusetts has led the way in making state provision for the training of teachers and her example has been followed by nearly every other progressive state in the union, and no state having once enjoyed the benefits of trained teachers for the school-room, has manifested a desire to do away with her training schools.

The honor of discussing from session to session the feasibility of the State's making provision for the training of its teachers has been left entirely to the Legislature of Pennsylvania. Other states move right on in the work, increasing their facilities from year to year, and instead of seeking ways by which to get rid of these Training or Normal schools, are endeavoring to improve them as rapidly as possible consistent with a sound economy.

Having shown from the standpoints of reason and experience the necessity for Training or Normal schools in connection with the public schools, it remains to be shown what the State should do for these schools by way of financial support.

In most states the buildings are erected, fur-

nished, and equipped for school work by the state. In addition to this outlay, the yearly running expenses, including payment of the faculty, are met by the State. Can Pennsylvania do less, and at the same time keep pace with her sister states in the efficiency of her public schools?

In the plan of the Pennsylvania Normal School system we discover several somewhat unique and important features.

In the first place the system was made to harmonize closely with the principles underlying the public school system. The authority for the conducting of the public schools is left almost entirely with the people. No advance can be made without their consent. The success of these schools depends almost exclusively upon the interest which the people take in them. They can pay high or low salaries, build good or poor school-houses, have long or short terms, almost as they decree. In order to preserve this principle of popular control and local interest in conducting the Normal schools of the State, the state offered inducements for local contributions as a basis for the organization of these schools.

The Normal School law of Pennsylvania made it necessary for the people of the district first to erect and furnish buildings sufficient for the accommodation of 300 students, elect a faculty of at least six professors and have arrangements for a model school where the students may have opportunity for practice teaching, before the State would agree to recognize it as the Normal School of the District.

It was fairly understood by the local authorities of the school and the representatives of the State that on the recognition of the school as the Normal School of the District in which it was located, the State would contribute to its support and the liquidation of its debt in such amounts as the legislature of the State should deem advisable. That there was a tacit agreement of this kind is fully proven by the fact that there has been but one session of the legislature since the system of Normal Schools was put into practical operation that the State did not

appropriate specific sums of money to these schools. It is strange that after almost forty years have elapsed since the recognition of the first Normal School under the provisions of the Normal School law of the State, and in view of the fact that the history of these Normal Schools proves them to be the most important factors in the advancement of the public schools of the Commonwealth, a question should now be raised as to the obligation of the State to contribute liberally enough to their support to make them thoroughly efficient as training schools for teachers.

Another feature incorporated in the original plan for these Normal Schools is the Dormitory system. This feature experience has shown to be a very wise one. It, however, added very much to the financial burdens which the local authorities were obliged to carry. If no provisions were made for dormitories the cost of the buildings to most of the Normal Schools would be lessened by more than \$100,000.

I have now briefly told the story of what the people have done for these schools in the localities where they have been established. The stock subscriptions to the schools were made in obedience to most patriotic motives and in answer to the solicitations of the State. The story of the early history of most of these schools is filled with incidents of self sacrifice and devotion to the Commonwealth's interests on the part of those who were responsible for the success of these institutions.

Since the people in the localities in which the Normal Schools are located have been so loyal to the interests of the State, can the State afford to treat these patriotic citizens with indifference and leave them to fight the State's battles without the State's help?

These schools are the offspring of the Commonwealth, and should have all the support from the State that is necessary to keep them in a condition of healthy growth.

What that amount should be must be left to the wisdom of the Governor and the Legislature of the Commonwealth. That the amount should never be less than the needs of the

schools demand is certainly consistent with a sound economy and in harmony with patriotic duty.

G. M. D. ECKELS.

A Trip to South Dakota.

OF my travels, I think the most interesting was my trip to South Dakota, and as doubtless few of my friends have had the pleasure of taking such a long journey, I will endeavor to tell the most interesting things that happened on my trip.

There were several friends of my parents, who lived in South Dakota. They were so much pleased with that part of the country, that they induced my father to come out to see them, hoping to induce him to make his home in the West.

In the fall of 1889, he went out to see them. He remained there two months, and was so much pleased with everything that he saw and heard, that he determined to move there.

On February 22, 1890, we made sale of everything, and on the morning of March 7, we bade adieu to our old home and our many neighbors, who had assembled for the purpose of seeing us off and wishing us well. It was raining very hard and the roads were very muddy, but this did not discourage us. One of our neighbors took us in his carriage to the B. & O. Station in Hagerstown, Md., a distance of six miles from the home we were leaving. We arrived at the station in time, and found many of our neighbors and friends there also. We bade them a hurried farewell, entered our car and in a few minutes left our friends, who were on the platform waving us adieu.

The first object of special interest that we saw was John Brown's Fort at Harper's Ferry, which we passed about noon. The first day we passed through Maryland, West Virginia, and a part of Ohio. The first night we passed through Ohio, and I enjoyed looking at the coke ovens and natural gas pits, which were burning all along the road. The next morn-

ing we entered the state of Indiana. It was still raining and the ground in most places was covered with water. The land in this vicinity was rolling, and resembled that of Pennsylvania in many respects.

In the afternoon we entered Illinois, and toward evening we saw Lake Michigan, and traveled along its shore for eleven miles. The lake was a beautiful sight; the white foam along the shore was about seven feet high; the water looked green in color and seemed to meet the horizon when one looked from the shore. There were boats of all sizes to be seen coming and going. We soon entered the suburbs of Chicago, and as the train was going slower, we had a better chance of seeing some of the large and beautiful buildings, such as the Masonic Temple, the Art Buildings and the many churches and hotels. After seven miles of travel through the city, we came to our depot only to find that we had missed connections with the next train. We could not get much satisfaction from the ticket agents. The best advice that they could give was to wait till ten o'clock for the next train.

