

NORMAL SCHOOL HERALD.

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What is a Public School?

Abstract of address of Dr. G. M. D. Eckels, delivered before the Directors' Association, January 14, 1905.

President Elliot, of Harvard University, in an address delivered about two years ago, declared the public school to be a failure. He based his assertion upon the following statement of conditions now existing in the United States:

1. There is more drunkenness in our country than ever before.
2. Gambling is on the increase.
3. Lynchings are becoming more frequent.
4. There is more corruption in legislation and at the polls than has ever existed before.
5. There is more light and unwholesome reading being done than in any former period of our history.
6. There are more people running after popular delusions, especially in the healing art, than at any former time.

These criticisms are based upon the doctrine that the chief purpose of education is ethical, a position which no intelligent educator would to-day care to dispute. Dr. Elliot is regarded as one of the foremost educators of our country, and any statement he would make concerning education should challenge our careful consideration. The idea held by some persons that the school is for knowledge, the home for morals, and the church for religion, is neither logical nor safe. The home is a divine institution, and must therefore teach religion to the children; and the school, being the supplement of the home, must teach whatever it is the duty of the home to teach. A godless school is as much out of place as a godless home. Of course we must not teach *sectarian* religion in the public school. President Elliot's charges are therefore deserving of our consideration. It is our business to answer his charges by convincing arguments, or, failing in this,

to hold the school at least partially responsible for the unfavorable moral conditions to which he has referred. That the State and the nation in the future will lay greater stress upon the moral outcome of the schools, must be foreseen by all those who regard the public school as being established in the interest of popular government. There are sources of demoralization in our country to-day which, if not checked, will undoubtedly lead to revolution. The public school must do all it can to remove these evils which now threaten the very foundation of our free institutions. It isn't a question of whether or not the public school was originally intended for the prevention and correction of the evils which endanger the social and civic life of the State. If the public schools can be broadened in their sphere of usefulness so as to have them take a deeper concern in the moral qualifications of the citizens of the State, then it becomes the duty of the State to so use them. The public school is the creature of the State and it is right that it should be conducted for the highest public good. The fact that the interests of the individual, as well as the interest of the State, are involved in the ethical trend we give to education in the public school, makes it all the more imperative that the public schools should be placed on the highest possible moral plane.

It is possibly impossible to define completely the public school, but a working definition is absolutely essential to the wise conduct of these schools. First, let us turn our attention to the negative aspect of this question and endeavor to answer the question what the public school is not.

The public school is not a place where the poor are educated at the expense of the rich. It is a place where the rich and the poor are educated together; where the high and the low drink from the same fountain of truth; where friendships are born between the humble and lofty in station. The rich need the public school even more than the poor.

The public school is not a place where pupils are made smart; where they receive a training which will enable them to take advantage of their more ignorant neighbors. The world has too many smart people already. There is no need for the public school if it is to be turned into a factory for the production of men and women whose intellects are sharpened and whose moral natures are dulled.

The public school is not a place where busy mothers may send their troublesome children in order to escape for a time the annoyance of their mischief in the home. A school holiday is a sad day for many a mother wearied with domestic cares. I do not begrudge her the peace which comes to her household when the children are packed off for the day to the public school. I only object to any mothers of our land looking upon the public school from the low standpoint of its affording the home temporary relief from the pranks and destruction of the children who belong to it. They should see in the school a higher purpose. They should behold in it splendid opportunities for their sons and daughters to obtain a good equipment for life.

The public school is not a place where bright pupils are discovered and educated and dull pupils discovered and neglected. There are too many teachers who cannot become interested in backward pupils. The mark of a true teacher is that he is no respecter of persons. He is interested in every pupil for the sake of all.

Looking at this question from the positive side, we find that there are at least four important demands which the public schools must satisfy if they are to adequately serve the interests for which they have been established.

First, we have the demand on the part of the *State*. The State invests a large amount of money on these schools each year and it has the right to claim something from them in return. It has a right to claim of the public school that the youth of the Commonwealth shall be instructed in the duties and the rights of the citizen and that they shall be trained to those virtues which will lead them to the performance of such duties and a wholesome respect for the rights of every other citizen. *Justice* must be insisted on in the relations which exist between the teacher and his pupils and the relations which exist between the pupils themselves. A teacher cannot afford to be unjust to his pupils and he dare not allow them to be unjust among themselves.

Obedience is a cardinal virtue of the citizen. Absolute obedience should be a law of the school. It is a mockery to freedom to have the American flag floating over a disorderly school. The pupil trained to obedience in the home and in the school will be true to the laws of the Commonwealth and the nation when he takes his place as a citizen.

Loyalty is essential in a good citizen. Bribery is all too common in our election districts and legislative halls. We forget that "peace hath her victories as well as war." Loyalty to the flag is as necessary when it floats over the election booth as when its colors wave in the front of an armed foe. We need more of the spirit which possessed our forefathers of the Revolution. When General Reed, of Pennsylvania, was approached during the Revolution by the agents of the English Government with the offer of fifty thousand dollars and high honors if he would use his influence to restore peace between the colonies and Great Britain, he replied: "I am not worth purchasing, but such as I am, the King of Great Britain is not rich enough to buy me." Children must be taught by parents and teachers that it is their duty to be loyal to their school. The young man who is not loyal to his school and his home cannot be trusted in his loyalty to the State and the nation. It is a good sign when pupils are proud of their school and jealous of its reputation.

