

# The Normal School Herald

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APRIL, 1903

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# NORMAL SCHOOL HERALD.

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[A paper on the Restriction of the Provisional Certificate, read at the last meeting of Normal School Principals, by Dr. G. M. D. Eckels, of the Shippensburg State Normal School.]

## Restriction of the Teachers' Provisional Certificate.

### I. HISTORY OF THE PROVISIONAL CERTIFICATE.

PREVIOUS to the enactment of the law establishing the county superintendency of schools the teachers were examined by the school directors. The best qualified member of the school board was detailed for this important function. If a member of the school board was a member of any of the learned professions he was almost certain to be selected for this extraordinary duty. Ofttimes no man of liberal attainments could be found on the school board and then usually some one whose chief qualification was his presumption would be chosen to examine the applicants for schools. With the act of 1854, establishing the county superintendency, came the Provisional Certificate. The responsibility for the qualifications of teachers was by this act lifted from the shoulders of the school directors and placed upon an official selected by the directors of the county. The purpose of this provision of the superintendent's act was to raise the standard of the qualifications of teachers and at the same time to make the tests more uniform. This act made certain the securing of a man to examine the teachers who would be competent to test their knowledge of the branches taught in the public schools. The effect of this act was the establishing of numerous county Normal Schools for the training of teachers and most of these schools soon gave way to the State Normal Schools. The county superintendent under this act was given power to issue provisional certificates good for one year.

Originally, this certificate included orthography, reading, writing, English grammar, geography and arithmetic. By the

act of 1867 history of the United States was added; by the act of 1885 physiology and hygiene, with special reference to the effect of alcoholic drinks, stimulants, and narcotics upon the human system, was added. By the act of 1901 civil government and algebra were added. This certificate has remained unchanged, so far as the privileges conferred upon the holder are concerned, for almost half a century. A certificate adopted as an expedient to fill vacancies for which teachers holding higher grade certificates could not be obtained, threatens to become a permanent feature of our state policy of certificating teachers for the public schools. Other states of less pretensions, educationally, have safeguarded this certificate much more effectively than Pennsylvania. No other state in the union receives as large appropriation for public school purposes from the state revenues as does Pennsylvania, and there are few other states that permit a teacher holding a provisional certificate to continue indefinitely in the work.

## 2. NECESSITY FOR THE CONTINUANCE OF THE PROVISIONAL CERTIFICATE.

There will possibly remain for many years to come a necessity for the issuing of a yearly certificate. It is not likely that for a number of years to come a sufficient number of permanent certificates will be held by teachers applying for positions in Pennsylvania to fill all the schools. A temporary certificate must therefore be issued to fill the vacancies after teachers holding permanent certificates have been supplied with schools. In the hands of a wise and courageous superintendent the evils of the Provisional Certificate are not so very great. When no more Provisional Certificates are issued than are actually necessary to fill the vacancies which have occurred because there are not enough teachers holding the higher grade certificates to fill all the schools, then we need not fear the influence of the Provisional Certificate upon the higher qualifications of teachers. The continuance of the Provisional Certificate under proper restrictions will give worthy young persons without means an opportunity to begin the work of teaching. So long as the wages of teachers are kept as low as we find them in the majority of the districts of Pennsylvania, young men and women will not risk to borrow money to defray the expenses of an adequate preparation for the work of teaching. They prefer to earn the money, at least most of it, many of them in advance of

spending it, even for an education. In order to accommodate teachers who prepare in this way some form of Provisional Certificate must be used. The Provisional Certificate will likely be in use in a restricted form for many years to come.

3. THE PROVISIONAL CERTIFICATE SHOULD BE RESTRICTED.

1. *Because its unrestricted use stands in the way of the improvement of the qualifications of teachers.* Many teachers are satisfied with their attainments as long as they can get any sort of certificate to teach. Teaching with many persons is a makeshift. "I am not a model clergyman only a decent makeshift" would express a very pertinent truth if we substituted "teacher" for "clergyman" and made the statement applicable to a certain class of school teachers in the Commonwealth. So long as many of our teachers belong to this makeshift class it will be necessary for the law to carefully guard the qualifications of those making application for positions as teachers. That the Provisional Certificate is responsible for the presence in the school-room of most of the unqualified teachers will not be seriously questioned by any one familiar with the facts. To reduce the number of incompetent teachers we must strike at the Provisional Certificate, as nine-tenths of all the unqualified teachers belong to this class.

2. *Because qualified teachers are often set aside to make room for inexperienced and unqualified teachers who happen to hold Provisional Certificates.* Teachers holding high grade certificates have been obliged to yield their places frequently to persons of far inferior qualifications. Directors are often not discriminating enough in their selection of teachers when their scholastic attainments are under consideration. If the Provisional Certificates were properly restricted many of these unqualified teachers who supplant well qualified ones would not be eligible, as they would not be in the possession of a certificate of any kind.

3. *The standard of the teacher's profession will always be rated by the most poorly qualified class of teachers allowed to remain in the work.* The Provisional Certificate fixes the rank of the teacher both socially and professionally. The qualified teachers owe it to the profession to use their influence toward the restricting of the Provisional Certificate, as this certificate is the instrument more than anything else of preventing the teacher's calling from rising to the dignity of a profession. If the temporary certificate could be eliminated altogether from the evidences of the teacher's fit-

ness for the duties of his profession, and only those who hold permanent certificates of some form be eligible as teachers, it would not be long until the world generally would recognize the teacher's work as a profession.