Before dark my father took us down to see the wharf, and we saw them swing a large iron bridge back to let a vessel pass through. There were boats and ships of many different sizes in the harbor. The city was very foggy and smoky, so that we could not see very far, and besides it was getting dark. We returned to the depot to wait for our train. We each procured a good rocking chair and brought it up in sight of the big clock. I was told to watch the time, as the rest were very tired and worn out with the fatigue of the journey. I thought the time went very slowly, but at length ten o'clock came and we went down to the gate, where our train was standing with dozens of others. The gate keeper after looking at our tickets, directed us to a car. We felt relieved to be on our way once more and traveled all that night, not knowing we had been directed to the wrong train, and that it was taking us north through Wisconsin. When the conductor examined our tickets, he told us to stay

on the train until we came to the end of the line, as it was the best we could do. We passed through Wisconsin and part of Minnesota that day and in the evening about five o'clock we were told to get off at a little station called Worthington, to wait for a train to take us to our destination.

It was very cold and night was approaching, and with it a terrible snow blizzard. We asked the telegraph operator what time our train was due. He said very gruffly, "In two hours." We waited patiently till the two hours were up, but no train arrived. Then the telegraph operator received a telegram that the blizzard would probably keep the train from getting through for two hours longer. To make matters worse, the station was situated on the prairie with not a single house in sight; the blizzard was becoming worse; the building was poorly constructed; and my sister was sick. The coal stove did not give sufficient heat to keep us warm, and the telegraph operator seemed as cross as a bear, so that we were afraid to ask him any questions. We brought our benches up to the stove to try to keep warm. We were not the only sufferers, as there were also three ladies and a little child. We tried to help each other all we could in the way of sharing luncheons and wraps. We waited and waited; every hour news came over the wires about the train's being in a snow-drift and not able to get out. We knew that we must stay all night in the station, for we could not venture out in such a blizzard to find some other place. We could not sleep, as we had to walk to keep warm, and the benches were very uncomfortable.

At last morning came. It had stopped snowing, but the wind was blowing at a fearful rate and the snow was about four feet deep around the station. At eight o'clock we were told to get ready as the train was coming down the track. We certainly were glad to hear this news after the night's experience, and we were soon ready, but when we looked out and saw only an engine with a large snow plow in front, we were very much disappointed, but

we knew that our train would soon come now as the track was being cleared. E'er long we boarded our train and traveled through Minnesota and Iowa during that day. But as my sister became worse, my parents thought it best to stop off for the night at Sioux Falls City, in Iowa, for a rest. We remained within our hotel, being too tired from our long journey to go out to see the sights of the city. The next morning, after a sound night's sleep, we started again, and traveled all that day till four o'clock in the evening, when we arrived at the town of Alpena, the end of our journey.

Nearly all the people in the town were at the depot to give us a warm welcome to our new home. My uncle took us in two sleighs to his home, which was two miles from town. Sleighting was good, but the weather was about 20 degrees below zero. We were not accustomed to such cold weather, as the winter of 1890 in Pennsylvania was very mild, and when we left the grass was nice and green; but at Alpena the ground was covered with snow to the depth of three feet.

We remained with my uncle until we were rested from our long journey and had our house on Main Street furnished. Then we moved to town and remained there for six months, when my father received an appointment from the government calling him to the Indian Reservation at Pine Ridge Agency. This trip was also very interesting, but it would make a book if I were to try to write all about it.

CORA E. MCDOWELL,
Junior Class.

Self Control.

"THE poorest education that teaches self-control is better than the best that neglects it," says a noted writer, and modern experience serves to emphasize this statement.

Teachers are apt to overlook this all-important element in the training of their pupils. We strive after immediate and apparent results, and

often neglect the more important duties that devolve upon us. It is not surprising that this is so, for the public is apt to judge us by our ability to teach the branches of the course. True, we are expected to control and discipline our pupils, but there is little inquiry made as to the method we employ, provided that it is not harsh or cruel. We are apt to be content with our system of discipline, if by it we are able to control our schools. We are too apt to consider discipline as an end in itself. For these, and other reasons, we are apt to overlook the true object of discipline, that of teaching pupils habits of self-control.

Note the men and women about you, and see how few possess this virtue. They are quick tempered, act impulsively, often rashly, and too often are the slaves of habits both pernicious and injurious. These men and women were once pupils in school, and it may be questioned whether their teachers ever concerned themselves about their habits. How many teachers of to-day make a study of the characteristics of their pupils? We note their progress in history, arithmetic, or geography, but too often we do not note whether they are becoming stronger in other and more important respects. Some one has said "Character is but a bundle of habits." How important then, that the habits of children be carefully watched.

Parents are undoubtedly more to blame than teachers for not repressing bad habits when they see them exhibited by their children, but this does not excuse teachers from their share of the responsibility. At no other time in the life of the pupil can evil tendencies be corrected so easily as during the first ten years of his life.

