

The Normal School Herald

JANUARY, 1904

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SHIPPENSBURG, PA.

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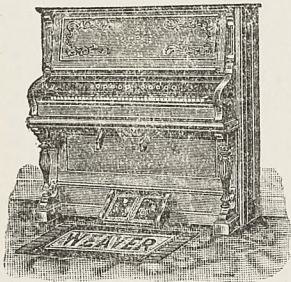
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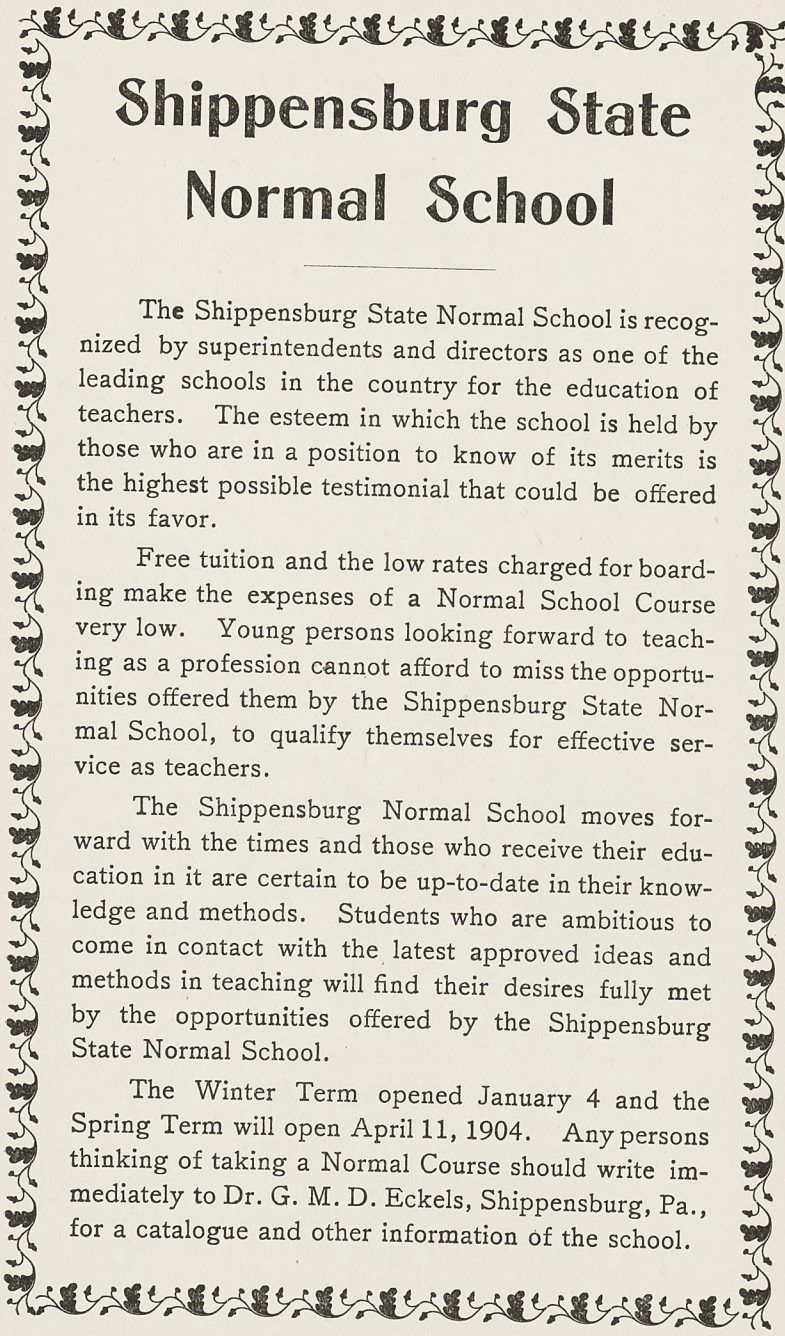
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Shippensburg State Normal School

The Shippensburg State Normal School is recognized by superintendents and directors as one of the leading schools in the country for the education of teachers. The esteem in which the school is held by those who are in a position to know of its merits is the highest possible testimonial that could be offered in its favor.

Free tuition and the low rates charged for boarding make the expenses of a Normal School Course very low. Young persons looking forward to teaching as a profession cannot afford to miss the opportunities offered them by the Shippensburg State Normal School, to qualify themselves for effective service as teachers.

The Shippensburg Normal School moves forward with the times and those who receive their education in it are certain to be up-to-date in their knowledge and methods. Students who are ambitious to come in contact with the latest approved ideas and methods in teaching will find their desires fully met by the opportunities offered by the Shippensburg State Normal School.

The Winter Term opened January 4 and the Spring Term will open April 11, 1904. Any persons thinking of taking a Normal Course should write immediately to Dr. G. M. D. Eckels, Shippensburg, Pa., for a catalogue and other information of the school.

NORMAL SCHOOL HERALD.

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No. 2.

Why a Teacher Should Know His Bible.

The teacher, to whom is given the all-important task of leading the undeveloped minds of childhood and youth into fields of knowledge wholly unexplored by them, of leading them out and assisting them to accept the truth and reject the error, of so training them that they may become independent thinkers and searchers after truth, and of posing before them as an example of manly character such that he need fear no evil consequences to his pupils by the emulation of his character, needs the very best equipment possible. The best equipment consists not in an abnormal development of any one or two sides of his nature at the expense of another. Indeed, the only true ideal equipment consists in the full and harmonious development of the physical, the mental, and the moral nature.

There is a tendency in these hustling times to bend all our energies toward the attainment of the mental, to the exclusion of both the physical and moral; not too much upon the mental, but too little upon the physical, and especially upon the moral nature.

Our system of morals is based upon the Bible; and if for no other reason than for his own moral development, the teacher can ill afford to neglect it; but there are other and weighty reasons why the teacher should become familiar with his Bible.