4. IN WHAT MANNER SHALL THE PROVISIONAL CERTIFICATE BE RESTRICTED?

The State Teachers' Association at its last session passed a resolution recommending that no teacher be allowed to hold more than three Provisional Certificates. I heartily approve this resolution. No teacher should be employed to teach a second term unless he is able to show improvement in his qualifications since his first engagement. If this resolution of the State Teachers' Association were to go into effect immediately, it would probably mean the dropping the first year from the profession of about three thousand teachers. If a few year's grace could be given the teachers holding Provisional Certificates before the law would go into effect, many teachers of this class would seek to improve themselves in the meantime and not so many teachers would be driven from the profession by the operation of the law. That it is time for the law to interfere and protect the schools from the evils growing out of the unrestricted issue of Provisional Certificates every wide-awake educator in the state will admit. The people will in a measure protect themselves from the evils of poor discipline or from a lack of energy on the part of the teacher, but they have little power to determine the teacher's intellectual attainments. This power rests in too many cases with the superintendent. The less the superintendent has to do with the fixing of the eligibility of teachers from the scholastic standpoint, and the more he has to do with determining their efficiency in regard to their teaching ability, the more effective he will be in his office. The superintendent's mark in teaching should determine whether it is wise or not to re-elect a teacher, and it should also solve the question as to how much salary he should receive if re-elected.

5. THE EFFECT OF RESTRICTING THE NUMBER OF PROVISIONAL CERTIFICATES A TEACHER CAN LEGALLY HOLD.

This action would stimulate young teachers to enter upon the work with the intention of improving their qualifications until they would obtain a certificate which would be permanent. The institutions established for the preparation of teachers for their



work are the only safe agents for the fixing of the standard of the qualifications of those who are to be recognized as real teachers. The Medical Schools fix the standard of qualifications for the physician, the Theological Schools fix the standard of qualifications for the ministry, and the Normal Schools should be allowed to fix the standard of qualifications for the teacher. The number of persons examined for Provisional Certificates should become less each year in a county where the conditions favor the improvement of teachers' qualifications. That there will always be some in every county to be examined by the superintendent will doubtless be the case for many years to come, but that does not mean that the number should not grow beautifully less each year. Most of the teachers dropped from the roll of the profession by this act would be of the incompetent class and the result would be a distinct gain to the schools. If the public schools are to prepare for citizenship then they must be taught by persons who meet the requirements of intelligent and virtuous citizenship. The ability to read simple sentences, to solve easy problems, and to write a legible hand is not sufficient to prepare a youth for worthy citizenship. These subjects constitute only the alphabet of his preparation. A properly educated citizen must be intelligent. He must be informed on current topics; he must know the history of his own and of other countries; he must be acquainted with the national and state constitutions; he must know the duties and responsibilities of public officers; he must be acquainted with the industrial interests of the state and nation; he must be familiar with the conditions of all classes of citizens; and he must get this information and this intelligence in most cases in the public schools. It is imperative, therefore, that the teacher have the intelligence and breadth of culture necessary to inform properly all persons coming under his tuition as to their duties and responsibilities as citizens. The superintendent must be helped in his efforts to get rid of incompetent teachers. Oftentimes the pressure brought to bear upon the superintendent to grant certificates to incompetents is almost irresistible. The superintendent must be more thoroughly upheld in all his efforts to raise the standard of qualifications among his teachers. The restriction of the Provisional Certificate in the manner suggested would place us more nearly in accord with other leading states in this matter. There is no other state of prominence educationally

that does not restrict the use of the Provisional Certificate. The restriction of the Provisional Certificate will result indirectly in increasing teachers' salaries. It would diminish the number of applicants and thereby increase the demand for teachers of good qualifications. The limiting of the supply of teachers would necessarily increase the demand for competent teachers and no doubt add to their remuneration.

#### 6. OBJECTIONS TO RESTRICTING USE OF THE PROVISIONAL CERTIFICATE.

*The superintendent now has the right under the present law to restrict the use of the Provisional Certificate to the actual necessities of the schools. Granting that he has the power, does he always exercise it? To give him the power without some incentive to use it does not seem to be wise. In fact we know that the directors who are responsible for the election of the superintendent are very frequently opposed to his adopting a high standard of qualifications for Provisional Certificates. In almost every county certain boards have agreed with the superintendent not to employ teachers whose certificates did not reach a certain average. Usually they stand by their resolution only for a year or two. Some preferred teacher falls below the average in his examination and down goes the rule.*

*Restricting the Provisional Certificate will drive deserving teachers from the ranks of the profession. This is not likely. A teacher who cannot in three terms teaching lift himself out of the most poorly qualified class of teachers into the next higher grade of teachers is seldom, if ever, worth saving to the profession. The fact that we have good teachers teaching more than three years on Provisional Certificates does not say that these teachers would have been ruled out of the profession if the law suggested by the State Teachers' Association would have been in force when these persons began teaching. These same teachers who have been successful while holding Provisional Certificates would, if they had been compelled to leave the profession or improve their qualifications, have chosen the latter alternative, and the state as well as the teacher would have been the gainer.*

*The directors will not be able to supply the schools with eligible teachers if the Provisional Certificate is restricted. There need be no fear on this point. There are always plenty of young men and women wanting an opportunity to begin teaching.*

They stand ready to take the places of any whom the law might remove from the profession, and I have not much doubt but that the state would usually be the the gainer by this exchange of teachers. The true testing of teachers is always by experience, and any method by which the incompetents are dropped when their weakness is once certainly manifested by their teaching must be a safe method to put into practice. A district can safely risk the experiment of putting an inexperienced teacher in the place of one who has failed to show substantial improvement in his qualifications after three terms teaching. Some of the new teachers may land at the end of three years where their predecessors landed, but some of them will not and these will be a distinct gain to the teaching force of the state.

*It will compel teachers who cannot afford the expense of attending school to drop out of the work.* This hardship will occur in so few instances that it is not worth considering as an argument against the law restricting the use of the Provisional Certificate. With free tuition in the State Normal Schools and a minimum salary of thirty-five dollars per month for teaching there are not many young persons who would not be able to escape the effect of a law preventing teachers from teaching more than three terms on Provisional Certificates.

