

...THE...
NORMAL SCHOOL HERALD.

PUBLISHED OCTOBER, JANUARY, APRIL AND JULY.
SHIPPENSBURG, PA.

VOL. V.

JANUARY, 1901.

No. 2

**Extension of Course of Study for Pennsylvania State
Normal Schools.**

AT the recent meeting of the Principals of the Normal Schools of Pennsylvania, held in Harrisburg, November 8th, an additional year's work was added to the present Elementary Course. Beginning with the Senior class of 1903 all students who wish to graduate must complete a three year's course of study. This course of study will be divided into Junior, Middle and Senior years. Students who wish to graduate in the present Elementary Course must do so prior to 1903. The last class which can graduate in the present course will be the class of 1902.

Those who finish the Junior studies next June can graduate in 1902, providing they continue their work uninterruptedly until they finish the course. Students who have finished the Junior studies in previous years will have the opportunity of graduating with the class of 1902, providing they enter Normal at the opening of the Fall Term of 1901.

The new course of study admits of a number of electives, chiefly in the languages. The purpose of these electives is to enable students to enter high-grade colleges without conditions after graduating from a Normal School, and also to fit them to fill department positions in the advanced High Schools of the State. At present most of these positions are filled by college graduates, because the Elementary Course of the Pennsylvania Normal School is not as extensive as the courses of study in many of the High Schools of the Commonwealth. Persons who have graduated in the Elementary Course can finish the three years' course by attending a Normal School an additional year.

Students for the Spring Term.

THE Spring Term of the Shippensburg Normal School opens on April 8th. This is two weeks later than usual. The change of the time of opening to a later date was made for the convenience of teachers who wish to take a Normal Course. Since the minimum school term has been made seven months instead of six, most of the public schools do not close before the first week in April. In order that these students might be able to enter at the opening of the term, the length of the Spring Term was reduced from fourteen to twelve weeks and the time for the opening of this term fixed for the second Monday in April.

I trust that all students and graduates who read this number of the HERALD will interest themselves in soliciting new students for the C. V. S. N. S. You will thus be doing the students you secure a favor and likewise the school receiving them. The other Normal Schools all over the State as well as the colleges and academies are putting forth wonderful efforts to secure patronage. The friends of the Shippensburg Normal School must be on the alert or the school will lose many students who, with proper solicitation, could be enrolled on the Shippensburg register.

The graduates of the Shippensburg Normal School can present the claims of their Alma Mater with a pardonable pride. The efficiency of your Alma Mater as a training school for teachers has been thoroughly tested and with very satisfactory results. No higher tribute can be paid to an institution than that its graduates have been uniformly successful in the work for which the institution has trained and educated them. This tribute honestly belongs to the Cumberland Valley State Normal School because of the superior work which the Alumni of the school have done as teachers.

The standard of scholarship is sufficiently high to guarantee thorough work in the subjects of the course. The instructors in charge of the departments are persons of fine natural ability and liberal education and in addition to these qualifications they are energetic and skillful teachers. While we do not retain students in the course longer than is necessary, yet we do insist on their remaining a sufficient length of time to complete the branches satisfactorily. No instruction in methods can be successful until

after the student has mastered the subject in which the methods are being given.

The Alumni of the Cumberland Valley State Normal School have every reason to congratulate themselves on the fact that they hail from an institution which has done and is now doing most excellent work in the preparation of teachers for the public schools of the state. In working for its success you are serving a school which has steadily maintained its efficiency and has striven constantly to promote the interests of those who are entitled to its fostering care.

Send the names and addresses of prospective students and where possible give such particulars as will enable the Principal to write to the persons intelligently. The new course of study referred to elsewhere, will have the tendency to induce more than the usual number of persons to attend Normal the coming Spring Term. Help us all you can; we must have your co-operation if we are to succeed in keeping the banner of the Cumberland Valley State Normal School floating proudly as of yore.



Principal's Report to the State Department.

I HAVE the honor to submit to the Department of Public Instruction the twenty-eighth report of the Normal School of the Seventh district. In obedience to the request of the Superintendent of Public Instruction, the report is a brief history of the school from its inception, instead of the usual report covering the history of the school for the past year only.

Origin of the School.

In the beginning of the year 1870 an effort was made to establish a Normal School in the Seventh district, at Shippensburg, Pa. Dr. Wickersham, Superintendent of Public Instruction, warmly aided the movement, and came to Shippensburg to address the citizens in behalf of the enterprise. A committee, with Mr. J. A. C. McCune as President and Mr. Samuel Kelso as Secretary, was organized to canvass the town and community for stock subscriptions. This committee performed its duties successfully, and in a short time a sufficient amount of stock was

subscribed to warrant an application for a charter. This charter was obtained in April, 1870.

On May 31, 1871, amid imposing ceremonies, the cornerstone of the main Normal School building was laid. The exercises were conducted by the Grand Lodge of Free Masons of Pennsylvania. Grand Master Robert A. Lamberton, afterward President of Lehigh University, laid the cornerstone in accordance with the usages of the Ancient Order A. Y. M. Dr. Wickersham, Superintendent of Public Instruction, and Gen. William McCandless, first Secretary of Internal Affairs, made addresses. During the months following the laying of the cornerstone the Trustees were busy in constructing the new building. On November 11, 1872, Prof. Geo. P. Beard was elected first Principal of the State Normal School of the Seventh district. The institution had been chartered under the name of the Cumberland Valley State Normal School.

In February, 1873, the school was officially recognized as a State Normal School, and on April 15, 1873, the school was opened for the reception of students. The Trustees had made extensive preparations for the inaugural ceremonies. Invitations had been extended to many persons in this and adjoining states. The exercises were held in the large chapel of the school, and at one o'clock p. m. the program was begun. Rev. Joseph Mahon made an impressive prayer, after which Dr. R. C. Hays, the President of the Board of Trustees, delivered an address commending the interests of the institution to the Faculty and Trustees. The Principal of the school, Prof. Geo. P. Beard, delivered a strong address, inviting all to co-operate and assist in building up the new Normal School. Hon. John Eaton, United States Commissioner of Education, was the principal speaker of the day. He spoke at length upon the growth of education in this country. Hon. Henry Houck, Deputy Superintendent of Public Instruction, was present as the representative of the School Department. He spoke of the favorable circumstances under which the new school was starting, and in graphic language predicted for it a brilliant and successful future. Senator Weakley, in well-chosen remarks, closed the speeches for the day.