I. Because of its literary excellence. Among the literary men of the world to-day and in the past, the Bible has been regarded as the gem of literature. Multitudes have quoted from its pages; many have had themes suggested from it for masterpieces, and others have taken their plots and themes directly from its characters. Men like Matthew Arnold, Dana, Heine, Goethe, Shakespeare and Milton have quoted from its pages more frequently than from any other book. Shakespeare, who stands head and shoulders above his fellows in English letters, whom not to have read is an evidence of limited knowledge, and without

whom the ordinary high school pupil's course is not regarded as complete, has five hundred and fifty references and quotations from the Bible. He quotes from fifty-four of the sixty-six books of the Bible, and not one of his thirty-seven plays is without some reference to it. Michelet, the French author, remarked: "As far as I can recollect, the name of God does not occur in Shakespeare, or if it does, it is rarely or by chance, and unaccompanied by the shadow of a religious sentiment." M. Michelet's recollection seems to have been exceedingly bad; for William Burgess, the recent author of "The Bible in Shakespeare," informs us that the name of God appears in the various dramas of the great poet nearly seven hundred times. Thus it is clearly seen that if we take out of Shakespeare's works the direct references and quotations from the Bible, we rob them of very much important material; and if we take from them also the sentiments and principles which are taken from the Bible's teachings, we leave nothing worth reading at all, at least as far as reading for personal improvement is concerned.

Below are a few references chosen at random, which will show the closeness with which Shakespeare followed the Bible in his quotations from it and references to it:

BIBLE.

Blessed are the peacemakers—
Matt. 5: 9.

Thy word is a lamp unto my
feet and a light unto my path—
Psa. 119: 105.

Overcome evil with good—
Rom. 12: 21.

By the works of the law shall
no flesh be justified—Gal. 2: 16.

Love is the fulfilling of the
law—Rom. 13: 10.

Blessed is the man that walketh
not in the counsels of the ungodly
—Ps. 1: 1.

SHAKESPEARE.

Blessed are the peacemakers on
earth—Hen. VI. 2: 1.

My God shall be my hope, my
stay, my guide and lantern to my
feet—Hen. VI. 2: 3.

With a piece of Scripture tell
them that God bids us to do good
for evil—Rich. III. 1: 3.

Though justice be thy plea con-
sider this: that in the course of
justice none of us should see sal-
vation—Mer. of Ven. 4: 1.

Charity itself fulfills the law,
and who can sever love from
charity—Love's Labor Lost, 4: 3.

'Tis meet that noble minds
keep ever with their likes—Jul.
Cæ. 1: 2.

Milton's great poems, Paradise Lost and Paradise Regained,

may not be easily comprehended without a knowledge of the source from which they are taken. Bunyan's *Pilgrim's Progress* also takes its theme from the Bible.

Even skeptics like Lecky, Renan, J. S. Mill and Strauss, though they reject the prevalent notions of inspiration, yet acknowledge the literary excellence of the Bible.

If we look at the Bible from either the standpoint of history or of poetry we shall not be disappointed, but shall find it a veritable gold mine of information and enjoyment.

It contains the only true history of creation; for it is the only hypothesis of creation that is compatible with the later developments of history.

It contains the history of wars, the dealings of nation with nation, tribe with tribe, and through these we may trace the development of institutions. The wars of Israel against the inhabitants of their promised land are especially interesting and instructive to the student of history.

Adventure makes up no small part of history. This phase of history comes in for its due share of consideration in the Bible. For instance, the adventures of Jacob, Samson, Daniel, and Nehemiah, read almost like fiction.

The history of a nation or a people is really but the combined biographies of its leaders. As the history of France for 20 years during the revolution was the biography of its one great leader, Napoleon, so the history of Israel was the biographies of its noble men, as Abraham, Moses, David and others.

Natural history is not neglected either. Clean and unclean beasts, insects, fowls, fishes, and creeping things are described with an exactness that is surprising to us at the present day. Read Leviticus the eleventh chapter. Neither does it stop here, but inasmuch as physical man is a part of the order of nature, much valuable information is given him to aid him to live and maintain his race in happiness and in health. In the 12th chapter of Leviticus it discusses the laws of purification for women after childbirth, and in the 18th chapter unlawful marriages and lusts.

History makes up no small part of the Bible record. The whole of the twelve books following the Pentateuch and the first five books of the New Testament are wholly historic. In a Bible

of twelve hundred pages the historic matter of these seventeen books covers almost five hundred pages. A teacher can ill afford therefore to neglect a book which treats so extensively of the very foundations of all subsequent history of civilization.

Then if we look at the Bible from the standpoint of poetry we do not find it deficient here. For beginning with Job, which is one of the greatest dramas, if not the greatest, ever written, there are five books devoted entirely to poetry covering about one hundred and fifty pages of an ordinary teacher's Bible, besides passage after passage of these poems, especially of the Psalms, quoted in the New Testament, enriching its historic and epistolary pages.

Where, in all the literature of the world, do we find such flights of the imagination as in the Psalms? Or such wise sayings as in the Proverbs of Solomon? Or such sermons as in Ecclesiastes? Or such songs or ballads of love as are recorded of the Church to Christ in Solomon's Songs?

II. A second reason why a teacher should become familiar with his Bible is to be found in the fact that a multitude of our everyday references are to the Bible and to Biblical characters.

In Mathew 16: 3, Jesus used the expression "Signs of the times" in rebuking the Pharisees and Sadducees. In Job's complaint of the cruelty of his friends, he uses the expression: "I am escaped with the skin of my teeth," Job 19: 20.

"A bird told me" is a common expression, and is used in order to hide the true source of information in a revealed secret. The origin of the expression is found in Ecclesiastes 10: 20. "Curse not the king, no not in thy thought; and curse not the rich in thy bedchamber; for a bird of the air shall carry the voice, and that which hath wings shall tell the matter."