A Normal School is a good place to study the characters and dispositions of young persons, as the students are as the members of one large family. Let us note the characteristics of a few of these taken at random. Here is a boy who whistles or engages in loud and noisy conversation in his room or in the corridors. He lacks self control. He has never been taught due consideration for the rights of

others, or he would not do that which annoys and disturbs them. A girl has the habit of peeping into her book during class recitation or copying during examination. She does not realize that this is a form of dishonesty; her moral sense has become blunted. If her teachers had paid attention to this habit when it began to show itself early in her school career, she would not now be guilty of it. Another pupil chafes under the necessary regulations of the school. This habit could have been corrected earlier in life much more readily than now. Other instances might be mentioned but these will suffice. If these habits are to be changed now, it must be because the persons themselves have sufficient will power to break themselves of them. So long as they are not changed, it will not be possible for those young men and women to be really successful in life. The habits we have mentioned and others of kindred character, often seem trivial and unimportant to young people, but they indicate a weakness of character which will tell against them in the end. No conscientious instructor can recommend such persons as teachers.

This article might have borne the title "Child Study" but it is purposely given another title, that the importance of child study may be enforced from another standpoint. The day is near at hand when teachers will be judged by their ability to read child nature aright, as well by their ability to teach and discipline. Child Study is not a fad. It is a recognized and growing necessity, and the teacher who has the welfare of his pupils at heart will not fail to study those who are committed to his care.

It is not to be understood that the advocates of child study indulge in the Utopian dream that teachers will be able to recognize and curb all the injurious passions in youthful breasts, but they believe that much may be done to strengthen the character of the children of our schools. Teachers should recognize that there is a soul as well as a mind to be trained and directed.

Senior Class Election.

ON Thursday afternoon, February 25th, the members of the Senior class held their class election. While there were spirited contests for a number of the offices, all were conducted in a friendly spirit, and the best of feeling prevailed.

The officers elected were: President, W. W. Eisenhart, of Abbottstown, Pa.; Orator, C. I. Raffensperger, of Mannsville; Presenter, K. W. Altland, of Staley; Historian, B. F. Grim, of Dallastown; Secretary, Margaret Boyd, of Summit Hill; Prophetess, Bessie Foust, of Huntingdon; Poetess, J. Mary Ruff, of Bryansville; Musician, Annie Markley, of Steelton; Vice-President, F. H. Umberger, of Williams' Mill; Treasurer, W. H. Baish, of Allen.

Musical and Literary Entertainment.

THE pupils of Misses Spencer and Lockwood gave a musical and literary entertainment in the parlors on the afternoon of March 13th. The entertainment consisted of vocal and instrumental music and recitations.

We are sorry that space does not allow us to comment upon the individual numbers of the program, and since all performed their parts so well, it would be doing an injustice to speak of any particular numbers to the exclusion of others. We append the program:

PROGRAM.

Part 1.

1. "To Thee, O Country," *J. Eichberg.*
CHORUS.
2. Piano—Sonatine, Andante and Adagio,
EVA DUKE. [*Kullach.*]
3. Recitation—"The One Legged Goose," *F. Hop-*
W. B. KIRKPATRICK. [*kinson Smith.*]
4. Song—"Fancies," *R. M. Stults.*
SUE BRANDT.
5. Piano—"Les Sylphes," *Bachman.*
GRACE FAIRMAN, MARION FLICKINGER.
6. Recitation—"Perdita," *Anon.*
ANNA M. ROTH.

7. Piano,.....*Burgmuller.*
 (a) Ballad.
 (b) Inquietude.

CARRIE McCULLOCH.

Part 2.

1. Recitation—"The Innocent Drummer,"...*Anon.*
 ANNIE EARLY.
 2. Song—"Under the Yew Tree Dreaming,"
 GERTRUDE CLARK. [*Stralezki.*
 3. Piano—"Gigue Bretonne,"... ..*Bachman.*
 GAY RENSHAW.
 4. Recitation—"Henry VIII,"... ..*Shakespeare.*
 (a) Trial of Katharine.
 (b) The Visit of the Cardinals.
 MARY V. BELTZHOOVER.
 5. Song—"Winter Lullaby,"... ..*De Koven.*
 GRACE FAIRMAN.
 6. Monologue—"I Know a Maiden Fair to See,"
 T. W. GRAY. [*F. W. Moore.*
 7. Piano—"Witches' Flight,"... ..*H. M. Russell.*
 GAY RENSHAW, ANNA WALLACE.

The Entertainments of the Normal and Philo Literary Societies.

THE Normal Literary Society will hold its anniversary exercises on Friday evening, April 23d. Charles F. Underhill, the impersonator, who made such a favorable impression here last winter in "Rip Van Winkle," has been engaged for the occasion.

The anniversary edition of the *Normal Literary Gazette* is in charge of a corps of able and enterprising editors, with Mr. Horace M. Griffith as editor-in-chief. This edition of the *Gazette* will be published in a new and attractive style and will be sold for 20 cents. Members of the society unable to be present at the anniversary exercises can secure a copy by sending 20 cents to Mr. Griffith.

The Re-union of the Philo Literary Society comes three weeks later, on Friday evening, May 14th. Hon. James L. Young, of Mechanicsburg, will preside, and the entertainers for the evening will be Fred. Emerson Brooks, the California poet and elocutionist, and Frank Macy, the celebrated humorist. This makes a strong combination.

The *Philo Review* is in charge of Mr. Oran A. Pressel as editor-in-chief, assisted by an

efficient body of writers. The re-union edition of the *Review* will be published in boards. Those who wish to secure a copy should send in their order with 20 cents to Mr. Pressel.

Post Graduate Work at the Normal.

WE desire to say a few words to the alumni of the school and those who will soon join its ranks.