The Trustees.

The first Board of Trustees under this charter was elected in May, 1870, and consisted of the following members: Hon. S. M. Wherry, Hon. A. J. Miller, Dr. R. C. Hays, E. J. McCune, Esq., J. A. C. McCune, Esq., John A. Craig, G. R. Dykeman, William Mell, R. C. Himes, C. L. Shade, T. P. Blair and John Graybill. Dr. R. C. Hays was made President of the Board, and J. A. C. McCune, Secretary. J. H. Hubley was appointed Treasurer of the school. Of this original Board of Trustees, five are now living and seven are dead. Three of them, Messrs. E. J. McCune, S. M. Wherry and G. R. Dykeman, are members of the present Board of Trustees. Mr. Wherry is the present President of the Board, and Mr. E. J. McCune is the Secretary. Mr. J. McCord Means is the Treasurer of the school.

In the history of the school the Trustees have had many trying experiences. There were times when individual members of the Board guaranteed the payment of many thousands of dollars in order that the school property might not go under the sheriff's hammer. The school was started under a heavy debt, and somewhat extravagantly run during the first few years of its existence, and when Rev. I. N. Hays was called to the principalship in the summer of 1875 he found the school very much embarrassed financially. In Rev. Hays' first report to the state he said: "The finances of the school were (in 1875) in so precarious a condition as to threaten the very existence of the school." During these dark days the courage and loyalty of the friends of the school never wavered, and by strenuous efforts on their part the school was tided over this period of financial distress.

Mr. J. A. C. McCune was officially connected with the school from its inception until the date of his death, April 14, 1895. With the exception of one year, he was Secretary of the Board during the first twelve years of the school's existence. He resigned the secretaryship to become Treasurer of the institution, which position he held until his death. Mr. McCune was very active in the organization of the school, and possibly did more than any other man singly toward its establishment. His fidelity to the interests of the institution continued throughout his entire connection with it.

Mr. James McLean became a member of the Board in the sec-

the clouds which overshadowed it in its earlier history have entirely disappeared. Many improvements have been made in the buildings, grounds and appliances of the school. Every department of the school has reached a high standard, and the graduates of the school are deservedly popular with superintendents and directors.

The Alumni of the School.

The success of every school must ultimately be tested by the success of its graduates. When the Shippensburg Normal School is measured by this final test there can be no doubt about the grand work it has done for the teachers and the schools of the state. The school has graduated in the Elementary Course 1,400 students; in the Regular Normal Course, 19; in the Scientific Course, 4; and 14 persons have received Teachers' State Certificates. The smallest class, numbering 10, was graduated in 1881, and the largest class, numbering 120, was graduated in 1896. Of the 1,400 persons who have graduated from the school, about two-thirds are now teaching. And of the last five classes, more than 90 per cent. are teaching or pursuing higher courses of training.

The professions of theology, law and medicine are adorned by graduates of the Shippensburg Normal School, and some of the highest positions in the teaching profession in the state are filled by men and women who have received their Normal training at Shippensburg. To the graduates of the Shippensburg Normal School a debt of gratitude is due from the state, as well as from the school, for the splendid work they have done for public education. When the story of the effects which the educational institutions of the Commonwealth have wrought upon the progress and enlightenment of the people in the Keystone State during the last quarter of the nineteenth century is written, the Shippensburg Normal School will shine out brilliantly among the great beacon lights of higher civilization in Pennsylvania. What the record of the work of the Shippensburg graduates will be we cannot tell, but we can safely congratulate ourselves on what they have done.

The Growth of the School.

There are various ways, in these modern days, of measuring the success of a school: the cost of buildings, the number of courses, the number of students, the size of the faculty, the fineness of the athletic field, are all given out as indications of a progressive school. While all of these features combined would not insure a first-class school, yet they all play a prominent part in advertising an up-to-date institution.

In considering the growth of a school, therefore, these points should have some consideration. There have been added to the main building two other important buildings, a ladies' dormitory and a gymnasium. The main building has been remodeled so as to harmonize more closely with the new buildings, and also to increase its usefulness for school purposes. The campus has been very much improved in appearance in recent years, and at considerable expense. When we witness the increased attractiveness and beauty which the change has made, we regard the expenditure as a very wise one. It is safe to say that the improvements made within the past seven years have doubled the cost of the original buildings and grounds.

The Course of Study has been improved in the Normal Schools by the addition of the Regular Normal Course, and by slight changes which have been made in the Elementary Course. We possibly have advanced more slowly in our courses of study than we should have done for the best interests of the Normal School system itself. To command the respect of our sister states, we need a broader curriculum as a minimum course for graduation.

The number of students attending the Shippensburg Normal School has been very much increased in recent years. The smallest attendance of the school was in 1881-2, when the total number in all departments was 195; in the Normal department alone there were 162. The highest attendance of the school was in 1895-6, when the total number in all departments was 521; in the Normal department alone there were 430. It would undoubtedly add to the reputation and efficiency of the Normal School of Pennsylvania if a maximum attendance were fixed for the several Normal Schools of the state. If the state would agree to pay the tuition of the students who are preparing to teach, and limit the number receiving state support at each school to three or four

ond year of the school's history, and acted as President of the Board from 1879 until his death, which occurred August 31, 1895. Mr. McLean commanded the highest respect of his fellow-members on the Board, and his ripe judgment and sincere devotion to the interests of the school made him a very valuable officer of the institution.