We use the expression "as wise as Solomon" because Solomon was the young king of Israel, who, when told that he might have whatever he desired, asked that he might be given wisdom to rule his people justly. It was granted, and he poses before us to-day as the wise man of the world.

"As old as Methuselah" is a proverbial saying, because an antediluvian of the name of Methuselah was permitted to live to a greater age (969 years) than any other man either before or since.

"A Jehu" means a fast driver, because Jehu, one of the

Kings of Israel, was such a furious driver that he was recognized at a great distance, at least on one occasion, by his driving.

Many Biblical characters are the subjects of daily discussion or reference, such as Moses, the great leader and legislator ; Joshua, the great warrior ; Joseph, who, in his youth, was subjected to severe trials and great temptations, yet preserved his integrity and received his reward ; David, the warrior king ; Daniel, the brave captive in a foreign court ; Judas, the grasping betrayer of his Master ; Pilate, the cynical judge in the trial of Jesus ; Stephen, the first Christian martyr ; Paul, the fearless advocate of the cross among the Gentiles ; and a multitude of others with whom a teacher should be familiar in order to give them their proper places in the development of civilization.

III. The last but not the least reason why a teacher should know his Bible is, that it is the Word of God.

We dare not overlook the fact of the existence of a first great cause of all being. This first cause, or creator, is so vitally connected with his creation, that to dispense with the creator is to leave creation without any support, and to attribute many of the actions of his creatures to blind force.

Lest man should make the fatal mistake of failing to give Him his proper place in the universe, and fail to render due honor to Him, God conceived the idea of giving to man a manifestation of His will in a form that he could not easily mistake or change. So He gave us the Bible, which is His Word.

The question of inspiration naturally arises for discussion in proof of the statement, that the Bible is the Word of God ; but within the limits of this article it is not possible to enter into an extended discussion of the question. So let it suffice to say, that the internal evidence of the Book itself is ample proof of its inspiration. " Holy men spake as they were moved by the Holy Ghost." Here the Holy Ghost moved and men spake ; the two uniting to perfect the Scripture " given by inspiration of God." David declares : " The Spirit of the Lord spoke by me, and his words were in my tongue." Paul refers to some utterances as his own, though conveying authorized truth : " My speech and my preaching was not with enticing words of man's wisdom, but in demonstration of the Spirit and of power." " If you inquire," says Professor Fitch, " in what sense the Bible is breathed forth

from God, the true answer is: The whole book was prepared by his direction in subservience to a scheme of redemption through Christ, which had been planned in his eternal wisdom by men to whom he gave direct revelation, or imparted necessary wisdom and knowledge to guide them in their writings; and that, consequently, the whole book has endorsed upon it his name and authority. While all other books are the books of men, this is the Book of God. While all others are liable to err respecting truth and duty, this is infallible."

The Bible being the only book thus inspired, its influence on man is different from that of any other book. Even if we did not know of its effect on the minds, and consequently on the lives of men, this influence is just what we should expect to emanate from a book inspired of God. With this expectation so marvelously satisfied in numberless examples on every hand, we have a very strong argument in favor of its divine origin.

Most books will bear but one reading; a few may be read twice; a very few are worthy of careful study; but the Bible never wears out. The more we read it the more we want to read it.

The Bible is worthy of careful consideration, because in it may be found the way, and the only way, of salvation from sin.

The teacher must take into consideration the fact that human souls are intrusted to his care. It matters not to what extent law interdicts the Bible in our public schools, the teacher, who allows pupils to go from under his care without having at least made an attempt to influence their lives with the traits of a Christian character, has not been a teacher in the truest sense of the word.

REV. J. STANLEY DECKER, '95.

Mt. Pleasant, Iowa.



A New Breakfast Food.

"Do you know the 'Autocrat of the Breakfast Table,' Mr. Tinkham?" asked a lady of her host at a rural dinner-party.

"Well, really, now, I don't know," he replied. "We've tried so many o' them breakfast foods I can't keep track of 'em. Maria," he called to his wife across the table, "have we ever tried the water-cracker of the breakfast-table?"—*Youth's Companion*.

...THE...

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JANUARY, 1904

Editorial.

Headed by Henry Watterson, certain Metropolitan dailies and magazines, a telling reaction has taken place against the extravagant and disgraceful functions which have occurred lately among a certain class of the rich. It is sad to think that in "the land of the free and the home of the brave" an aristocracy of money should have gained such a prominence in affairs, and it is sadder yet to know that many lives endowed with brilliant, God-given powers are being dwarfed and debauched by devotion to the silly demands of "society" in its meanest and narrowest sense.

But against all hinted at herein, the fact that many people are living well-ordered lives is interesting and encouraging to note. Despite the existing facts and happenings in certain quarters, many persons are ordering their daily living in a manner that makes for simplicity. Thousands all over the United States are living simpler in eating, dress and thinking than they were fifteen years ago. Most of the men who are carrying on the developments, discoveries and inventions in medicine, mental science, wireless telegraphy and electricity are living simple lives—models of how great minds shun complex living. Then, too, according to the experience of the best men and the teachings of the greatest Book, which man is happier, the one who is simple in his manner, eating, dress and housings, or the one who is complex?

The Winter Term of the Cumberland Valley State Normal School has opened with more than the usual number of new students. The number of classes has been correspondingly increased, and an additional teacher employed. The outlook for the Spring Term is very encouraging. Already a great many students have made arrangements to enter at the opening of this term. Students desiring a choice of rooms will do well to make application at an early date. All the rooms are pleasant and well furnished, but in every boarding school there is a choice of location in rooms. The readers of the HERALD will confer a favor upon the Principal by sending him the names and addresses of persons who are thinking of attending a Normal School the coming Spring Term.