*It will prevent directors from supplying their schools with teachers who live in the district in which they are employed.* This result instead of being a loss to the state would be a clear gain. The habit of employing teachers in the townships in which they live is largely responsible for many of the schools getting into a groove. Teachers being brought in from outside districts would often result in the introduction of new and better plans of school work. If inexperienced teachers could as a rule get their first experience in strange districts it would be better for the schools and better for the beginner himself.

7. WHAT CAN THE SCHOOL SUPERINTENDENT DO UNDER THE LAW TOWARD RESTRICTING THE USE OF THE PROVISIONAL CERTIFICATE.

*He can limit the issue of Provisional Certificates to the actual number needed to supply all the vacancies occurring after the successful teachers holding higher grades of certificates have been supplied with schools.* A number of superintendents have been doing this, and with great advantage to the schools of their counties. The

plan induces the ambitious teacher to try to secure a certificate which will relieve him from the necessity of being examined by the superintendent. In every county where this plan has been adopted it has resulted in sending an increased number of young men and women to Normal School to properly prepare themselves for the profession of teaching.

*He should not hold his examinations earlier than July.* This would afford Normal and College graduates an opportunity to make personal applications for schools. Under the present arrangement of holding the examinations in May and June, students who are attending Normal Schools and other educational institutions, with a view to improving their qualifications, are placed at a disadvantage. While these teachers are expending their money and applying themselves closely to the work of study, those teachers who never go away to school and who never spend any money in preparing themselves to teach, canvass the board of directors, take the county examination, and walk off in the evening with a contract to teach school. The teacher attending school learns in due time that all the schools in his district have been given out and that none of them have been assigned to him. Those teachers who spend their time and money in preparation for their work should at least have an equal chance with those teachers who spend neither time nor money in getting ready for their work.

*He should hold his examinations at the county seat.* This might make it a little inconvenient for those who live some distance from the county seat, but the examination itself costs them nothing, and the only expense they would incur would be their traveling expenses, and the charge for boarding where the examination is being held. Under this plan the examiner could take sufficient time to look carefully over his papers and issue his certificate with the assurance that he had made thorough work of the examination, and that no one had been refused or granted a certificate without careful and thoughtful consideration of his papers. When the applicant comes before the superintendent for his second examination he should show improvement over his first examination or be denied a certificate. The examination of a superintendent should be broad enough to enable teachers to give evidence of such improvement. The improvement need not necessarily be shown in the common branches. If a teacher is

able to show by his reading and increased breadth of culture that he has made efforts to advance his attainments he should be given credit for such work.

*He can make his standard of qualifications high enough to prevent incompetent persons from entering the profession of teaching.* The fixing of an invariable standard is an absolute necessity with a superintendent who wishes to improve the qualifications of the young teacher. The progressive superintendent will always be known by the standard which he adopts for the qualifications of his teachers who hold Provisional Certificates. The efficient superintendent is always a high standard man. It is safe to assume that at least a fourth of those applying for Provisional Certificates are incompetent.

*He can act in harmony with the efforts of Normal Schools to furnish the State with well qualified teachers.* Many superintendents do not seem to realize that the Normal Schools are entitled to more credit for the improvement of the qualifications of teachers than any other agency. The superintendent should be eager to have them as allies in his efforts to advance the standard of scholarship among his teachers. He should encourage every young person who expects to teach to take a Normal course. Working with the Normal Schools he will be co-operating with the institutions which are of most service to him in advancing the academic and professional attainments of his teachers. He will be doing the best for the schools, the best for the teachers, the best for himself, and the best for the state.



### Emancipation from Mental Slavery.

**M**AN makes his advent upon this planet as a mere individual. As such he is a creature of impulse and instinct, a slave of nature. But for man there is a higher possibility than to remain an obedient subject to his impulses. He is endowed with a higher nature which enables him to unify and organize his passions and free himself from their control.

The institution of human slavery, which has blotted the fair page of history, has robbed the nations of their superior tone of education, manners and customs. It has brought down the wrath of God upon the oppressors and overthrown governments. In every instance, before freedom was gained, the oppressed have

verified upon some battle field their equal humanity with the oppressors, and have shown the scorn of oppression that beats immortal in the proud heart of man. But another kind of slavery which has silently but rapidly enthralled us, and from which we must be emancipated, is mental slavery.

The amount of latent mental power that lies slumbering in the minds of the untutored millions of our youth is beyond computation. Over all this unreclaimed but magnificent intellectual territory, over all these minds and souls with their untold possibilities of good, the schools have the controlling influence. It lies within their domain to give to them the power of applying theory, of putting their acquisition into practice, and of directing the mind so that it passes from a narrow point of view to a broad outlook upon the world—a world established through wisdom, clothed in beauty, governed by law.

Contrary to this, our popular system of education, the pride of American civilization, has a tendency to produce a class of men and women enslaved to second-hand thought. The significance of this is that the pupils are not given the power to form new ideas from those already in consciousness. They are not trained to investigate, analyze and compare; to secure to themselves habits of correct thinking; to be independent and original in their mental processes so as to fit them for the practical duties of life.

That which has contributed largely toward producing this deficiency in education is the endless multiplicity of studies in our modern courses. For a number of years too much as to number of subjects has been attempted, but too little as to thoroughness. We are not satisfied even in primary grades simply to master a subject and make it a stepping stone to something newer and higher, but instead we proceed to give to the pupils a little dilute Geography, Grammar, and science under various names, but so dilute that there is scarcely any nourishment in it for the growing mind. This process of diluting the staples of mental life continues by adding "ics", "isms" and "ologies" through the entire course. Now it is self-evident that since children are forced to drive so many subjects abreast, their efforts are scattered, their strength divided and their energy paralyzed. They are apt to suffer defeat because attention, whose determinant is interest, is forever diffused through so many channels that it can never gather in force at any one point or upon any one object.