Mr. N. L. Dykeman became a member of the Board of Trustees during the first year of the school's existence, and remained a member until his death. He was Treasurer of the school during the year 1874-5, and President of the Board of Trustees in 1877-8. Mr. Dykeman was a very liberal contributor to the school's finances, and exerted himself actively in support of various movements which were devised in the interest of the institution. Mr. Dykeman was a member of the Board until his death, which occurred February 9, 1880.

Much might truthfully be said in praise of the work done by individual members of the Board who are now living, but as the report must be brief we have confined our expressions of eulogy to the dead, and have let the work of eulogizing the living to the pen of a future chronicler.

The School's Principals.

As the first Principal, Prof. Geo. P. Beard, A. M., commenced the work of the Normal School of the Seventh district. He was elected the November previous to the opening of the school for students, and came on at once and assumed charge of the school's interests. He traveled extensively throughout the district, visiting schools, addressing educational meetings, speaking at county institutes, and visiting the homes of many persons who were looking forward to a Normal education. An able faculty was elected to assist Prof. Beard in the new institution, and, when the doors were swung open on the 15th day of April, 1873, for the reception of students, all signs pointed to a bright future for the new Normal School.

Prof. Beard remained as Principal until the fall of 1875, when he was succeeded by the Rev. I. N. Hays, A. M. The school was laboring under a severe financial strain when Rev. Hays assumed charge. The bright sky which hung over the cradle of the new Normal School was by this time obscured by heavy clouds. Rev. Hays took charge of the work with a determination

to succeed, and to his ripe judgment and persevering efforts the school owes much of the credit due those who extricated the school from the financial burdens which, at the beginning of his administration, threatened the very life of the institution.

Rev. Hays remained in charge of the school for four years, and was succeeded by Prof. B. S. Potter, A. M. Prof. Potter took charge of the school in the fall of 1880. He was a gentleman of fine scholarship and polished manners. The school, which had a slim attendance when he took charge of it, remained small during the two years of his principalship. This condition of affairs was not due to any lack of ability on the part of Prof. Potter as a teacher, for he was recognized by the students as an accurate scholar and a good instructor. His lack of knowledge of the schools and school men of the district was a disadvantage to him in his efforts to increase the attendance of the school.

Prof. Potter, although unanimously re-elected, resigned the principalship, and Prof. S. B. Heiges was elected to fill his place. Prof. Heiges had numerous qualifications for the position for which he had been chosen. He had had much experience in all kinds of public school work, and having spent all his life in the Cumberland Valley and the adjacent county of York, he was well acquainted with the school men of the district. During his administration the attendance was slightly increased, and the future of the school assumed a somewhat brighter appearance.

At the end of four years of service Prof. Heiges refused to be a candidate for re-election, and in the summer of 1886 Prof. J. F. McCreary, A. M., was elected to the position. Prof. McCreary was a gentleman of refinement and culture, and he had had a broad experience in public school teaching. Before his election as Principal Prof. McCreary had filled the Chair of English Literature and Rhetoric in the faculty of which he was now to become the head. He was very popular with the students, and his election was received with great favor by them. During his administration the work of the school moved along smoothly and pleasantly, and there was a gradual increase in the attendance. On account of ill-health Prof. McCreary was compelled to resign during the Spring Term of the third year of his principalship.

Prof. McCreary was succeeded in the principalship by the present incumbent May 1, 1889. During the administration of the present Principal, the school has been uniformly prosperous, and

hundred, the standard of the schools could be greatly raised, and the struggle for patronage very much lessened.

We have endeavored at Shippensburg to keep our classes within a reasonable limit in point of numbers, and the increase in attendance has always been accompanied by a corresponding increase in the size of the faculty. The greatest weakness of many large Normal Schools in the country to-day is that they are trying to teach elementary subjects by the lecture method. The foundations of education can never be solidly laid by this method of instruction.

In athletics the Shippensburg Normal School has been conservative in its growth. Considering the length of time our students remain with us, our football teams and baseball teams have made a very creditable showing in their contests with other school teams of their class. We have a fine gymnasium, and in the physical culture work of the school we have kept abreast with the latest advances in this department of education.

We have laid special stress on our Method and Model School work, and I doubt very much if any other Normal School in the state devotes more time or gives better advantages to its Senior classes than Shippensburg does in this line of work, and we feel a reasonable pride in knowing that a Shippensburg graduate can be recognized to-day by the manner and method of his teaching.

In the Academic work of the school we have greatly raised the standard in recent years, and the students of the Shippensburg Normal School are known by the accuracy of their scholarship as well as by their skill in teaching. Much more might be said in exemplification of the claim we have made in reference to raising the standard of scholarship, but time and space will not permit, and we must content ourselves with the general statements we have already made in regard to our growth in this direction.

In reviewing the history of the Shippensburg Normal School we have endeavored to be modest in the statements made concerning the growth and improvement in the work of the school. While we have no reason to blush when the school's record from its beginning is presented to us, yet we are fully aware of the fact that much remains to be done if the Normal School of the Cumberland Valley is to maintain in the future its present standing among the Normal Schools of the Commonwealth.

We are confident of the fact that we have made great advances

in the past, yet when we turn our eyes to the future we see there a picture illustrative of greater achievements and higher attainments than we have been able to boast of in the years whose history we have just briefly told. Invoking the blessing of God upon the work of all who have striven to promote the welfare of the Shippensburg Normal School, and asking His guidance in the direction of all its affairs in the future, we stand ready to meet the issues which the new century will soon thrust upon us.

Sincerely yours,

G. M. D. ECKELS, *Principal.*



Alumni Personals.

OF the members of 1900 not located in the October issue, Mr. Harry Brown is teaching near his home at Mt. Jewett, McKean county, and Mr. Chas. Sweigart in Paxton township, Dauphin county; Mr. R. M. Yost is in the employ of the Census Bureau at Washington D. C.; Mr. Percy Holler is reported to be located at Pittsburg; Miss Lulu Morris is spending the winter at home; also, presumably, Miss Bessie Cadwallader, Miss Jennie Hoch and Miss Rebecca Gleim. This, together with the article in the October HERALD, makes a practically complete record of the last graduating class.