The number of students comprising the classes in the Cumberland Valley State Normal School is kept within reasonable limits. Whenever in class instruction we lose sight of the individual the instruction is no longer effective in promoting a healthy growth in the mind of the student. The best teachers fail when their classes become too large for individual instruction. No amount of skill on the part of the instructor can compensate for the lack of individual teaching which is inevitable when the classes are over-crowded. In public schools the truth is frequently lost sight of that any school becomes a poor school whenever the number of pupils is more than a single teacher is capable of taking charge of.



The influence of Normal Schools was never stronger than we find it to-day. Many young persons in the earlier days, looking forward to teaching as a life work, hesitated between the Academy and the Normal School as a place for preparation. To-day no such hesitancy is experienced. The value of Normal School education for the teacher is so fully proven by the almost universal success of the teaching of Normal School graduates, that there can no longer be any doubt about the wisdom of young persons who expect to teach receiving a Normal School training. The present popularity of the Pennsylvania State Normal Schools is largely responsible for the increased attendance we find in them this year.

The greatest weakness of the public schools to-day lies in the effort to accomplish too much for the pupil in the time devoted to his instruction. This crowding of the public school curriculum leads to superficial work. In the modern school the pupil knows about more things than did the pupil of a generation ago, but he knows less of their relations. Much of the teaching in the public schools of to-day is memory work, little effort being made to develop in the pupil the power of independent thought. What we need is a smaller circle of knowledge and a fuller comprehension of that which lies within the circle. "To know a few things well is better than to know many things imperfectly."



If the schools are to realize their aim in making character the primary object of their instruction, then character in the teacher must be recognized as his chief qualification. In schools devoted to the training of teachers great care must be taken in securing wholesome discipline for the students. The atmosphere of these schools must be conducive to the moral growth and development of those who come under its influence. No amount of knowledge will supply the want of force of character in the teacher. To come in contact daily with a teacher of high character is a blessing to students which cannot well be overestimated.



Every good teacher will seek to cultivate a fondness for Nature. Nature is the great text book for all children. The natural world around us must be studied, not so much for the material value of the knowledge which comes from such study, but rather because of the pleasure which a familiarity with Nature brings to the life of the individual. God has filled the land with beauty. To discern this beauty and to learn to love it is an education which is priceless in its value. The reflex influence of this beauty upon the soul of the child is noble and refining in its power. To learn to love the beautiful in nature is to enter upon the highway to the enjoyment of that which is best and purest in knowledge.



We must not forget the value of pictures in education. Art is a universal language telling the same story to all people of all

lands and times. Art needs no interpreter for the mind imbued with a love of it. Pictures speak to the heart as well as to the understanding. Ofttimes to understand a picture we must know the history of its conception by the artist. Teachers owe it to the children whom they instruct to familiarize themselves as far as possible with the best art. Pictures never wholly reveal their meaning to the casual observer. The man who takes a hasty glance at a masterpiece of art will find but little recompense for his hurried look. To understand a picture it must be studied. The true meaning of a great picture is not found on the face of its lines or coloring, but in the profound spiritual truth which these lines and colors so delicately suggest. To understand and appreciate art is an essential qualification in the teacher.



The true teacher holds his commission from the highest power in the universe. To hold a commission from such a source is an honor which transcends the glory of a commission from the greatest king or potentate of the world. The teacher who feels that God has called him to his place occupies a position of highest dignity and worth. The man who is called to his station in life by the Sovereign Ruler of the universe never fails. Such a man is moved and sustained by a power which cannot be overcome by the most adverse conditions. When the teacher enters the school room he should feel that he is assuming authority and responsibility placed upon him by the Great Creator of all things, and that he is directly responsible to him for the character of his service.



The Fish Would Not Wait.

A Scotch laird had an Englishman as his guest during the fishing season. The Englishman, says *Forest and Stream*, was a novice at the sport.

One day he hooked a fine salmon, and in his excitement slipped and fell into the river. The keeper, seeing that he was no swimmer, hooked him with the gaff and started to drag him ashore. The laird called out:

"What are ye about, Donal?" Get haud o' the rod and look tae the fush. Ma friend can bide a wee, but the fush winna."

Normal Notes.

The following graduates who are now teaching or attending college, visited Normal during the fall : Messrs. Spangler, Gingrich, Mellinger, James Cunningham, Phineas Morris, Kob, M. O. Billow, and Frank Myers ; Misses Jane McCullough, Josephine Hughes, Alcesta Sellers, Grace Jones, Sabina Marshall, Ellen Blessley, Ella and Mae Miller, Mrs. John Geyer.

Mr. John Sheaffer, who passed Junior in '89, has charge of a grain warehouse at . Mr. Sheaffer taught for several years. He is a warm friend of the school, and now has a brother attending Normal.

The Institute at Gettysburg, under Prof. Roth, was so largely attended that no hall in the town was large enough to hold the audiences. The Institute was divided, and held in two different places at the same time.

Miss Helen Coale, State Secretary of the Y. W. C. A., visited Normal during the fall, and accompanied the school to Mt. Alto on a chestnut party.

Dr. Barton made addresses at the following Institutes during the fall : Dauphin, Fulton, Franklin, Cumberland, Adams and Perry. On the afternoon of January 8th, he gave a lecture before the Chambersburg High School, on Wireless Telegraphy and the X-Rays. In the evening he delivered the same lecture before the local institute of Chambersburg.

After an illness of about ten weeks, Dr. Eckels has almost regained his old time vigor again, and is able to resume his duties.

The Institute in Fulton county, under Prof. Barton, was the best attended in the history of the county.

The Township High School building, Well township, Fulton county, in which H. M. Griffith taught, was burned down during the fall.

The annual excursion of the Senior Class of the C. V. S. N. S., and their friends, to Washington, D. C., will be made in the early part of next May.