Many of you have gone forth from the halls of Normal many years ago, while others have but recently completed the course. If you have been observant of the tendencies in educational circles, you have not failed to note that there is a steadily growing demand in high and select schools for teachers who unite with experience, thorough scholarship.

The time was when the elementary course in a Normal School was all that was required for the most advanced positions in public school work: but when the curriculum of the average high school includes more branches than are comprehended in the Elementary Course of the Normal School, we may as well face the question at once and admit that those who aspire to principalships must take advanced work to fit themselves for these positions.

We do not under-rate the importance of the work of the Elementary Course of the Normal School. Our graduates and those of other Normal Schools have done excellent work in the schools of the Commonwealth. In this course students are taught how to teach; methods and practical work in teaching occupy much of the time of the student in this course, and do for the pupil what no other courses, however extended, could do. But why stop here?

Township high schools will soon be established in every part of this State. Teachers will be employed who have done advanced work in the subjects taught in these schools.

Shall they be filled by the graduates of our Normal Schools? We trust so; and we believe that our graduates will not fail to qualify themselves for these positions.

This institution has not been deaf to the demand for teachers of higher qualifications.

During the past year more attention has been given to the work of the Scientific Course than ever before, and still more will be given to it during the coming year. Already a number have signified their intention to return next year and take up this work. May we not expect to hear of many others?

The New Teachers.

OWING to the largely increased attendance it has become necessary to add three additional teachers to the faculty.

Of these, two have already taught here during previous Spring Terms.

Miss Ida B. Quigley, '77, who has been teaching during the past winter at Ferndale, Bucks county, returns to us for the work of the coming term. She is so well and favorably known because of her work here, that nothing need be said as to her rank as a teacher.

Prof. J. O. Gray, of Ickesburg, will be with us again. Prof. Gray is a graduate of this school, class of '91, and has been a very successful teacher in the schools of Dauphin and Cumberland counties.

M. Linnaeus Drum is the new teacher. Mr. Drum is a graduate of the class of '96, and stood among the highest in his class in both scholarship and teaching ability. During the past year he has been with us as a student in the Scientific Course and few students have taken as high rank as he has. Before coming to our school he taught in Juniata county with marked success. He is a writer of much ability, and the readers of the HERALD will remember some of his articles which have appeared in our columns during the past year. We welcome him to our faculty.

A dozen handsome new quartered oak chairs have been placed in the office recently.

A Visit to a Coal Mine.

WE had often wished for an opportunity to visit the mines, but we knew it was hardly possible that we would ever get there, as the mine officials are not always willing to take off a working car and put on a special car for the accommodation of people, for it throws the colliery back. So you can imagine our delight when one day the foreman sent us word that we might descend that afternoon, as he expected a number of his friends to call, and had to put on a special car for them. But going into the mines is always more or less dangerous, and we had quite a time obtaining the consent of our parents; but the foreman interceded for us and permission was given. On our arrival at the mines we saw our company amounted to about fifteen and as only ten are allowed to descend in one car, we decided to wait and go down on the second one. As we saw our friends disappear in the darkness a feeling of dread came over us. When the car came back for us we were quite ready to start, so we stepped on, the man rang the bell three times, and we started down. If you can imagine yourself falling through space, then you can judge of our sensations as the track on which the car descends is almost perpendicular. As we became less timid several of the party tried to sing "Away Down in the Coal Mine Underneath the Ground," but the rocky walls gave back the sound with such force that they concluded they would stop.

At last a slight jolting was felt and we were informed that the car had reached the bottom of the slope. It had only taken a few minutes to make the descent, but it seemed hours to us. We were helped off and stood in utter darkness, as our lights were blown out in the descent by the force of the wind. When we became used to the darkness we went to the engine room and had them relit. The engine room was a niche in the rock, walled in with heavy logs and having a rock floor. In this room lamps are hung around the engine to enable the engineer to see to regulate the machinery. The engine must be kept going night and day in order to

keep the mine free from water, as, if he relaxed his vigilance, the water would rush in, and in a short time the mine would be flooded and hundreds of men thrown out of employment. We then left the engine room and proceeded on our way. We had walked about half a mile through mud and water when to our delight we saw a driver boy with his car and mule coming along the track. We got into the car and after riding about two miles, we arrived at the principal workings. The water was falling all around us. We were so interested in the works we did not mind it, and stood asking questions until the foreman told us to run as the men were going to do some blasting. After we had run quite a distance, we stopped to listen; and all at once a muffled sound was heard, followed by a heavy crash. We hurried back and found about a ton of coal had fallen. It was thrown all over the track by the force of the explosion, and after we had picked a piece ourselves "loader" came with his trip, and having loaded the cars they were hauled by mules to the foot of the slope and were hoisted up and run over to the breaker.

Although we enjoyed our trip underground very much we were all glad when the signal came for us to return, as the mines are infested with rats and mice. Then the constant dropping of the sulphur water and the cries of the men added in no small degree to our discomfort. By this time the car was waiting for us to ascend, and when we reached the top we felt relieved and were ready to explore the breaker. Just as we arrived there a car passed us at a rapid rate and stopped at the edge of the breaker, then a heavy crash was heard which was caused by the coal falling into the rollers where it is broken into egg coal, stove coal, buckwheat, etc. From the rollers it is carried into the screens, large revolving bodies, where it is separated and carried by chutes into the pockets. In these chutes sit the slate pickers, separating the slate from the coal. The slate is thrown into chutes and carried underneath the breaker, and the coal, after being run into pockets, is put into cars and is ready for market.