Mr. Joseph Booz, '99, is teaching in Dickinson township, Cumberland county.

Mr. H. C. Lowe, '97, is in the U. S. Census Service at Pittsburg.

Mr. H. F. Slagle, '96, is teaching in Penn township, York county.

Mr. H. S. Plank, '97, is in the U. S. Railway Mail Service with headquarters at Harrisburg.

Mr. Warren Martin, '98, is teaching the Grammar School at West Fairview, Pa.

Mr. Geo. R. Traxler, '93, has returned from Tennessee and is again teaching in Pennsylvania—in North Middleton township, Cumberland county.

Out of a total of about two hundred and eighty teachers in Cumberland county, one hundred and twenty are graduates of our school and thirty four others have been in attendance.

Mr. F. P. Starry, '96, is traveling for Dodd, Mead & Co., publishers, of New York City.

Miss Melva Wierman, '98, is teaching in Menallen township, Adams county, and Miss Lola E. Wierman, '96, in Tyrone township, the same county.

Miss Marietta Menear, '00, and Miss Ida Crist, '00, are employed in Elcock's dry goods store at Mechanicsburg.

On the list of teachers in the progressive borough of Steelton we find the names of twelve Shippensburg graduates.

Miss Carrie E. Walker, '87, is teaching at Cornwall, Lebanon county.

Hon. Robert L. Meyers, '85, was re-elected to the Legislature at the November election. He represents Cumberland county. His colleague, Edgar S. Manning, was also re-elected. Mr. Manning was at one time a student at Shippensburg. Mr. S. W. Kirk, '90, was chosen a member of the Legislature to represent Fulton county.

Mr. N. Ort Eckels, '97, at the examination recently held in Philadelphia secured a certificate as Qualified Assistant Pharmacist.

Mr. Geo. W. Baker, '92, has resigned the principalship of the Spring Grove High School, York county, to accept a position at Houtzdale, Pa., at a salary of \$90.00 a month.

Miss Nellie Nickles, '99, has been elected teacher of music and assistant in the High School at Yardley, Bucks County. Miss Nickles was in the Senior class at Irving College when she received the appointment at Yardley.

Miss Nan Johnston, '97, recently returned to her home at Shippensburg after a six months' visit with her brother at Denver, Colorado. Miss Johnson acquired residence in Colorado by being there six months and as women have the right of suffrage in that state she enjoyed an experience unusual for an eastern girl—that of voting for president of the United States.

At the divisional examinations for the grading of the Freshman class at Princeton University, Mr. Melvin J. Cook, '94, made first group both in mathematics and classics.

Miss Minnie G. Harmony, '99, is teaching an advanced grade in the public schools of Wolfsburg, Bedford county, Pa.

Miss Elizabeth McElheney, '98, is teaching in Conewago township, Adams county.

Mr. L. A. Diller, '96, has resigned his school to accept permanent employment with the Carlisle Traction Company.

Mr. E. C. Detweiler, '99, is teaching at Petersburg, Huntingdon county.

Mr. C. M. Earisman, '97, is again teaching at Middletown, Pa.



Marriages.

EDWARDS—McCUNE.—At Shippensburg, Pa., Nov. 14th., Mr. Eugene Edwards, of Chicago, to *Miss Elizabeth C. McCune*, '91.

RITTER—LEHMAN.—Thursday evening, October 25th, at Shippensburg, Dr. Albert T. Ritter, of Loysville, Pa., to *Miss Anna M. Lehman*, '95.

MARTIN—STROHM.—At Shippensburg, November 29th, *Mr. John I. Martin*, '96, of Newville, to Miss Mary R. Strohm.

TREHER—BRECKENRIDGE.—At Harrisburg, November 15th, *Prof. H. Henry Treher*, '77, of Buffalo, N. Y., to Mrs. Lucy B. Breckenridge, of Shippensburg.

SKINNER—GABLE.—At Chambersburg, Pa., November 28th, Harry W. Skinner and *Miss Frances L. Gable*, '96.

MILLER—HARNISH.—At Willow Springs, November 1st, *A. A. Miller, Jr.*, '94, and Miss Jessie L. Harnish, both of Mason & Dixon.

ECKELS—ROOP.—At Harrisburg, Pa., Dec. 20th, *Mr. Geo. H. Eckels*, '91, of the Normal School Faculty, and *Miss Nette B. Roop*, '96.

Obituary.

Lillie Walters (Giesey), '91, Died November 1, 1900.

THE death of Mrs. Giesey occurred at her home in Shrewsbury, Pa., on the date mentioned above. She was the daughter of Mr. H. C. Walters, of Shippensburg. After her graduation from the Normal she taught for eight years in the schools of Cumberland, Franklin, Bucks, and York counties. In the spring of 1899 she was married to Mr. Samuel Giesey, a brother of Mable Geisey (Towson) and of Maggie Giesey (Heathcote) of the class of '91. Mrs. Geisey was a woman of sterling worth. Her cheerful disposition and courteous manners endeared her to all who knew her at Normal and elsewhere.

To her husband, father, brothers and sister the HERALD wishes to extend on behalf of the School, the sincerest sympathy in their bereavement.



Christianity in Contact with Roman Paganism.

IN contrasting the decay of Roman education with the rise of Christian education it becomes necessary to consider three distinct epochs of Roman history: (1) the reign of Augustus Cæsar, whose liberal patronage of letters and art made this a most splendid literary period; (2) the reign of Nero, whose cruel persecutions initiated the conflict between Christianity and Roman Paganism; (3) the triumph of Christianity in the reigns of Constantine and Theodosius. To survey these five centuries of history, to inquire into the prevailing conditions of each period, to note the transition from the one to the other—the downfall and the uplift—to discover the factors tributary to, and dominant in, the transition, is a task not easily accomplished in a few short paragraphs.