Another momentous result arising from this multiplicity of studies is that the average boy stands at the threshold of a profession a number of years later than his mental capabilities would indicate. This awful waste of the precious formative years of youth alone condemns this feature of our educational system. From these facts we may conclude that a limited number of subjects will tend to produce men of thoughtful purpose and earnest aspirations; that it will be more likely to make out of the boys and girls, practical, sensible men and women, able to meet and decide questions which confront them, than a mere smattering of the whole complement of arts and sciences.

A second factor in bringing about intellectual freedom is the teacher. Too often the teacher is some dissatisfied clerk, incapable of managing the trifling concerns of a small retail shop; a farmer who obtains in winter a short vacation from the toil of summer; or some one who resorts to it from motives of personal convenience. Notwithstanding his unfitness he gains access to the sanctuary of the mind without difficulty and the tender interests of both worlds are entrusted to his guidance. In other professions this is not so. The lawyer and the physician must pursue a course of thorough preparation and abide the time until they are entrusted with cases of their respective calling. With equal preparation should the teacher enter upon his profession. Besides he should possess a spirit that elevates above everything else the nature and capabilities of the soul; that recognizes the grave responsibility which has been assumed.

Very frequently the desire and ambition of the teacher is at a single instance to teach complex truths, whole systems, doctrines and theories which years of analysis are scarcely capable of unfolding, instead of commencing with the simple element and then rising by gradations to combined results. Through such teaching and from a desire to produce precocious intellects in order to astonish the school authorities, the teacher, to a great extent, destroys the intellectual strength of the child.

The emancipation from mental enthrallment will be aided by the reduction of the number of studies and by raising the intellectual tone of teachers. For the true teacher will discover the great principles upon which his noble art is based. Knowing these and directing the mind along fewer lines of study, he can intelligently awaken the mind to thought, move it to truth and

virtue, and enable it to exert its influence for good. A higher scholarship will then be secured and, above all, in each individual will be fostered an independence that will exalt both the aim and the character of education, driving away idleness and indifference.



### The Child Versus The Class.

O. H. BAKELESS, BLOOMSBURG NORMAL.

THE school is made for the child and not the child for the school. Educational authorities are frequently so much absorbed in grading, classifying, and arranging courses of study, as to lose sight of this fundamental principle.

Teachers, too, intent on passing classes, striking averages, and meeting the various requirements, have neither time nor energy to come into close touch with each child as an individual, to learn his needs, and by soul to soul contact stimulate his interest and enthusiasm. Thus routine and formalism usurp the place of real teaching and the process of education becomes a perfunctory one. Instead of augmenting manhood and womanhood, its great purpose, the school too frequently stultifies and deadens it.

The children who survive these processes and maintain a sufficient love for study to continue this means of growth through life are the exception and not the rule.

This is not as it should be. Many young people disheartened, break away from school very early to take their place as workers in the world. Meagerly equipped, we allow, from the school man's standpoint, they perform their modest part in the world's work. These are not the dreamers of dreams, but practical followers; and the subsequent success of many such in varying lines of activity prove conclusively that their lack of success in coping with the educational machine was not entirely the fault of the individual boy or girl, but was due rather to some misplaced cogs or pinions in the great mill at work upon the educational grist.

Men and women cannot be made in mass, nor attain culture as furniture is polished, by patent processes, in job lots, at contract prices. Personality must be considered. Each individual is like no other in all the world. Tastes and inclination must



be taken into account, must be shaped and guided by a sympathetic master hand, and the soul under training will grow by its own efforts.

It has been well said, that the chief function of the teacher is to arouse enthusiasm. This done, eternity is too short to do all else that the quickened soul aspires to.

In many communities the overcrowded schools and necessary accompaniment—mass teaching—still continues. Here and there a thoughtful superintendent or principal or a more intelligent board of directors has called a halt, and introduced changes that have made individualism and life in the educational processes.

The lock step has been broken. The world and the school have been made to touch. It is dawning upon teachers and community that school is life—or ought to be. The individual child is getting more and more the guidance and help that will interest and hold him under the influence of the teacher until he has acquired sufficient power to insure a continuance of his growth after he leaves the teacher's care. The instruction is the kind that stimulates his interest and arouses his activities and powers.

The child study movement has done much toward arousing the teachers and parents to a more careful consideration of the needs of the individual child. When he begins to fall behind his classmates the cause is sought for. It is found often in defective ears, defective eyes, depleted nerves and many other conditions that can be ameliorated to some extent, and, with cooperation of proper authorities, often entirely removed.

A deeper study of the subject demonstrates other causes and conditions at work that result in waste of time and energy on the part of teacher and pupil. Are there hereditary and constitutional differences in children that give the key to their control and training from birth? The thoughtful and observant upon the subject say yes, and point to the sensory or motor activities of the child as the key to his nature and needs.

"The child whose mental and physical make up is active and motile" says Baldwin, "is very responsive to suggestion, to all influences from outside, from environment, both physical and personal, which get a lodgment in consciousness and leads to action.

"He tends to act promptly, quickly, unreflectively, assimilating the newer elements of suggestions of the environments to the ways of behavior fixed by his earlier habits.

"Generally such a person, child or adult, is said to "jump" at conclusions; he is anxious to know in order to act; he acts in some way on all events or suggestions, even when no cause of action is explicitly suggested and even when one attempts to keep him from acting."

What observant person does not recognize the type! How much help can be given to such children, when the teacher can get away from the mass long enough to do for the individual.

Then again, that other great class, the passive, receptive children, often of sensitive nature, who shrink from every look and word, who do not respond, or make very little outward sign as to what impressions they have gotten, what interpretation they put upon the data which comes to them. They are not self-revealing. They are less active than the other class. The teacher is outside their lives, and cannot help them because neither their conduct nor expression gives the key to what is going on in their minds.

That teacher that sees the individual pupil, that forgets tasks and lessons and builds for the needs of each child under his care is the artist. He will educate in the highest sense of the term. A community under his care will grow strong, wise, intelligent. He will be a benefactor to his age, by helping each pupil who passes through his hands, to that training which will round out his nature, make him, by a corrective process, master and not slave of his own being. Such work is education, anything else is worse than waste.