The foreman told us that a gig is also used in the breaker for separating the coal and slate. It is run by machinery and the hollow part being kept filled with water, the coal, lighter than the slate, comes to the top.

MARGARET BOYD,
Senior Class.

Gymnastic Entertainment.

MENTION has been made in a previous issue of the HERALD of the work done by the four volunteer gymnastic clubs.

On Saturday evening, March 13, these four clubs gave an exhibition in the gymnasium, to which the faculty, trustees, and students of the school were invited.

The Spiral Run in which all the clubs took part, was one of the prettiest features of the entertainment. The work of the F. I. R. Junior club on the low horizontal bar was particularly fine. Many of the tricks would have been impossible for one whose muscles were not well under control. The contest among the members of this club in the window jump was won by Mr. Marion Eichelberger, who cleared the cord in a surprisingly narrow space.

It would be hard to single out one who worked better than another on the horse, if we exclude the leader of the G. O. S. The majority of the above named club are men who resemble each other in build and they seemed well adapted to work on the German Horse. Their various vaults, scissors, and roll-overs on the side horse and the flying and spring-board leaps over the long horse, won deserved applause from the spectators in the gallery.

Messrs. W. E. Watson and T. W. Gray exhibited great muscular control in their work on the horizontal bar. Their work would do credit to gymnasts of much longer training.

This number was followed by a series of exercises on the rings by the P. L. B. Junior club. These men are strong and well built. They entered into the work with an energy and enthusiasm that did not fail to produce a

favorable impression. When one considers that most of the Junior men in either club have had only five months' training in gymnastics, he must feel that they have made much of their opportunities.

The Phi Kappas ran out to their piece of apparatus from opposite doors in a very pretty cross run. They opened their work with a short series of double tricks, a man working at each end of the parallel bars. Their work was done with an ease and gracefulness of movement that won the commendation of all.

"A glimpse of the Gymnasium During the Hour for Optional Practice" was one of the best examples of order in disorder that could be found anywhere.

To the uninitiated, the pyramids constituted the most difficult and hazardous part of the program.

We would like to comment at some length upon this work, but our article has already exceeded the limits of space assigned to it. The last and most interesting part of the program was the Spring-board Jump contest. Two representatives of each club entered into the contest. After an exciting contest, Mr. Warren Martin of the P. L. B. Junior club won, clearing the cord with a jump of 7 feet, 2 inches. Mr. Martin holds the record for high jumping, as upon a previous occasion he jumped 7 feet, 4 inches. We append a program:

PROGRAM.

RUN.	CLUBS.
Vaulting Bar,.....	F. I. R.
Led by C. M. SHULLY.	
Horse,.....	9 O. S.
Led by T. W. GRAY.	
Horizontal Bar,.....	
W. E. WATSON and T. W. GRAY.	
Rings,.....	P. L. B.
Led by B. W. BYERS.	
Parallel Bars,.....	Phi Kappa.
Led by W. E. WATSON.	

Glimpse of the Gymnasium during the hour for optional practice.

PYRAMIDS.

Contest, Spring-Board Jump.

Contestants—Messrs. W. I. SHAEFFER, GRAY, J. M. NYCUM, PRESSEL, SHULLY, SHIVE, MARTIN, and BYERS.

Death of Prof. J. B. Reese.

THE old adage that "death loves a shining mark" was never more fully exemplified than in the death of Prof. John Bunyan Reese, principal of the Ridgway, Pa., borough schools, which occurred on the evening of February 25th.

Prof. Reese was taken sick on January 21st with an abscess of the liver and the disease made rapid progress. On February 20th, an operation was performed with great care and skill, but it did not prove successful; blood poisoning developed and he passed away in a few days. An autopsy was held after death, when it was discovered that the abscess had seriously affected his right lung, so that his recovery at any time was out of the question.

Prof. Reese was born near Leesburg, Cumberland county, on May 1, 1862, and at the time of his death was nearly thirty-five years of age. He was the third son of Adam and Mary Reese, now of Lurgan township, Franklin county. After attending the common schools and working on his father's farm he attended select school at Newburg and graduated at the Shippensburg State Normal School in 1883. He afterwards attended Prof. Alexander's Academy in Chambersburg, also Bucknell University at Lewisburg, Pa., and spent two summers at Harvard University, Cambridge, Mass., taking a post-graduate course. He taught two years at Mowersville, Pa., two years at Berrysburg, three years at Williams-town, and four years at Lykens, Dauphin county. From August, 1893, he had charge of the borough schools of Ridgway, Elk county, until his death.

Prof. Reese was married to Miss Virginia Enterline, of Berrysburg, and had two little children, one of whom, Helen, aged five years, survives him, as does also his wife. He was converted in the Presbyterian faith but afterwards with his wife united with the M. E. church at Ridgway, of which he was a most active and efficient member.

The funeral services at Ridgway were conducted by Rev. J. S. Upton, and Prof. J. J.

Lowe and wife sang. The funeral was one of the largest ever seen in that place. By his request the body was laid to rest in the cemetery at Shippensburg, and services were conducted by his friend and former pastor, Rev. S. S. Wylie.

Prof. Reese had the elements which make a great and good man. He was honest, industrious, deeply conscientious and aspiring. He had a noble ambition not only that he might reach a high plane of excellence but that he might be a greater blessing to the world. He was one of the few teachers of the State who had written across his banner, "Excelsior." His studious habits, his love of knowledge, his thorough mastery of self, his superior executive ability, his enthusiasm which became contagious made him a man of mark in his chosen profession and had he lived he would have been a star of the first magnitude. It is said that he brought the school system of Ridgway up to a standard not excelled by any in the State. Socially he made many friends and kept them steadfast. A letter in my hands from Ridgway says: "He was straightforward and upright and his untimely death has caused a gloom over the whole community. Best of all he was a humble, devout follower of Jesus Christ."