The Greek civilization presents higher ideals than the Roman. Harmony, beauty, culture and discipline are some of its leading conceptions. The Greeks were a contemplative people. Their best and highest life was the life of reason in its search for truth; their moral culture had its basis in their love for the beautiful; and life had an ethical end. On this account Christianity and the Greek

culture easily harmonized. There were sincere and thoughtful inquiries concerning "this new doctrine" rather than bitter persecution of its advocates.

Power, justice, citizenship and utility are some of the conceptions of Roman civilization. Here the study of the beautiful was merely an æsthetic amusement. The Roman was not contemplative; he was practical and delighted in power rather than in beauty. He loved the real more than the ideal. He dealt in facts rather than in speculation. Conquest was his ideal—to be and continue a Roman citizen. He, therefore, trained for war, and the gory sights of the amphitheater were calculated to inure the soldier to the slaughter of the battlefield. Whatever may be said of the literature of the reign of Augustus, this remains: no writer held out a worthy ideal as the end and aim of human life. A superstitious paganism, a selfish materialism—these are the obstacles with which Christian education had to contend as it spread through the Roman dominions.

Gibbon says, "In all the cities of the Roman world the education of the youth was entrusted to masters of grammar and rhetoric, who were elected by the magistrates, maintained at public expense, and distinguished by many lucrative and honorable privileges." The distinguished historian surely speaks of the later period of the Western Empire, for, as a matter of fact, under the republic there were no public schools in Rome. Education was not considered a duty of the state. Unlike Sparta Rome did not regulate the education of her citizens until after she had come to feel the influence of Greece. During this primitive period education was restricted to the family circle. Under Greek influence the professional teacher appeared; under Christian influence, the priest.

In the domestic circle the mother was the guardian and teacher of her boy. As soon as he could pass from her immediate care, his education was directed by a pedagogue (frequently a Greek slave), who led his pupil through the shops and booths of the town. His strictly literary training divided itself into three parts and was successfully directed by a *literator*, a *grammatista*, and a *rhetor*. The first part consisted of the study of reading, writing, proverbs, and arithmetic for counting and effecting business transactions; the second included language, grammar and composition; the third continued these last studies under the in-

struction of some rhetorician or poet. This was, in reality, a course in rhetoric and oratory with the mastery of the art of public speaking in view, an indispensable accomplishment to every Roman citizen who hoped to take an active part in the affairs of state. With this same object in mind the sons of the nobility often went to foreign cities to complete their education. Roman education was thus largely a private affair. The interest of the state did not extend beyond the education of "soldiers and citizens who should be obedient and devoted."

At the height of her power Rome comprehended the accumulated wisdom of the times. Besides, she was mistress of southern and western Europe, western Asia, and northern Africa. From this exalted position she declined and fell till there was "none so poor as to do her reverence." The approach of that fatal day was foretold by the augurs, who interpreted a vision of twelve vultures to mean twelve centuries for the city's existence. This was a decree of the gods, piously accepted and superstitiously believed. In later days, however, were found "clearer omens than the flight of vultures." Rome fell a prey to barbarian hosts because the "constant decline in population" made it impossible to recruit the army with native soldiers. The poor were oppressed and enslaved by exorbitant taxes. Extravagance at the capital wrought its enervating effect on the nobles. The development of these points of weakness doomed the empire.

Parallel to this political decline was a literary decline. While the army was waging successful war and extending the frontiers of the empire, it was an easy matter for poets and orators to sound the praises of Roman valor; defeats gave less happy and less popular themes. In the idle monotony of peace the soldier lost his bodily vigor; the poet dedicated his verses to Bacchus; eloquence was silent in the Forum. "The voice of poetry was silent. History was reduced to dry and confused abridgments, alike destitute of amusement and instruction. A languid and affected eloquence was still retained in the pay and service of the emperors, who encouraged not any arts except those which contributed to the gratification of their pride or of the defense of their power."

The life of the Roman Empire might have been prolonged but for the zeal and aggressiveness of the apostles of Christianity. It will be remembered that Rome had absorbed and preserved from

other religions their chief tenets. Syria, Persia, Egypt, Greece—all made their contributions to this pantheism, to whose deities an intensely religious people addressed their devotions in the vain hope that their piety and prayers might avert the impending calamity. At this point the weakness of Roman paganism became apparent. It would not stand the test of distress and men were willing to accept a new doctrine, no matter what it was, or by whom announced.

Christianity regards all other religions as heathen. Consequently it could not meet Roman paganism with that toleration which Rome had so willingly granted all other forms of worship. Nor could Christianity accept from the Roman state a toleration which prevented its making converts among the Romans—a toleration conditioned upon an offer of sacrifices to the Roman deities. Moreover the exclusive organization of the Christian church excited the fear and hatred of the emperors. Rome became intolerant; Christianity remained uncompromising, and disdained to make conditions with the enemy, whom it was resolved to vanquish. Persecution came but Christianity completely disarmed its adversary by utilizing philosophy and learning as a means of illustrating its truths. Wherever Christianity came in contact with pagan culture it was made to serve the ends of the new religion, the winning of souls.

Among the early Christians this attitude was wholly wanting. They had an utter abhorrence for every form of idolatry. "Thou shalt have no other gods before me" was strictly kept. Any act, whether it be the raising of sheep or the planting of corn, which, in the remotest degree, promoted the worship of gods other than the true God, was idolatrous. In this account the early Christians were reluctant to attend the schools of either Greece or Rome and were slow to take part in the administration of civil affairs. Because of its unity and discipline the Christian church was rather an independent state growing in the heart of the Roman Empire. The following paragraph from Mullinger's "Schools of Constantine The Great" bears upon this point: "Refrain from all the writings of the heathen, for what hast thou to do with strange discourses, laws, or false prophets, which in truth turn aside from the faith those who are weak in understanding? For wilt thou explore history? Thou hast the book of the Kings. Or, seekest thou for wisdom and eloquence? Thou hast

the Prophets, Job, and the Book of Proverbs, wherein thou shalt find more perfect knowledge of all eloquence and wisdom, for they are the voice of the Lord, the only wise God. Or, dost thou long for tuneful strains? Thou hast the Psalms. Or, to explore the origin of things? Thou hast the excellent law of the Lord God. Therefore abstain scrupulously from all strange and devilish books." Little by little the church came to accept truth where ever it was found till it completely usurped the function of the school. In self-defense it had appropriated the weapons of its enemies.