If satisfactory terms can be secured, Dr. Barton expects to arrange for a large party to visit the St. Louis Exposition in a body during the early part of next July.

Personals.

'76—T. W. Bevan, who had charge of the schools at Catauqua for a number of years, has accepted a position as General Agent for Chas. Scribners' Sons. Mr. Bevan visited Normal during the fall.

'91—Bertha Herring gave a very pleasing and instructive talk on the subject of Reading at the York County Institute. Miss Herring has charge of the Department of Elocution in the Harrisburg High School, and is engaged in giving public entertainments.

'91—J. M. Hoover is the pioneer missionary in a new section of Borneo. Mr. Hoover requested the native authorities of the island to allow him to come among them and teach. For an answer they sent him a human skull; this answer signified their assent and friendly protection. He is reported by the missionary authorities as doing better work than they expected, since his going was but an experiment. With the necessary funds Mr. Hoover will establish a permanent and flourishing missionary school.

'95—I. W. Huntzberger has been elected as instructor in a High School at Washington, D. C. He is also attending the Law School at Columbia University.

'96—Howard Slagle has a position with the Hanover Savings Fund Bank, Hanover, Pa.

'96—Emmert Sheely is a bookkeeper in the Citizens' National Bank, of Greencastle.

'97—Anna Roth and Marion Flickinger are teaching in Porto Rico.

'00—Cloyd Tressler is a Sophomore at Syracuse University.

'01—T. C. Senseman is employed as piano agent with Yohn Bros., of Harrisburg.

'02—Charles Ober is Superintendent of Schools at Harrison City. He has twenty-eight schools under his supervision. Mr. Ober is to be congratulated. At the beginning of the school year he was teaching at Larimer.

'02—H. H. Beacham is Principal of the High School at Harrison City.

Wanted.

Pure men, sun-crowned, who live above the fog
In public duty and in private thinking.

—J. G. Holland.

Marriages.

YOUNG—STEPHENS.—At Great Falls, Montana, Thursday, December 24, 1903, Mr. Thomas Neilson Young to Miss Sara Elizabeth Stephens, '91.

DUNLAP—HAYS.—At Shippensburg, Pa., Tuesday, November 24, by Dr. W. A. McCarrell, Mr. James Kennedy Dunlap to Miss Nellie Rounds Hays, '93.

BEATTIE—SHAW.—At Mt. Rock, Pa., December 29, 1903, Mr. Hugh Allen Beattie, '99, to Miss Jessie Helen Shaw.

GILL—SPANGLER.—At Shippensburg, December 24, 1903, Mr. Harry Gill to Miss Jess Spangler, '99.

QUEEN—WETZEL.—At Carlisle, January 12, Mr. Jacob L. D. Queen, of Wheeling, W. Va., to Miss Mayme Wetzels, '96.

STINE—LOY.—December 24, at Cisna Run, by Rev. J. W. Weeter, Harvey A. Stine, '02, to Miss May B. Loy, of Cisna Run.

JOBSON—EARLY.—At Shippensburg, Pa., Thursday, January 14, Mr. Geo. B. Jobson, Altoona, Pa., to Miss Annie Early, '97.



Obituary.

Ambrose Pensinger Grove, '98, died at Shippensburg Nov. 9, 1903. Upon graduation Mr. Grove spent a year and a half in the west, after which he secured a position with the P. R. R. Co., and was located at Brooklyn, N. Y., when stricken with pneumonia. In August he was married to Miss Grace M. Wolfe, '96, of Shippensburg. He was convalescent when he came to Shippensburg to rest, but a relapse set in and his weakened body was unable to throw off the disease. The HERALD unites its sincere sorrow with that of his many warm personal friends.



Sad Case.

"You seem poorly prepared to answer even the simplest question, sir," said the professor, sternly. "Perhaps you cannot even tell me who wrote Cæsar's 'Commentaries.' "

"No, sir, I can't," said the student, miserably. "I know the name of the man just as well as I do my own, but it's gone completely out of my mind for the time being."—*Ex.*

Normal Society.

We are glad to say that the membership of our society is increasing. Although we found it to be in the minority last year, the number that we have taken in during the fall term, and since the opening of the winter term, brings it back to its accustomed place. The interest that has been shown by the persons who have been on the programme has increased, and the attendance is much better than formerly. The room is filled nearly every evening. We have been honored lately by visits from old members who have given us some good suggestions for improvement. We are always glad to welcome old members.



Philo Society.

The Philomathean Literary Society is one of the two progressive societies of the Cumberland Valley State Normal School. Owing to the majority of the class of 1903 being "Philos" the membership is not so large this year, but the interest has not been lost. Most of the members are zealous workers and many of them are endowed with good musical talent and excellent speaking qualities. Those who entered the society last fall as active workers already show a marked improvement in appearing before the public. The society in every respect is upholding its high standard of excellence.



Y. M. C. A.

"The Christian teacher of a band of children," says Dr. Holland, "combines the office of preacher and parent and has more to do in shaping the mind and morals of the community than preacher and parent combined." Accepting this as true the Y. M. C. A. of C. V. S. N. S. has been endeavoring to bring all the young men to a personal acquaintance with Christ; also to form the habit of daily Bible study. Marked success has crowned its efforts. With but a few exceptions the young men in the building have become Christians.

A little more than a year ago two Bible Study classes of twenty-five members were organized. The work proved to be pleasant and helpful as was shown by the fact that this fall two classes in Bible study were started with an attendance of thirty-

six members. One class, conducted by Prof. Heiges, is studying "The Life and Work of Jesus according to St. Mark;" the other class, conducted by Prof. McCrone, has taken up "Johnson's Studies for Personal Workers." The classes convene every Sunday morning. The attendance is good and great interest is being manifested in the work.