The teacher who thinks will find the way or make it. It is not money nor material equipment the school systems of our nation need, but men and women who love children well enough to know them.



### **A Sharp Rebuke.**

ALLETTA BESSOR, '04.

[This class essay is a development of original narrative based on Exercise (d), Page 107, of Maxwell and Smith's "Writing in English."]

The little village of M— could not boast of a theater, public library, and similar attractions intended for the amusement of its citizens, but the lack of such places was not keenly felt, for the little country post-office furnished ample entertainment to all those who frequented it.

Here would assemble of an evening aged men who reveled in relating their past history, also young boys whose minds readily absorbed all conversation, even though it was not of the most elevating nature.

Business having called me to this little village, fate so ordained that I must remain until the following morning, and I concluded to while away the time by mingling with this odd mixture of country civilization which, as though propelled by a common desire, wended its way to the post-office at the first approach of nightfall. I accordingly betook myself there and assumed a position where I could observe, and yet remain unobserved. I took an inventory of those before me, and after a casual survey, selected two faces which interested me, but in different ways.

One was that of an old man whose bearing indicated the unmistakable signs of a soldier's training. This I presumed from his general aspect, but my impression was strengthened when I noticed that he was so unfortunate as to have a wooden leg. The other face belonged to a young man whose actions proved a lack of mental stability, the truth of which I leave the story to develop.

As is usual in such gatherings, the older men were relating some of their marvelous experiences. The old man with the wooden leg, whose name was Samuel Foote, told some stirring events connected with his services in the army during the Civil War, and as was natural referred to the accident which deprived him of a leg.

The young man, whose ideas of wit were not of the most brilliant nature, constantly interrupted the old man's narrative by casting slurs at him, and also sought to provoke laughter by making slighting remarks about Mr. Foote's wooden leg. These interruptions finally became annoying and the old man becoming aggravated turned to the unmannerly fellow saying, "Why do you attack me on my weakest part? I never said anything about your head. My anatomy is not complete since I lost a leg, neither is yours since you lack that which is far from essential, namely, brains." The rebuke had the desired effect, for the young man relapsed into silence, and a hearty outburst of laughter from all present evinced strong approval of the old man's words.

### Weisheits-fetzen.

It is not always right to take the part of the under dog.

“The boy without a playground is the father of the man without a job.”

When you get mad count ten slowly, and the same ten backward, and then hold your peace.

If you like neither music nor children stay out of the teaching profession.

The woman who is always looking for bargains never sees anything in the higher life.

Conscience has few heroes.

He is a moral giant who holds his tongue.

To test the character of a policeman watch him when off duty.

Many a man has bartered contentment for luxury.

A fine estate is not comparable with a healthy stomach.

For a woman, Greek roots cannot be substituted for English tubers.



### Basket Ball.

**E**NTHUSIASM ran high during the basket ball season at Normal. The boys exhibited a healthy rivalry for places on the team. Such spirit was manifested as is only evinced in institutions of a much larger student body. The girls were by no means inferior to the boys in their love of the sport.

The first game was played at Normal against the strong Freshman team of Dickinson College. The college men had a knowledge and experience in playing the game which far outweighed that of the Normal team. Yet our team played good ball and held the visitors down to the small score of 20-9.

Later in the season the Dickinson Freshmen journeyed to our town again, well remembering their former victory, and with the intention of repeating it. Their team was materially strengthened. The Normal boys had profited by their first game, and played in a manner that brought fear and wrath to the Dickinson camp. The game resulted in our favor by the score of 18-14.

The Normalites were defeated at Mercersburg by the first team of the academy by a score of 62-12. The score does not show



the ball that our boys played, nor the difficulties under which they labored.

The last game of the season was played at Shippensburg against the High School team of Steelton. These young gentlemen had not yet met with defeat this season and were confident of adding another scalp to their well-filled belts, but they were most grievously disappointed. Our whole team played with a vim and snap which thoroughly outmatched the High School team. The game resulted in a victory for Normal by the score of 16-9.

The boys who composed the Normal Team are Jackson, Starry, Kapp, Bressler, Kendig, Gray, Plum and Henry.

The girls also played two very interesting and spirited games against the Girls' Varsity of Dickinson College. The first game was played at Carlisle and resulted in a defeat for Normal by the small score of 6-4. The game abounded in brilliant plays on both sides.

A week later the Dickinson girls came to Shippensburg to play a return game. In the meanwhile the Normal girls practiced hard and were prepared to play a fast game. The game was sharp and full of life during the first half which ended in a score of 6-2 in favor of Normal. During the second half neither side scored. Report says that only a moderate amount of hair and pins remained upon the field of conflict, although temper and enthusiasm lay around in large chunks.



### Normal Notes.

#### '93 Reunion.

THE decennial Reunion of the class of '93 will be held at the Normal School during Commencement week, 1903. A committee of arrangements has been appointed as follows: U. G. Fry, Newville, Pa., Miss Maude Robison, Waterloo, Pa., C. Edward Slonaker, Glen Rock, Pa. Communications should be sent to Miss Maude Robison, secretary of the committee. Every member of the "Columbian Class" is called upon to work for the success of this Reunion. Further notice will be given by direct communication from the committee.—*G. L. Omwake, Pres.*

H. S. Jenanyan and his wife, Armenian missionaries, were

present at chapel last term, and Mr. Jenanyan made an address to the students concerning the missionary cause in Armenia. He described very forcefully his struggle for an education from the darkness and ignorance of his environment. He was educated in the United States. He and his wife had with them a varied assortment of trinkets of bone and woodwork, and fancy material in cotton and silk. Many students bought souvenirs of that distant land, and at the same time helped a worthy cause.