About the middle of the first century of the Christian Era Alexandria was, from the scholar's point of view, the chief of all the cities then under Roman rule. Here all nations met in traffic; all tongues were spoken in its streets. The fame of this city's learning exceeded the fame of its wealth. Its library and university made it an educational centre—a typical city in which to study the rise and progress of Christian education. Here we are sufficiently removed from the politics of the capital to observe the spiritual and intellectual aspects of the struggle.

In the sixtieth year of the Christian Era St. Mark carried Christianity to Alexandria, Antioch and Rome, having previously received the gospel message. The Apostle was entertained by Anianus, a cobbler and a man of some learning. To him St. Mark expounded the Scriptures, and in him witnessed the first fruits of Christian education in Alexandria.

Thus encouraged he continued to teach. He surrounded his see with learned men, and became the founder of a catechetical* school, which could boast of little more than a bare existence till the end of the second century of the Christian Era, when it attained considerable prominence. To the learning of Alexandria St. Mark contributed The Gospels, The Creed, The Liturgy and The Ecclesiastical Chant. These were the first class-books of the early Christian schools.

It has been stated that Christian education absorbed into its system all the learning that would serve its end. This had the effect of giving the Christian schools an attractiveness to Gentile and Pagan students, and made it necessary to multiply schools

* Catechetical schools gave religious instruction to such as had come under the care of the church intending to accept the faith. At the end of two years candidates were baptized. Episcopal schools trained candidates for the clergy.

and teachers. The ancient learning had become elevated and ennobled by its union with the new faith, until it was possible for Christians to gain a livelihood by teaching grammar and profane letters. In addition to these, early in the third century we find them teaching the arts, philosophy and biblical languages. The reign of Theodosius saw Christian schools securely established in the Roman dominions. From that date there was little instruction, except that given in ecclesiastical schools under the sanction of the church.

—W. M. RIFE, '91.



The Societies.

Normal.

(Reported by N. N. ARNOLD, '01.)

THE officers at present serving for the society are Mr. Edward I. Cook, President; Mr. Geo. M. Briner, Vice-President; Miss Mame Shockey, Secretary; Miss Maud Zerfoss, Critic; Miss Nettie Dicks, Librarian; Mr. John D. Coldsmith, Treasurer.

The plan for the Normal Anniversary has been changed. Instead of employing an entertainer and charging admission, as heretofore, the society has decided to have the anniversary exercises conducted by its present members and Normal members of the Alumni. Admission will be by card.

The publication of the annual, *The Normal Gazette*, has been discontinued.



Philo.

(Reported by ELIZABETH BRANYAN, '01.)

It is probable that the program for this year's reunion will contain the names only of Philos—either active members or graduates of the school who formerly belonged to the society. Definite arrangements for this important occasion have not yet been completed.

The officers of the society at present are as follows: President, Mr. G. E. Wineman; Vice-President, Mr. J. E. Barrick; Secretary, Miss Velva Gettel; Treasurer, Mr. J. A. Mills.

Philo's regular meeting on Friday evening, December 5th,

was made especially interesting by the presence of a number of Philo members of the Alumni, who had come from the institutes of Cumberland and Adams counties. Among these were Mr. E. H. Hanlin, '99; Mr. J. E. Klepper, '99; Mr. J. R. Fogelsanger, '99; Mr. J. E. McCullough, '00, and Miss Ellen Blessley, '00.



The Christian Associations.

Reported by MISS SUSAN FICKES, '00, and MR. GEO. SHANK, '00.

THE Y. W. C. A. has added this year three monthly magazines to its literature. It is also doing some missionary work for the benefit of the World's Y. W. C. A. Special meetings were held during the week of prayer and on Thanksgiving morning a "thanksgiving service" was held at 7:00 a. m.

The Y. M. C. A. District Convention was held at Mechanicsburg, November 2-4. The attendance was very good and great interest was manifested. Our school was represented at the convention by four delegates, Mr. Geo. A. Shank, President of our Association, Mr. J. E. Barrick, Mr. J. A. Mills and Mr. M. A. Hoff.

The week of prayer for schools was observed by the Y. M. C. A. Many of the students showed by their presence and by taking part in the different meetings that they were interested in the work. The attendance at the regular meetings of the Association seems to be better than in any previous year.

The President and Secretary of the Y. W. C. A., Miss Susan Fickes and Miss Lydia Detweiler, and Miss Horton of the Faculty, were sent as delegates to the Convention held at Reading October 25-28. Many helpful talks were given at the convention but none more helpful or enjoyable than those of Margaret E. Sangster, the well known poetess.



Pat—"Do you believe in dreams, Moike?"

Mike—"Faith an' I do; last night I dreamt I was awake, an' in the morning my dream kum true."—*Ex.*

About the School.

THE Winter Term opened Monday, December 31st. A larger number of new students is in attendance than usual. The school authorities are much pleased with the percentage of increase in the number of students for the year.

During the institute season our teachers were prominent as instructors in many of the counties of the state. Dr. Eckels attended the sessions in Dauphin, Lebanon, York, Mifflin, Perry, Franklin, Cumberland and Blair counties; Dr. Barton in Adams, Snyder, Fulton and Franklin; Prof. Chas. Barton in Fulton. Dr. Eckels and Prof. Drum made addresses at the local institute held in Shippensburg on November 30th. Miss Fitch recited and Miss Weaver played several piano solos at a local institute at Dillsburg, Pa.

The foot ball season was somewhat of a disappointment this year, the more so because we have been having very good teams for the last five years or more. After several practice games between the Senior and Junior classes, which were very evenly contested, a school team was at last organized late in the season, and, after a very little practice, a game was played with the Scotland Industrial School resulting in a defeat by the score, 20—0. No more games were played, partly because of the discouraging showing in this game, principally because it was difficult to secure games with teams near Shippensburg. The most encouraging feature of the season is that a number of Junior players have partly learned the game and will be useful to us in the future.