The programme was arranged by the Devotional Committee for the Week of Prayer, beginning November 9th. The different members of the faculty made addresses during the week. All the talks given were on such passages of scripture as to impress upon the minds of the young men the importance of an upright Christian life.

The Annual Convention of the Young Men's Christian Association of the 7th District, convened at Shippensburg, November 20, 21, 22. Hon. James L. Young, '87, C. V. S. N. S., Mechanicsburg, Pa., was the presiding officer. The meetings were held in the various churches of the town. Sixty-seven delegates were present. Many of these were representatives from the different educational institutions in this district. Subjects of importance to Y. M. C. A. work were discussed. The meetings throughout were well attended, interesting and inspiring.

The College Men's Conference was held in the C. V. N. S. Chapel on Saturday afternoon. The subjects, Bible Study and Missionary Work, were freely discussed. Many good suggestions were offered and all in attendance were deeply impressed with the importance of a daily study of the Bible. Among the speakers present at the convention were Rev. J. W. Meminger; Mr. S. M. Bard, State Secretary Y. M. C. A., Harrisburg; Mr. B. M. Nead, Harrisburg; Mr. Elmer McCurdy, Lebanon; Hon. James A. Stranahan, Ex-Attorney General, Harrisburg; Mr. D. D. Hammelbaugh, Harrisburg.



Tom never ate a "tomater,"
 Kate loved them while Tom was a hater.
 Yet Kate often said
 Such a man she'd not wed,
 So to mate her Tom ate a "tomater."

—Chaparral.

D. W. C. A.

The earnest work of the active members of the Association is telling. Perhaps it is not so noticeable here at school, but we hope and pray that each member may be so influenced that on leaving this institution she may have strengthened her character so as to be a blessing wherever she is called.

Our Associate List is becoming smaller, and it is our earnest prayer that we may soon have all the names on the Active List as true Christian girls.

A great interest is shown in our Sunday afternoon Bible Class, both in attendance and prayerful attention. We have taken up "The Life of Christ" for our study this term. In the near future we expect to take up some Mission Study.

Our "Good-Night Services," held every evening at 9.50 bell, except Wednesday and Sunday evenings, are found to be helpful, and a very beautiful way to close our evening study.

We are happy to say that all the new boarding students this term are Christian girls, and thus add numbers to our Active List.



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Good wine produces long stories and short pocketbooks.

Examine not the antecedents of a good cook.

Experience keeps a good school, but the fees are high and are always collected.

If you would keep your friend, approach him with a telescope, never with a microscope.

While you are waiting for dead men's shoes you are apt to run down at the heel.

Train up a vulture and he will feed on your vitals.

A nod's as good as a bid to a wise auctioneer.

A handful of wit is worth a bucketful of brag.

Men are like matches; no virtue comes out of them till they have been rubbed up against a hard place.

We are forever confounding our hearts with our livers and calling ourselves sad, when we are just bilious.

What we call temper in others, we like to consider temperament in ourselves.

Faculty Notes.

Prof. Chas. Edgar Reber, the recent addition to the Faculty of C. V. S. N. S., comes to us from Palmer University, Indiana, and is well equipped for Normal work. Prof. Reber's specialties are Pedagogy and English. He received his A. B. degree from Ursinus College, his A. B. in English from Harvard, and upon the completion of his thesis he will receive the degree of Ph. D. from the University of Pennsylvania. He is a strong man, and will remain with us until the end of the year.

Miss Jones, teacher of Physical Culture, has resigned her position, to enter the same field in the public schools of Washington, D. C. Miss Jones is an efficient teacher, and we are sorry to lose her services.

Miss Harlow has been ill in New York City during the last few weeks. We are glad to say that she has recovered sufficiently to return to the school, and again take up her work.

Miss Wells, assistant in the Model School, has resigned.



Pat's Plea.

The victory is not necessarily to the wordy. Some three years ago there was a strike of ore-handlers in one of the lake towns, and two gentlemen, one of whom was Mr. L. C. Hanna, brother of Senator Hanna, undertook to persuade the men to return to work. They got on very well—chiefly by compromise—with all except the engineers, says the *New York Evening Post*.

Finally a merchant of the town was mutually agreed upon as arbitrator, and it was arranged that both sides should argue before him the question of an increase in wages. Mr. Hanna represented the employers, while an engineer, Pat Ryan, spoke for his fellows. Mr. Hanna made a long, elaborate argument, covering all the points he expected his opponent to raise. When he finished Pat got up.

"Misther Ref'ree," said he, "th' byes wants th' raise!" Then he sat down.

A few hours later Mr. Hanna was telling of this, and had just expressed himself as certain that the decision would be in the employers' favor, when the telephone bell rang. The referee was at the other end. He informed the employers that he had reached a decision in favor of the men's demand for more wages.

Basket Ball.

Basket ball is *the* game at Normal during the winter months. The sport is thoroughly enjoyed by both girls and boys. Enthusiasm runs high whenever a game is played. Among the girls the seniors and middlers each have a team, and a good, healthy rivalry exists between them. A number of exciting games took place during the fall.

The boys' team is made up of the same boys who played on the team last year. The team has been practicing faithfully and has already played four games. Great things are expected of it, and we have every reason to think that our expectations will be realized.

The first game was played in our own gymnasium Friday evening, November 27th, against the Preparatory School of Gettysburg College. The game was hotly contested, but our team easily were the winners by the score of 24-6. Gettysburg had several good individual players but did poor team work. Our team worked well together for the first game of the season. The time of the halves was 20 and 15 minutes. The line-up:

| NORMAL. | Position. | GETTYSBURG. |
|---------------|--------------|----------------|
| Gray..... | Forward..... | Weaver. |
| Starry..... | Forward..... | Enterline. |
| Kapp..... | Center..... | Leonard. |
| Plum..... | Guard..... | McClure, W. B. |
| Bressler..... | Guard..... | McClure, J. H. |

The trip to Millersville Normal, December 5th, was a very pleasant one. Those who are connected with the Millersville Athletic Association treated our boys with the greatest kindness. We have nothing but words of praise in return for their gentlemanly conduct, and that too, in the face of the fact that theirs was the losing side.