Washington's Birthday was celebrated in a very unique manner by the students and teachers. An excellent dinner was served in the evening at which, it is quite unnecessary to add, everybody was present; but the manner in which the students were attired deserves special mention and commendation. Every one was either a George or a Martha Washington. If the spirit of George or Martha looked in upon the merry gathering, it surely must have been with a pang of homesickness. Powder and wigs, frills and flounces, smiles and bows were in evidence on all sides. The evening's fun closed with a sociable. The affair will be a long-remembered bright spot amid books and toil.



### Special Teachers for the Normal School.

OWING to the large increase of new students expected for the spring term, the following new teachers have been elected: Prof. W. F. Zumbro, of Chambersburg; Prof. Phineas Morris, of Delta; Prof. H. S. Rhoads, of Gettysburg, and Miss Ida B. Quigley, of Shippensburg.

Prof. Zumbro was Superintendent of the schools of Franklin County for nine years and was one of the most popular and efficient school officials that that county has ever had. Prof. Zumbro was a member of the Normal School faculty in the spring term of 1890. He was very successful in his teaching then, and we have reason to believe will be even more successful the coming term, as his larger experience will certainly add greatly to his equipment as a teacher.

Prof. Phineas Morris is a graduate of the Cumberland Valley State Normal School, class of '98. He has completed the Freshman and Sophomore years at Dickinson College but was compelled by circumstances to leave college at the close of his

second year. He expects to enter Dickinson again the coming year. Prof. Morris has taught a number of terms in the public schools and for the past two years has been Principal of the Delta High School. He is a man of fine spirit and a very successful teacher.

Prof. H. S. Rhoads is a native of Somerset County, but for the past six years has made Gettysburg his home, excepting during the summer vacations. He spent four years in Pennsylvania College, graduating with high honors. He is preparing for the ministry and is in the middle year of the Seminary course. Mr. Rhoads has had wide experience in public school work and in the preparation of teachers in local Normal Schools in Somerset County.

Miss Ida B. Quigley has been a member of the faculty of the Cumberland Valley State Normal School during the spring terms since 1896. She is a graduate of the Cumberland Valley State Normal School and has had wide and successful experience in public school work. She will have charge of the new library room during the coming spring term.



### Normal Improvements.

WHEN the students enter the chapel at the opening of the coming term their eyes will behold a complete transformation of the old chapel. The frescoing is a genuine work of art. The design and coloring of the ceiling are beautiful and in excellent taste. The windows have been made to harmonize with the other decorative work of the chapel and they lend a charm to the hall that is most pleasing. The new opera chairs combine the three essentials of a good chair—beauty, comfort, and durability. The sloping floor will add much to the comfort and delight of the chapel audiences.

The new library room is a very cheerful and attractive place. It is light and inviting and will add greatly to the pleasure of the students who are required to spend considerable time in the library as a preparation for their class work. The library has become a great factor in education and the Shippensburg Normal School is alive to this great necessity in connection with a proper scheme of education.



The kitchen and laundry have come in for a full share in the recent improvements. To the rear of the dining hall a very large room has been devoted to the kitchen. The room has been fitted up with modern kitchen furnishings. The steward will now be enabled to cater to the appetites of the students with more ease and comfort to his help.

The laundry room occupies the rear part of the first floor of the new building. It contains the wash room and ironing rooms. These rooms will be equipped with convenient and necessary machinery so that the laundry work may be done satisfactorily and with as much dispatch as possible.

The new rooms in which the societies hold their meetings have been fitted up with handsome new assembly seats. New pianos were placed in these rooms at the opening of the fall term and the platforms were carpeted. These rooms are very cheerful and well adapted to their purpose.

The outlook for new students for the coming term is very encouraging. Over one hundred students have engaged rooms for this term and quite a number of new day students will be in attendance.

The boys are getting ready for a brisk base ball season and they expect to have a fast team by the time the season is in its glory. In addition to the material now on hand several good players are expected among the new students.



### When Spring Came.

No sound there was of a trumpet blast  
 By a riotous tempest pealed ;  
 No shadow of omen darkly cast  
 O'er shuddering fen and field.  
 No challenge shrieked by the hosts of air  
 The creatures of earth to thrill—  
 But all was waiting in concord there  
 When Spring came over the hill.

A robin twittered a canzonet—  
 How was it he knew, he knew ?  
 And out in the woods a violet  
 Lifted its face of blue.  
 The sun grew bright, and a tender breeze  
 Breathed to the wakening rill.  
 A rain drop fell 'mid the list'ning trees—  
 And Spring came over the hill.

—Edwin L. Sabin.

...THE...

# NORMAL SCHOOL HERALD.

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A. A. McCRONE, '95, Editor.  
ADA V. HORTON, '88, Personal Editor.  
J. S. HEIGES, '91, Business Manager.

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APRIL, 1903

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## Editorial.

**W**HAT is your ideal? Is it an ephemeral, phantastical something surrounded with a halo of glory? Is it so far up in the clouds, or so distant in the future as to never be approximated? On the other hand is it so low and of the earth earthy that it may be reached with little effort? Is it so easy of attainment that it may be reached each day and another ideal formed anew for the morrow?

If you are a student in the school sense, have an ideal. Let it be above you—beyond you. Make it the goal toward which you strive. Make it high and holy. Let it be as beautiful as a lily and radiant as the sun. Let its beauty and brilliancy ever be beckoning hands to greater and nobler things. Make it Christian.

It is a deplorable fact that many a student at school or college is more concerned about the result of a prize-fight or a football game than he is about the political, industrial, or educational progress in which he expects to become a part. He often seems to be most concerned in making as many credit marks as possible in order that he may spend the most possible time in dissipation, instead of absorbing real good in the getting of credit marks. We do not decry legitimate sport and pleasure. Are these facts partly true of you? Be a servant to a great ideal and these empty pleasures will be revealed in their true light.