The old athletic grounds, popularly known as the Himes Field, can no longer be secured by the school, as the owner has had it ploughed up and intends to keep it under cultivation. It is not yet known what grounds will be secured for our baseball team in the spring, but doubtless the trustees will provide a suitable field. It is earnestly hoped that this misfortune may lead to our having a permanent, enclosed athletic field—a thing we very much need.

Mr. Walter I. Ricker, who secured a state certificate at Shippensburg in '99, is on the faculty of the Huntingdon High School.

Mr. W. M. Gray, of the Senior class, has been compelled to give up his course for the present on account of sickness.

The boys of both the Senior and Junior classes have adopted class caps. The caps are blue with the class numerals, 1901 and 1902 in red, and are very nobby.

The Hallow-e'en sociable was held as usual the Saturday before All-Saints' Day. The dining room was decorated with jack-o'-lanterns and apples containing your fortune on a slip of paper were strung about the room on strings. On assembling the students were terribly frightened (?) by several ghosts that had pre-empted the hall. The usual taffy was pulled, the usual Virginia reel was danced, the usual Bingo was played, ending up with the usual cake-walk, and the usual good time was had by all.

Thanksgiving Day was very quietly spent at Normal. Mr. Miller, our popular steward, provided a most excellent dinner and had the dining-room nicely decorated with Japanese lanterns and plants of various kinds.

The grading of the lower part of the main campus spoken of in the October issue has been completed and the appearance of the grounds has been still further improved thereby. The borders of the newly graded parts have been sodded and a summer or two will see a beautiful carpet of green over the entire campus, which even now is one of the most attractive in the state.

In order that the Seniors may have more time to devote to the academic studies of the course the dictation work in methods under Miss McBride, Miss Burns and Miss Clark has been considerably reduced. The preparation of herbariums by the Seniors during the Spring Term will also be discontinued.

The Senior class finished the subject of rhetoric during the Fall Term and is now taking up general literature and the reading of classics. The Juniors have finished the subject of physiology.

The Senior class has adopted royal purple and gold for class colors. Class pins have also been adopted and will shortly make their appearance.



Billy—"Where are you goin', Johnny?"

Johnny—"Ain't goin' nowhere."

Billy—"But you must be goin' somewhere."

Johnny—"No I ain't, I am comin' back."—*Ex.*

...THE...
NORMAL SCHOOL HERALD.

PUBLISHED OCTOBER, JANUARY, APRIL AND JULY.
SHIPPENSBURG, PA.

EDITORS.

GEORGE H. ECKELS, '91 M. L. DRUM, '96.
ADA V. HORTON, '88, Personal Editor.
CHAS. E. BARTON, '91, Business Manager.

Subscription price 25 cents per year strictly in advance. Single copies ten cents each.
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.
Entered as Second Class Matter at the Post Office, Shippensburg, Pa.

JANUARY, 1901.

Editorial.

The Principal's Report.

DR. ECKELS' report to the Superintendent of Public Instruction is published in this issue, because it is believed it will be of no little interest to Shippensburg graduates. Unlike the usual yearly report, this one furnishes a complete, though not detailed, history of the school.



The New Course.

THE article in the October HERALD, on the importance of higher education to the Normal School graduate, in the light of the subsequent action of the Normal School Principals making the course of study three years instead of two, was very timely, and we are very glad that Shippensburg was in the vanguard of this movement toward a longer course. An article in this number is devoted to a description of the new course and its workings. We recommend to all graduates and prospective students the reading or re-reading, as the case may be, of the paper in the October issue referred to above. If you are a graduate, and have not had a higher course, make up your mind to come back to Shippensburg and get the extra year's work; if an undergraduate, rejoice that you are privileged to secure a

diploma that will put you on an equality with the college graduate in obtaining advanced high-school positions. The introduction of this new course may work some hardships at first, but of its ultimate success and efficiency we make no doubt.



A Plea for Athletics.

THERE are four basal requirements of health—sunlight, oxygen, food and exercise. Compared with our earliest ancestors, we to-day have clearly less of the first two requirements, and no improvement can be hoped for in this respect. The necessity and custom of clothing almost the entire body, the indoor life, especially of the student, and our crowded towns and cities, have brought us to the condition of not having sufficient sunlight and oxygen to insure good health. In general, we have the third requirement in sufficient quantity and quality. The danger here lies in the other direction. As a rule, we are inclined toward overeating. Surely our hopes for health are dependent, then, on a large amount of the last requirement—exercise. Exercise quickens the action of the heart, which sends forth larger quantities of pure blood to the tissues of the body, removing the worn-out cells and building up new ones in their stead. This last process is health itself.

Granting the necessity of exercise, how shall the student, and, to bring the question closer home, how shall the Shippensburg student get this all-important exercise? A student needs a strong incentive to exercise. At the close of his day's work he is tired out and languid, indisposed to exert himself physically, unless powerfully urged. Persuasion sufficiently strong can come only from athletics, in which there is at least some degree of rivalry and resultant excitement.

Few schools have better gymnasiums than the Shippensburg Normal; so that partly solves the question of exercise for our students. But in the fall and spring we need outdoor exercise, and for this a well laid-out athletic field is absolutely essential. An enclosed field is necessary, from a financial standpoint, and gives freedom from outside interference, which is a "consummation devoutly to be wished" at Shippensburg.

It is well understood that the Trustees of our school have made several efforts in this direction, and that their failure has

been through no fault of their own. But the loss of the Himes field, seemingly the only available place for athletics at present (and it was not ideal), brings the matter of a permanent field again forcibly to our attention. Knowing that the Board of Trustees has the interest of the school and its students at heart, we believe that the Normal Athletic Field is a thing of the near future.



**Courses of Study for Pennsylvania State Normal
Schools as Revised by the Principals at their
Annual Meeting, November 8, 1900.**

Normal Course.