In the first half our team did not allow them to score from the field—two points, however, were thrown from fouls. During the second half Millersville took a brace, and scored six points. They played an excellent defensive game, but not so good an offensive one as our team. Both teams are to be commended upon their fair and sportsmanlike playing. Shippensburg played a slightly better game all around, and were handicapped by throwing at baskets fastened to the sides of the gymnasium instead of

at the ends. The score resulted 9-8 in favor of Shippensburg Normal. The line-up :

| SHIPPENSBURG NORMAL. | Position. | MILLERSVILLE NORMAL. |
|----------------------|--------------|----------------------|
| Bressler..... | Guard..... | McGinnis. |
| Plum..... | Guard..... | Kurtz. |
| Kapp..... | Center..... | Grebinger. |
| Gray..... | Forward..... | Snyder. |
| Starry..... | Forward..... | Stricker. |

Goals from field—Plum, Starry, Kapp, Gray, Stricker 2, Kurtz.
Goals from foul—Stricker 2, Starry. Time—20 and 15 minutes.



The Sophomores of Dickinson came to Normal on January 9th. They had several good individual players, but their team work was very much below par. The Normal team passed the ball with skill and success. In a word, the College boys saw they were outclassed, and during the last half of the game played against time. The score, which was 19-3, does not show the greater superiority of the Normal team in every feature of the game. The line-up :

| DICKINSON, '06. | Position. | SHIPPENSBURG NORMAL. |
|-----------------|-------------|----------------------|
| English..... | Attack..... | Plum. |
| Robinson..... | Attack..... | Starry. |
| Nuttle..... | Center..... | Kapp. |
| Smith, R..... | Guard..... | Gray. |
| Sadler..... | Guard..... | Bressler. |

Goals from field—Starry 2, Plum 3, Kapp 2, Gray, Robinson. Goals from fouls—Starry 3. One point awarded Dickinson on foul. Referee—McCrone. Umpire—Hoover.



For the first time in the history of the institutions Millersville Normal and Shippensburg Normal entered an athletic contest at Shippensburg, January 16th. We sincerely hope that this will not only be the beginning of friendly athletic relations, but also in educational lines.

The game from the very start was a hard, fast, hotly-contested one. In almost every feature of the game both teams were evenly matched. Shippensburg had slight advantages in passing the ball successfully, and throwing from fouls. The score resulted in favor of Shippensburg Normal 17-12. The line-up :

| SHIPPENSBURG NORMAL. | Position. | MILLERSVILLE NORMAL. |
|----------------------|--------------|----------------------|
| Plum..... | Forward..... | Kurtz |
| Starry..... | Forward..... | McGinnis |
| Kapp..... | Center..... | Stonesifer |
| Gray..... | Guard..... | Ely |
| Bressler..... | Guard..... | Grebinger |

Goals from field—Plum 3, Gray 2, Kurtz, Ely 2, Stonesifer, Grebinger. Goals from fouls—Starry 7, Ely 2.



The following is the schedule :

- January 9—Dickinson Sophomores, at Shippensburg.
- January 16—Millersville Normal, at Shippensburg.
- January 23—Steelton High School, at Steelton.
- January 30—Mercersburg, at Mercersburg.
- February 6—Mercersburg, at Shippensburg.
- February 13—Dickinson Preps., at Carlisle.
- February 20—Steelton High School, at Shippensburg.
- February 27—Dickinson Preps., at Shippensburg.



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- February—To the tenth of Deuteronomy.
- March—To the end of First Samuel.
- April—To the end of Second Kings.
- May—To the end of Nehemiah.
- June—To the one hundredth Psalm.
- July—To the end of Isaiah.
- August—To the end of the Old Testament.
- September—To the tenth of Mark.
- October—To the end of Luke.
- November—To the end of Corinthians.
- December—To the end of the New Testament.

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- Georgia—Cracker State.
- Illinois—Sucker State.
- Indiana—Hoosier State.
- Iowa—Hawkeye State.
- Kansas—Garden of the West.
- Kentucky—Blue Grass State.
- Louisiana—Pelican State.
- Maine—Pine Tree State.
- Maryland—Old Line State.
- Massachusetts—Old Bay State.
- Michigan—Wolverine State.
- Minnesota—Gopher State.
- Mississippi—Bayou State.
- Missouri—Bullion State.
- Montana—Singed Cat State.
- Nevada—Silver State.
- New Hampshire—Granite State.
- New Jersey—Garden State.
- New York—Empire State.
- North Carolina—Tar Heel State.
- Ohio—Buckeye State.
- Oregon—Webfoot State.
- Pennsylvania—Keystone State.
- Rhode Island—Little Rhody.
- South Carolina—Palmetto State.
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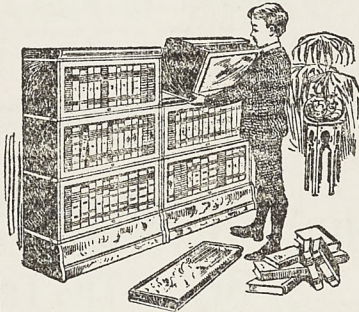
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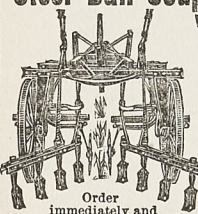
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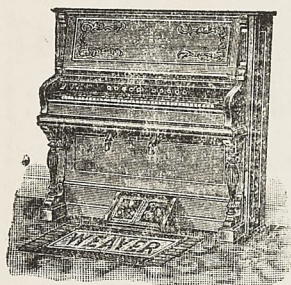
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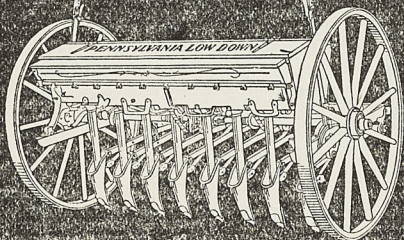
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In effect November 29, 1903.