**Official Baseball Schedule.**  
of the Cumberland Valley State Normal School, Season of 1903.  
W. M. RIFE, Manager.

- April 18. Mercersburg Academy 2d, at Mercersburg.  
April 25. Dickinson Preparatory School, at Carlisle.  
May 2. Chambersburg Academy, at Shippensburg.  
May 9. Dickinson Preparatory School, at Shippensburg.  
May 16. Chamberburg Academy, at Chambersburg.  
May 23. Mercersburg Academy 2d, at Shippensburg.  
May 30. Open.  
June 6. Carlisle High School, at Shippensburg  
June 13. Waynesboro, at Waynesboro.  
June 20. Newville, at Shippensburg.



**Personals.**

**T**OM MILLER, '95, general agent for Underwood & Underwood, of New York, paid a brief visit to Normal last term.

Misses Hess, Hershey and Young, teachers in the schools of Steelton, were the guests of Miss McBride.

Oscar Cunningham, '95, Dickinson, '06, was a member of a victorious debating team at the college.

Miles A. Keasey, '00, a student at Ursinus College, received honorable mention in a debating contest in the Zwingian Literary Society.

J. F. Kob, '02, has received a promotion in the Middletown schools. We congratulate Mr. Kob on his success.

M. O. Billow, '02, has been elected as a ward principal in the Middletown schools.

Walter L. Noll, '02, is at present teaching in the public schools at Wiconisco, Pa.

Raymond Gettel, '98, a student at Ursinus College, has accepted a position as one of the instructors in the Academy at Ursinus. He also has the honor of a part in the rendition of "The Creation," at Philadelphia, on Easter Sunday.

J. H. McLaughlin, '00, who taught the high school at Highspire during the past year, has accepted a position with the Pennsylvania Steel Company.

### Marriages.

**S**TROHM—HEFFLEBOWER.—At the residence of the bride's father in Oakville, Pa., Wednesday evening, March 25, by Rev. S. S. Wylie, Mr. Harvey B. Strohm to Miss Celia Hefflebower, '93.

**ALLEN—KEAN.**—At Carlisle, Pa., Wednesday, April 1, by Rev. G. M. Diffenderfer, Mr. U. L. Allen, '99, to Miss Anna Alberta Kean, of Bedford.



### Obituary.

**M**ISS LIZZIE STONER, of Orrtanna, Pa., died April 1, near Hellam, York county, Pa., after a short illness. She graduated at C. V. S. N. S. in the class of 1901. She was a very successful teacher.



Again the ranks of the class of 1902 are broken. God in His all wise Providence has removed from their number their beloved class-mate, Maude Davis.

Miss Davis, while at school, was suffering from throat trouble which, after leaving, developed into throat-consumption. Every effort was made that Miss Davis might regain her health. Upon the advice of her physician, she spent the winter in New Mexico.

In March, Miss Davis, realizing that the climate was not benefiting her, returned to her home, at Martinsburg.

From this time on she grew rapidly worse and on April the first, she passed away.

While at school, Miss Davis' sweet disposition and bright, attractive ways won for her the love and friendship of all who knew her. Her loss is felt as the loss of a sister by her many friends and the sympathy of their sorrowing hearts goes out to those nearer and dearer to her. The loss of such a life is keenly felt.



I do not think all boys, or most boys, or any considerable number of school boys are notoriously bad, but in any school one boy can set a number of other boys on the wrong track.—*Ex.*

### Clippings.

#### It Is Easy To Be a "Nobody."

**I**T IS the easiest thing in the world to be a "nobody." All that is necessary is to do nothing or to be like the boy, who when questioned by his father as to why he had resigned his position as clerk in a store, replied: "The work was too hard; I am looking for something easy."

Look for a "soft snap." Do not get up in the morning until you feel like it. Do not go to work until you are obliged to. Never mind if you miss a train, or if you are half an hour late to your work. If you are at school do not trouble about preparing your lessons. "Crib" whenever you can, cheat as often as possible, and get the best of your teacher whenever you see a chance, and your progress in the desired direction will be assured.

If you are in college never mind about scholarship; the main thing is to slide through. You can employ a tutor at the close of each term and "cram" for the examination. Have "a good time," and never bother about results—they will take care of themselves.

Do not try to do things as well as you can; any way will do. If you are sawing do not exert yourself and saw it straight. If you start to make a sled or bookcase, never mind about completing it; or if you do, put it together any way. Half done botched-up work is just the thing for "nobodies."—*Success*.



#### "No Pets and Not Petty."

**A** BROOKLYN school girl was asked what kind of a teacher she liked best, and she promptly replied, "one who has no pets and is not petty." It would not be easy for one of the professional pedagogues to do better. It is worthy of President G. Stanley Hall at his best, though his words would of necessity be longer. This needs no elaboration. A chapter on these words would not make more emphatic two highly important suggestions.



Normal school graduates are in much greater demand for primary and other elementary grades than college graduates. They can get higher salary than college graduates in the grades.—*Ex.*

### The Creed of the Cheerful Man.

THE day returns and brings us the petty round of irritating concerns and duties. Help us to play the man, help us to perform them with laughter and kind faces; let cheerfulness abound with industry. Give us to go blithely on our business all this day, bring us to our resting beds weary and content and undishonored, and grant us in the end the gift of sleep. Amen.  
—*Robert Louis Stevenson.*



Those mixers of mysterious potions are not such bad fellows after all. Hear what one had to say of laughter at a recent banquet of the Wholesale Druggists' Association:

"Man is the only animal that was made to laugh, and as science teaches that laughter is a sure boon to health, it is a sin for us to substitute excessive drug-taking for laughter.

"Laughter increases the blood circulation. It expands the lungs. It jiggers the diaphragm. It promotes the dioculation of the spleen.

"I once knew a man who laughed so much that when he died they had to cut his liver out and kill it with a club.