John B. Reese has gone hence but the impress of his life and the noble example he has set will not be lost upon the young men and women of this country. "Tired, he sleeps, life's fitful fever o'er."

S. S. WYLIE.

The above account, written by Rev. S. S. Wylie and clipped from the columns of the *Shippensburg Chronicle*, tells the sad story of the death of Prof. John B. Reese, class of '83. The story of his life is so well told by Rev. Wylie, that little remains to be said. In the death of Prof. Reese the Alumni Association of this school sustains a great loss. He was an earnest, untiring and enthusiastic worker in the cause of education and was deeply interested in all that pertained to his *Alma Mater*. The HERALD extends its sympathy

to those who sorrow under the great loss that has come upon them. When we consider his earnest Christian life we may say in the words of the poet, Longfellow:

There is no death; what seems so is transition.
This life of mortal breath
Is but a suburb of the life Elysian
Whose portal we call death.

Marriages.

HARMON-CLIPPINGER.—On Thursday evening, January 28th, at the U. B. Parsonage by Rev. A. R. Ayres, Mr. Oscar J. Harmon and *Miss Vida M. Clippinger*, '95, of Shippensburg.

EVANS-HOLLINGER.—On Thursday evening, February 11th, at the residence of the bride's parents, Mr. and Mrs. J. E. Hollinger, in Dickinson township, Cumberland county, *Mr. Albert Evans*, '92, and *Miss Velva Hollinger*.

MCCANN-METZ.—In Hagerstown, March 17, by Rev. E. H. Delk, Mr. Charles R. McCann, of Winchester, Va., to *Miss Isabella Metz*, '90, of Stoufferstown, Pa. They will reside at Summit Point, West Virginia.

MYERS-SMITH.—At the home of the bride's parents near Mt. Rock, on Wednesday evening, March 17th, *Miss Beryl Myers* and Mr. E. H. Smith, of Shippensburg, by Rev. D. B. Floyd. The bride attended Normal a few years ago and passed Junior in '94.

HASSLER-GOSHORN.—On Wednesday evening, March 24th, at the residence of the bride's parents on South Railroad St., Shippensburg, Pa., by the Rev. A. H. Hibshman, *Miss Lillian B. Goshorn*, '93, to *Mr. C. A. Hassler*, '93.

Y. W. C. A. Department.

Edited by } S. ELIZABETH BROWN.
LILLIAN FOUST.

SINCE our last message to the friends and old members of our association, we are happy to report progress and encouraging prospects for the future.

About the middle of January we were made glad by the visit of Miss Helen A. Brooks, College Secy. of the Pennsylvania Y. W. C. A. Miss Brooks remained with us from Wednesday evening until Thursday morning. During her short stay she met all the girls in the parlor, and by her personal talk and prayers with the girls, fresh interest was added to the subject of Home and Foreign Missions. At the beginning of the term Prayer Calendars were sent to each member of the Association. The object of these calendars was that two schools in the State might be made the object of prayer for the week. The prayer was "That all the girls may become Christian workers." "With God all things are possible." Mark 10-27.

Y. M. C. A. Department.

[Edited by H. E. FREED.]

THIS column of the HERALD should be interesting to everyone. No one can realize the value of the work done by the Y. M. C. A. until he has familiarized himself with this work or become a member.

One of the most interesting features of the Y. M. C. A. since the last issue of the HERALD was the joint meetings. Three of these meetings have been held during the Winter term. In these meetings the members of both Y. M. C. A. and Y. W. C. A. take part. This varies the order of service and lends additional interest to it. The leaders chosen for these meetings are those who have had most experience in conducting public services. The leaders are chosen alternately from the two organizations.

The Y. M. C. A. sent Prof. H. M. Roth and Mr. B. F. Grim, the President of the Association, as delegates to the State Convention at Reading. On the Sunday evening after their return from the Convention, the delegates gave an interesting report of the proceedings of the Convention. That the members and their friends were interested in this report was shown by the increased attendance at this meeting and

the close attention given to the remarks of Prof. Roth and Mr. Grim. One of the most interesting features of the Convention to the delegates was the course of Bible readings given by Dr. Schofield.

The Y. M. C. A. extends an invitation to all new and old students who may come to Normal in the Spring to meet with them in their weekly meetings.

We feel sure that all will be benefitted and encouraged by their attendance at these meetings.

Normal Literary Society Department.

[Edited by GAY H. RENSHAW.]

WITH the approach of the Spring term Normalites have awakened into fresh activity. All are looking forward with pleasure to the Anniversary to be held on the 23rd of April. Charles F. Underhill will present "The Rivals" and Prof. Morrow's Banjo Club of Harrisburg will furnish the music.

Preparations for the first night of the new term are rapidly going on, and the program promises to be above the average.

At the outset we need to guard against the unfriendly rivalry which so often grows up between the two societies with the advent of the new students. Let the present good feeling continue.

It is well to remember at this time that the success of the society does not depend upon the number, but upon the enthusiasm and the willingness to work of its members. It is needful to remember also that your duty has not been fulfilled when you have landed a few new members. There is a tendency to allow a very few to do all the work, while the majority look on contentedly. Individual effort is the first principle of society work. The necessity for such effort on the part of all organizations has ever been urgent.