(Studies marked with a star (*) are to be reviewed in Senior Year.)

Junior Year.

Pedagogics—School Management.

Language—English Grammar,* Reading and Orthography, Latin to Cæsar.

Mathematics—Arithmetic,* Algebra.

Natural Science—Physiology, Botany.

Historical Science—Geography,* U. S. History,* Civil Government of the United States and Pennsylvania.

Arts—Penmanship (an approved system, with a fair handwriting,) Drawing (daily lessons for at least 20 weeks), Vocal Music (elementary principles and daily exercises for at least 10 weeks), Bookkeeping (single entry, with a knowledge of common business papers.)

Physical Culture.

Middle Year.

Pedagogics—Psychology, Methods of Teaching.

Language—Rhetoric and Composition, with elocutionary exercises; three books of Cæsar.

Mathematics—Plane and Solid Geometry.

Natural Science—Elements of Chemistry, Elements of Zoology, Elements of Geology.

Historical Science—General History.

Arts—Manual Training.

Physical Culture.

Senior Year.

Pedagogics—History of Education, Methods of Teaching, Practice of Teaching in Model School (at least 20 weeks, forty-five minutes daily), Thesis.

Language—Literature and Classics, three Orations of Cicero, three Books of Virgil, review English Grammar.

Mathematics—Plane Trigonometry and Surveying, review Arithmetic.

Natural Science—Physics, review Geography.

Historical Science—Review U. S. History.

Physical Culture.

Substitutions.

The following substitutions may be made :

Middle Year—Chemistry and Astronomy for Latin ; Greek, German or French for Chemistry and Solid Geometry.

Senior Year—English History, Ethics and Logic for Latin ; Greek, German or French for Trigonometry and Surveying.

Supplementary Course.

(In addition to the Normal Course.)

Leading to the Degree of Bachelor of Pedagogics.

Philosophy of Education, Advanced Psychology.

Discussion of Educational Questions: School Supervision, including School Law ; Devices for Teaching ; Educational Theories, etc.

School Apparatus and Appliances : Description, use, preparation.

Leading to the Degree of Master of Pedagogics.

Two years' teaching after graduation in the Normal Course.

Professional Reading, with abstracts : History of Education in the United States (Boone), European Schools (Klemm), Systems of Education (Parsons).

Sanitary Science, School Architecture, etc.

Thesis.

A full equivalent will be accepted for any of the text-books named above. The courses in reading and classics for all the courses shall be determined by the Board of Principals at their annual meeting, and shall be the same for all normal schools.

Rules for Final Examinations, Admission to the Middle and Senior Classes, Etc.

(For all the Normal Schools of Pennsylvania.)

1. Admission to the Senior and Middle classes shall be determined by the State Board of Examiners at the annual examination by the Board.

2. In order to be admitted to the Middle class at any State Normal School, persons must be examined by the State Board in all the Junior studies, except English Grammar, Arithmetic, Geography and United States History, and this examination shall be final. No substitutions or conditions shall be allowed for any of the studies required for admission to the Middle class.

3. In order to be admitted to the Senior class, students must be examined by the State Board in all the Middle year studies, except Methods, and this examination shall be final. No substitutions or conditions shall be allowed for any of the studies required for admission to the Senior class, except the substitutions mentioned above.

4. If the Faculty of any State Normal School or the State Board of Examiners decide that a person is not prepared to pass an examination by the State Board, he shall not be admitted to the same examination at any other State Normal School during the same school year.

5. If a person who has completed the examination required for admission to the Middle or Senior class at any State Normal School desires to enter another Normal School, the Principal of the school at which the examination was held shall send the proper certificate to the Principal of the school which the person desires to attend. Except for the reason here stated, no certificate setting forth the passing of the Junior or Middle year studies shall be issued.

6. Persons who desire to be admitted to the Middle class without having previously attended a State Normal School must pass an examination by the Faculty and State Board of Examiners in the academic studies of the Junior year (except the Senior review studies), and Plain Geometry or the first book of Cæsar, and must complete School Management in the Middle year.

7. Persons who desire to be admitted to the Senior class without having previously attended a State Normal School must pass

an examination by the Faculty and State Board of Examiners in the academic studies of the entire course, except the review studies of the Senior year; and must devote their time during the Senior year to the professional studies of the course and the review studies.

8. Candidates for graduation shall be examined by the State Board in all the branches of the Senior year, including English Grammar, Arithmetic, Geography and United States History. They shall have the opportunity of being examined in any higher branches, including vocal and instrumental music and double-entry bookkeeping; and all studies completed by them shall be named in their certificates.

9. Persons who have been graduated may be examined at any State examination in any higher branches, and the Secretary of the Board of Examiners shall certify on the back of their diplomas to the passing of the branches completed at said examination.

10. A certificate, setting forth the proficiency of all applicants in all the studies in which they desire to be examined by the State Board of Examiners, shall be prepared and signed by the Faculty and presented to the Board.

11. Graduates of State Normal Schools in the Normal Course and graduates of accredited colleges may become candidates for the degrees of Bachelor of Pedagogics and Master of Pedagogics. To obtain these degrees, candidates must be examined by the Faculty and the State Board upon the studies of the supplementary course. Three years' successful teaching in the public schools of the State since graduation (or two years in the case of candidates who taught in the Model School) will be required of all candidates for the degree of Master of Pedagogics, in addition to the branches of study indicated above.

12. Attendance at a State Normal School during the entire Senior year will be required of all candidates for graduation; but candidates for the Pedagogical degrees may prepare the required work *in absentia*.

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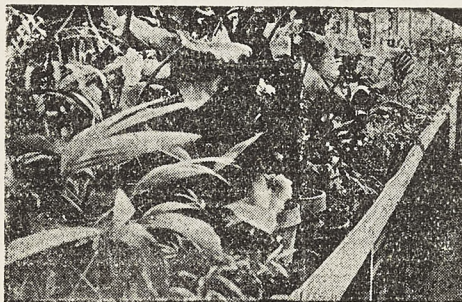
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