"Don't take your troubles to bed with you; hang them on a chair with your trousers, or drop them in a glass with your teeth."—*Physical Culture.*

Great and wise men have ever loved laughter. The vain, the ignorant, the dishonest, the pretentious alone have dreaded or despised it.—*Fra Elbertus.*

Honest good humor is the oil and wine of a merry meeting, and there is no jovial companionship equal to that where the jokes are rather small and the laughter abundant.—*Washington Irving.*



No school in the country has a moral right to allow a day to pass without a good, wide-awake song. The influence is worth ten times the loss of time for other study.—*Ex.*

The primary school can do no more important service to the children than to see to it that they are absolutely accurate in the spelling of the vocabulary they use.—*Ex.*

Three hundred young women in Chicago who are all to become public school teachers, were recently pronounced physically perfect, including nerves and eyesight. The New York Normal School enquiries recently elicited the fact that nineteen-twentieths of the girl pupils were taller than their mothers. While the heroines of the English novels of a century ago were as weak mentally as physically, the modern heroine is strong in body and mind. Let the good work go on, but let her never forget she is a woman.

## Have you got to speak a piece?

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*William E. Reddig* "THE CORNER"

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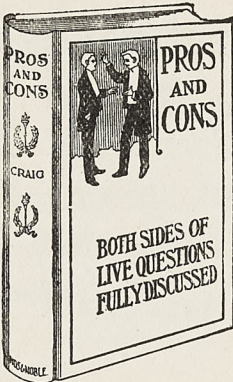
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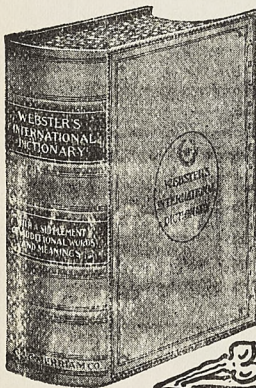
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# Cumb. Valley R. R. Time Table

In effect May 26, 1902.

DOWN	12	2	4	6	8	10	110
LEAVE	ta m	*a m	ta m	ta m	*p m	†p m	*p m
Winch'st'r			7 30	.....	2 15	6 35	.....
M'tinsb'g..			8 15	.....	3 02	7 19	.....
Hagerst'n..	4 20	6 50	9 00	12 20	3 50	8 05	10 15
Gr'ncastle.	4 40	7 11	9 22	12 42	4 14	8 27	10 35
Merc'rsb'g			8 00	10 10	3 30	.....	.....
Chmb'sb'g	5 00	7 34	9 45	1 05	4 45	8 50	10 58
Way'sboro		7 05	.....	12 00	3 35	.....	.....
Shipp'sb'g	5 20	7 53	10 05	1 25	5 07	9 11	11 19
Newville...	5 38	8 10	10 23	1 42	5 26	9 29	11 39
Carlisle....	6 00	8 30	10 44	2 03	5 53	9 51	12 02
Dillsburg...		7 52	.....	1 40	5 10	.....	.....
M'ch'csb'g	6 20	8 50	11 05	2 23	6 15	10 13	12 21
Arr. Hbg...	6 40	9 07	11 25	2 40	6 35	10 33	12 40
	a m	p m	p m	p m	p m	p m	a m
Arr. Phila.	9 37	11 48	3 17	5 47	10 20	4 25	4 25
Arr. N. Y..	11 53	2 13	5 58	8 08	3 53	7 13	7 13
Arr. Balto.	10 11	12 10	3 11	6 00	9 45	2 30	7 15
	a m	p m	p m	p m	p m	p m	a m

Additional east-bound local trains will run daily, except Sunday as follows: Leave Carlisle 5.45 a. m., 7.05 a. m., 12.40 p. m., 3.15 p. m., Mechanicsburg at 6.08 a. m., 7.29 a. m., 8.12 a. m., 1.04 p. m., 2.30 p. m., 3.36 p. m., 5.30 p. m.

Train Nos. 8 and 110 run daily, between Hagerstown and Harrisburg, and No. 2 fifteen minutes late on Sundays.

\*Daily. †Daily except Sunday.

Up Trains	1	3	5	7	17	9	109
LEAVE	p m	a m	a m	p m		p m	p m
Baltimore.	11 55	4 44	8 50	12 00	.....	4 35	8 30
New York.	7 55	12 10	.....	8 55	.....	2 55	5 55
Phila.....	11 20	4 25	8 40	11 40	.....	15 30	8 25
	*a m	*a m	ta m	†p m	†p m	*p m	*p m
Harrisb'g..	5 00	7 55	11 45	3 25	5 15	8 25	11 05
M'ch'csb'g	5 19	8 16	12 05	3 43	5 37	8 46	11 23
Dillsburg..		.....	12 40	4 05	.....	.....	.....
Carlisle....	5 40	8 39	12 27	4 04	6 03	9 08	11 42
Newville...	6 02	9 00	12 51	4 23	6 28	9 29	12 02
Shipp'sb'g	6 20	9 18	1 10	4 39	6 50	9 47	12 18
Way'sboro		10 37	2 05	5 35	.....	.....	.....
Chmb'sb'g	6 40	9 36	1 32	4 58	7 10	10 07	13 38
Merc'rsb'g	8 15	10 47	.....	5 55	.....	.....	.....
Gr'ncastle.	7 05	10 00	1 55	5 21	7 35	10 30	12 55
Hagerst'n..	7 27	10 22	2 17	5 44	.....	10 54	1 15
M'tinsb'g..	8 24	11 10	.....	6 29	.....	.....	.....
Ar. Winc'r.	9 10	11 55	.....	7 15	.....	.....	.....
	a m	a m	p m	p m	p m	p m	a m

Additional local trains will leave Harrisburg as follows: For Carlisle and intermediate stations, at 9.37 a. m., 2.00 p. m., and 6.25 p. m., also for Mechanicsburg, Dillsburg and intermediate stations 7.00 a. m. and 3.15 p. m.

Nos. 1, 3 and 109 run daily between Harrisburg and Hagerstown.

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