It is to be hoped that the non-attending members will try to be present at the meetings

during the coming term. The importance of attendance can never be over-estimated. If you can do nothing else, you can at least lend the encouragement of your presence. Nothing is so discouraging to those on the program as addressing empty seats. We have much school work to do and leisure time is a minus quantity with most of us, yet if we become members of a society, we owe certain duties to it and the most important of these is regular attendance. A reform is needed in this direction. Let each one do his or her part towards effecting it.

Philo Literary Society Department.

[Edited by JESSIE KIPP.]

VACATION is over, and Philo extends her heartiest greetings of welcome to both old and new students. Philo has done excellent work the last term, but let her loyal members strive to make this term a more successful one than the past. We can do this by taking the duties assigned to us, and performing these same duties to the best of our ability. Our society fits us for our life after we leave Normal more than anything in our school life. We should then "be up and doing" to take advantage of this golden opportunity.

The officers for this month are: President, Mr. Pressel; Vice Pres., Mr. Miller; Secretary, Miss Markley; Critic, Miss Rupp; Curators, Mr. Cunningham, Misses Foust and Attick; Librarian, Miss Fulton; Treasurer, Mr. Kell; Door Keeper, Mr. Piper; Usher, Mr. Alexander.

The following program was rendered the first Friday of the Spring Term:

Calling to Order.—President.
 Reading Minutes.—Secretary.
 Music.—Junior Glee Club.
 Recitation.—Miss Mitchell.
 Referred question.—Tell something of the catacombs.—Mr. Neil.
 Instrumental Solo.—Miss Duke.
 Recitation.—Mr. Kirkpatrick.

Debate.—"Resolved, That the United States has reached the height of her prosperity."

Affirmative.—Mr. Freed and Mr. Alexander.

Negative.—Mr. Raffensperger and Mr. Grim.

General Debate.

Recitation.—Miss Devor.

Music.—Orchestra.

Tableau.—The marriage of Bluebeard.

Philo Review.—Miss Bess Foust.

Music.—Senior Glee Club.

Miscellaneous Business.

Critic's Report.

General Criticisms.

Adjournment.

Personals.

W. C. Donnelly, '96, is doing excellent work as Vice Principal of the schools of Everett, Pa. We are glad to hear such flattering reports of our friend, but we must confess that we would have been disappointed if we had heard any other.

We were glad to see the smiling face of I. A. Wiesner, '96, not long ago. Isaac has been teaching near his home in Roadside, Franklin county, and has met with much success. We were glad to hear that he finds the HERALD an interesting journal.

Miss Ola Myers, '91, is teaching her fifth year in the high school of Middletown. The pupils of the Middletown High School who are with us speak in eulogistic terms of her work.

Miss Frances Cromer, '96, is teaching in the western part of the state. We learn that she has been quite successful in her work. Though she is far from her *Alma Mater*, she keeps in close touch with it by correspondence.

J. C. Wagner, '92, is serving his fifth term as Principal of the Mt. Holly schools. Our friend Wagner has done much to improve the schools of that borough and has succeeded in creating a strong and healthy educational sentiment in his community.

G. L. Omwake, '93, now of Ursinus College, won a prize of twenty-five dollars in gold in the

inter-society debate at Ursinus on Feb. 22nd. Leslie was too modest to communicate this fact to us, but we were not long in discovering it through other channels. The HERALD extends its congratulations to him.

H. B. Hege, '96, has been teaching near Mercersburg, Franklin Co. He had a large school and one that required much hard work, but Mr. Hege is not afraid of hard work. His school gave an entertainment which was well attended. The proceeds were invested in books for a school library. We wish more of our teachers would interest themselves in securing books for their schools.

H. P. Troup, '96, the "big man" of his class, taught a term of school near his home. He had a record as a teacher before he came to Normal, and it need only be said that he has not fallen below the standard since his graduation.

M. W. Garrett, '93, is serving his fourth term as Principal of the Newton Hamilton schools. Mr. Garrett was married about two years ago, since which time he has resided at Newton Hamilton.

Miss Lucy Bowers, '91, is now a resident of Huntingdon and is teaching in the schools of that town. Miss Bowers has given much attention to primary work and is a very successful teacher.

J. Burr Reddig, who was graduated from the Model department of this school is now a member of the Sophomore class of Lehigh University. He is taking a course in mechanical engineering and takes an active interest in all that pertains to the interests of the institution which he attends. He is a member of the Board of Managers of "*The Brown and White*" and is also assistant Business Manager. Although removed from us, Mr. Reddig has not lost interest in this institution. The editors of the HERALD are indebted to him for recent kind remembrances.

At a meeting of the Board of Directors of the Second National Bank held recently, Mr. John M. Hart served notice that he would not accept

the presidency of the bank owing to ill health, and Mr. E. A. Burnett was elected President. This election was a good one as Mr. Burnett is a young man of excellent and careful business qualifications.—*Mechanicsburg Saturday Journal* of January 23rd.

Mr. Burnett is a graduate of this institution, class of '75, and has for a number of years been engaged in the real estate business in Mechanicsburg. We congratulate him upon his election to the presidency of such a flourishing bank, and endorse all that the *Journal* has said about him.

Locals.

THE water has been turned on in the fountain, and the gold fish have been taken from the aquarium in the model school and placed in the fountain basin. It remains to be seen how much they have profited by the time spent in the model school room.

The colors adopted by the senior class are Mandarin and Violetta. The class yell is:

"Wahoo-wahoo-rip-zip-zeven,
I yell-I yell-ninety-seven."