| DOWN | 12 | 2 | 4 | 6 | 8 | 10 | 110 |
|--------------|-------|-------|-------|-------|-------|-------|-------|
| LEAVE | fa m | *a m | † a m | † a m | *p m | † p m | *p m |
| Winch'st'r | | | 7 25 | | 2 10 | 6 30 | |
| M'tinsb'g.. | ..... | ..... | 8 12 | ..... | 2 57 | 7 14 | ..... |
| Hagerst'n.. | 4 05 | 6 42 | 8 55 | 12 20 | 3 45 | 8 00 | 10 15 |
| Gr'ncastle. | 4 24 | 7 03 | 9 16 | 12 41 | 4 08 | 8 21 | 10 34 |
| Merc'rsb'g | ..... | ..... | 8 00 | 10 30 | 3 30 | ..... | ..... |
| Chmb'sb'g | 4 45 | 7 23 | 9 40 | 1 05 | 4 40 | 8 45 | 10 58 |
| Way'sboro | ..... | ..... | 12 00 | ..... | 3 35 | ..... | ..... |
| Shipp'sb'g | 5 05 | 7 49 | 10 00 | 1 25 | 5 02 | 9 0 | 11 18 |
| Newville... | 5 23 | 8 07 | 10 18 | 1 42 | 5 21 | 9 24 | 11 39 |
| Carlisle.... | 5 45 | 8 28 | 10 39 | 2 03 | 5 48 | 9 45 | 12 02 |
| Dillsburg.. | ..... | ..... | 10 00 | ..... | 5 23 | ..... | ..... |
| M'ch'csb'g | 6 09 | 8 48 | 11 00 | 2 23 | 6 10 | 10 07 | 12 21 |
| Arr. Hbg... | 6 30 | 9 05 | 11 20 | 2 40 | 6 30 | 10 25 | 12 40 |
| | a m | a m | p m | p m | p m | p m | a m |
| Arr. Phila. | 9 37 | 11 48 | 3 17 | 5 47 | 9 28 | 4 23 | 4 23 |
| Arr. N. Y.. | 11 53 | 2 13 | 5 53 | 8 08 | 12 33 | 7 13 | 7 13 |
| Arr. Balto. | 10 11 | 12 10 | 3 11 | 6 00 | 9 45 | 2 20 | 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 7.05 a. m., 12.30 p. m., 3.15 p. m., leave Mechanicsburg at 5.54 a. m., 7.29 a. m., 12.52 p. m., 3.36 p. m., Leave Dillsburg 5.35 a. m., 10.00 a. m., 5.23 p. m.

Train Nos. 2, 8 and 110 run daily, between Hagerstown and Harrisburg.

* Daily. † Daily except Sunday.

| Up Trains | 1 | 3 | 5 | 7 | 17 | 9 | 109 |
|--------------|-------|-------|-------|-------|-------|-------|-------|
| LEAVE | p m | a m | a m | a m | a m | p m | p m |
| Baltimore. | 11 55 | 4 44 | 8 52 | 12 00 | ..... | 4 35 | 8 30 |
| New York. | 7 55 | 12 10 | ..... | 8 55 | ..... | 2 55 | 5 55 |
| Phila..... | 11 40 | 4 25 | 8 40 | 11 40 | ..... | 15 30 | 8 25 |
| | * a m | * a m | † a m | † p m | † p m | † p m | * p m |
| Harrisb'g.. | 5 00 | 7 55 | 11 45 | 3 20 | 5 15 | 8 30 | 11 05 |
| M'ch'csb'g | 5 19 | 8 15 | 12 05 | 3 37 | 5 37 | 8 51 | 11 23 |
| Dillsburg.. | ..... | 8 50 | ..... | 4 02 | ..... | ..... | ..... |
| Carlisle.... | 5 40 | 8 37 | 12 27 | 3 57 | 6 00 | 9 13 | 11 42 |
| Newville... | 6 02 | 9 00 | 12 51 | 4 16 | 6 27 | 9 34 | 12 02 |
| Shipp'sb'g | 6 20 | 9 18 | 1 10 | 4 32 | 6 50 | 9 52 | 12 18 |
| Way'sboro | ..... | 10 32 | 2 05 | 5 38 | ..... | ..... | ..... |
| Chmb'sb'g | 6 40 | 9 36 | 1 32 | 4 50 | 7 10 | 10 12 | 12 36 |
| Merc'rsb'g | 8 15 | 10 30 | ..... | 5 48 | ..... | ..... | ..... |
| Gr'ncastle. | 7 05 | 10 01 | 1 56 | 5 14 | 7 36 | 10 36 | 12 56 |
| Hagerst'n.. | 7 27 | 10 22 | 2 17 | 5 37 | 7 57 | 10 57 | 1 15 |
| M'tinsb'g.. | 8 24 | 11 10 | ..... | 6 24 | ..... | ..... | ..... |
| Ar. Winch'r. | 9 10 | 11 55 | ..... | 7 10 | ..... | ..... | ..... |
| | 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 6.30 p. m., also for Mechanicsburg, Dillsburg and intermediate stations 7.30 a. m. and 3.10 and 6.30 p. m.

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

Pullman Palace Sleeping Cars between New York and Knoxville, Tenn., on Trains 1 west and 110 east and between Philadelphia and Welsh on N. & W. railway on trains 109 west and 12 east except that on Sunday the Philadelphia sleeper will run east on No. 2.

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