We have no apology to offer for presenting samples of the work done by the junior and senior classes in composition, and our only regret is that our space is too limited to admit of our placing more of these compositions before our readers.

The work on the campus, which has been at a stand-still during the winter season, has begun again, and will be pushed rapidly toward completion.

Athletics will not be neglected during the Spring Term. We are assured that the school will have a good strong base-ball team organized early in the term.

Doctors Eckels and Barton were in attendance at the meeting of the County Superintendents in Harrisburg during the week beginning March 8th.

Many new faces greet us in the class rooms and the corridors. The building is filled to overflowing and many have been compelled to secure rooms in town.

We have been informed by some of our subscribers that they have not received the HERALD regularly. While the editors exercise special care in seeing that copies are sent to all subscribers, they will be glad to send additional copies to all who do not receive the first one sent. We trust that all of our subscribers who will change their post-office address will not fail to notify us of such change.

Mr. Bruce H. Trimmer, '94, who is taking a medical preparatory course at Bucknell, is manager of field and track athletics at that institution. He will take a team to the University of Pennsylvania relay races this Spring.

One of the town photographers has been kept very busy of late taking flash light photographs of the rooms of the students. More than two hundred have been taken.

We are looking forward to the Normal Anniversary and the Philo Reunion. Both societies have secured talent of a high order, and we anticipate very good entertainments. Mention is made elsewhere of the nature of these entertainments.

Re-Union Class of '95.

The following program has been arranged for the Re-union of the Class of '95, which will be held at the Normal School during Commencement week:

President's Address, W. N. DECKER.
Solo, MISS A. ELLEN LOH.
Male Quartette . . . H. E. WALHEY, GEO. C. BOLLIN-
[GER, A. A. MCCRONE, CHAS. ALBRIGHT.
Instrumental Solo, MISS MARY L. WEAVER.
Class History, I. W. HUNTZBERGER.
Instrumental Duet (Piano and Violin),
[MISS MARY HAYS, CHAS. ALBRIGHT.
Vocal Duet, . . . MISS NAOMI WINGERT, MISS EDNA
[EARLEY.
Address, REV. HENRY T. SPANGLER, D. D.
Class Song, CLASS.

Exchanges.

WE shall be glad to exchange with all school and college publications as well as with the weekly newspapers of the neighboring counties.

Papers intended for exchange must be addressed to the NORMAL SCHOOL HERALD, Shippensburg, Pa.

We welcome to our exchange table *The Amulet* and *The Normal Star*. These periodicals represent the West Chester and the Edinboro State Normal Schools respectively. They are both very readable and are a credit to the institutions which they represent.

Number one, Vol. 1 of the *Jacob Tome Institute Monthly* has reached us. It is brimful of interesting news about the institution it represents. William Perry Eveland, Ph. D., who is well known to many of our readers as the efficient pastor of the Methodist church of this town a few years ago, is the Director of the Jacob Tome Institute.

The Crucible comes to us from the far West. It combines all the features of a live educational monthly and a progressive newspaper. The last number contains several interesting articles on western life.

Susquehanna University of Selinsgrove, Pa., has an able champion of its interests in *The Susquehanna*. We welcome this magazine to our exchange list.

Irving College of Mechanicsburg is ably represented in the field of journalism by the *Irving Sketch Book*. The March number contains a number of interesting articles upon the life and work of Melancthon.

The Educational News is so well known that any comment would seem superfluous. Suffice it to say, that this journal becomes still better as it advances in age.

The High School Argus, published by the students of the Harrisburg High School, is a welcome visitor. Few High School journals are more ably edited than this one.

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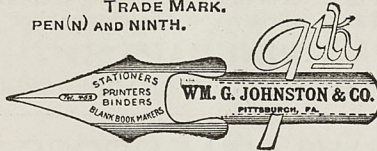
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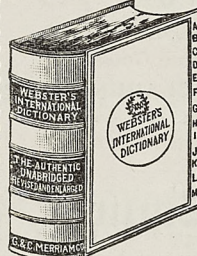
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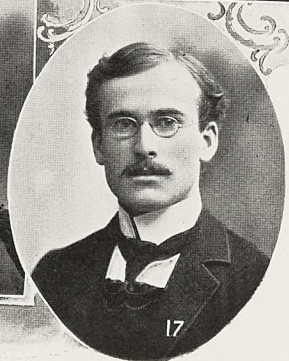
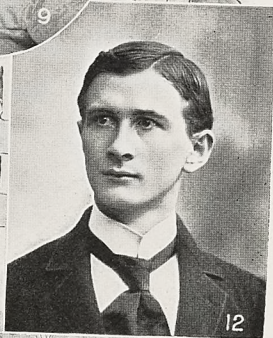
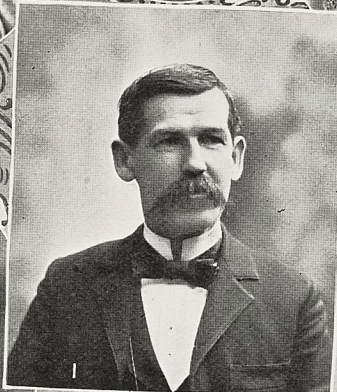
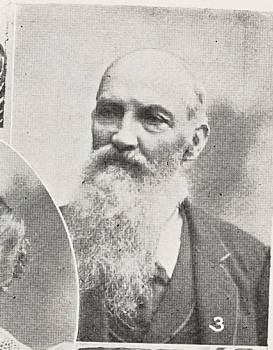
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