Society has claims upon the public schools. The social life of every community is being made richer or poorer every year by the stream of human life which flows into it from out the school-room door. What sort of people is society seeking for its improvement?

The social life of every community needs the services of those who are *kind*. Everywhere there is the cry for help. Too many persons are like the priest and the Levite of the parable, who, when they see suffering, pass by on the other side. Society needs more good Samaritans.

Society demands for its good more regard for the *truth*. If there were as many liars in David's time as there are in these modern times we can almost excuse David for his impulsive declaration that "all men are liars." The school must stamp out falsehood from the ranks of its pupils. It must not tolerate a lie in any shape or form. Untruthfulness lies at the basis of many of the ills of social life. The falsifier is an enemy to himself and the community.

Politeness is an important element in the make-up of every true gentleman. In every public school true politeness should be faithfully cultivated. The teacher himself should be an example of refinement and good manners. Politeness has commercial as well as social value. A young man in business will find

his promotion much more rapid and his position much more secure if he is careful of his address and his manner.

The *business world* has a right to demand of the public schools that those who receive their education in them shall be qualified for effective service in the marts of trade and commerce. The business world is receiving into its ranks to-day those who come from the desks of the public school rooms. It demands of the public school that it shall insist upon *accuracy* of work. The business man does not want to be bothered with the clerk or salesman whose work is not reliable. He will not tolerate inaccuracy or carelessness. He wants things done correctly and at the proper time. A young man who had passed through college paying his tuition by services rendered the college, the most important of his duties being the ringing of the chapel bell, was asked by a friend what part of his college course he considered to be of most advantage to him. He replied, "the ringing of the chapel bell every morning at a particular time."

The business world wants only those who are *industrious*. A good school is always a busy school. The child that does not acquire habits of industry in the home and the school is poorly fitted to take his place in the world of business. The school is essentially a place for work and not for play. Play is incidental; work is constant.

Confidence is the foundation of prosperity in the business world. The future is always uncertain where confidence is lacking in the men who conduct the business of the country. *Responsibility* is one of the highest tests of a safe and successful business man. The school must do its share in the work of developing the feeling of responsibility in those who come under its influence as pupils. To hold pupils responsible for assigned tasks is the very essence of discipline for life. The home study table is essential if the home is to co-operate fully with the public schools. The pupil who is held accountable for duties belonging to the school room will think it no hardship later in life when he is held responsible for duties assigned him by his employers. The home life of to-day does not afford the pupil the same opportunity for the development of the feeling of responsibility that it did in a former day. We must, therefore, expect more of the school in this direction.

The State, the community and the places of trade and busi-

ness are all looking toward the public school for protection and support. Men, however, have other obligations than those which belong to them as citizens, neighbors and men of business. Every man is a citizen of two kingdoms. He cannot afford to succeed in the lower and miss the higher kingdom. Every man is a plan of God and has his place to fill in God's economy. Preparation for this higher kingdom is necessary just as it is necessary for earthly success. Man's relation to God is individual. Men are not admitted to the kingdom of God by states or provinces. The gate of the Eternal City must swing back for every individual who enters it. The individual himself has, therefore, claims upon the public school. The school has its share of responsibility for the *ideals* which are born in the mind of the pupil as he receives his training for life. Besides every boy in the school room there sits another boy invisible except to the eye of fancy. This ideal boy is different from the real boy of to-day, but not so different from the real boy of to-morrow. Daily the youth is coming nearer his ideal of a former day, but, as he moves toward it, it takes its flight and perches on a loftier peak of the great mountain which every ambitious youth is struggling to ascend.

If the ladder of life has a top which reaches beyond the clouds and leans against the windows of heaven, so it has foundations which rest upon the earth. The school with the home and the Church must lay these foundations. "Other foundation can no man lay than that which is laid, which is Jesus Christ." Every school must make the pupils familiar with the *truth*. This nation of ours is a Christian nation and our civilization is a Christian civilization. Those who laid the foundations of our great Republic were Christian in faith and their purpose was to build a form of government whose pillars should rest on God's eternal truth. The spirit of the Lord must be upon the teacher, and when it is, the *vision* of the pupil will be extended and his eye even in the very morning of life will behold the "shining way" which leads to the city of the Great King.



He saw her skating on the pond
And longed to speak, she was so nice!
But dared not till they did collide
And both fell down; that broke the ice.

Houston Post.

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C. H. GORDINIER, Editor.
ADA V. HORTON, '88, Personal Editor.
J. S. HEIGES, '91, Business Manager.

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APRIL, 1905.

Editorial.

The crusade that has been waging for the past few years, but more especially during the last year, concerning teachers' salaries, is beginning to bear fruit. In nearly all the large cities this year's scale of salaries shows a marked increase, and is due largely to the united efforts of the teachers themselves. This wave of reform, starting in the large educational centers, is gradually moving outward to small towns and country districts; though, wave-like, with diminished energy. This year sees the minimum salary law in effect in Pennsylvania, and we of the Keystone State shall not have to blush so deeply hereafter when reading comparative salary statistics. Let the good work go on.



And still the discussion goes on as to whether teaching is a profession. We know there is a philosophy, a science and an art of teaching, and on what broader basis can any profession be founded? Without entering into an extended discussion of this subject, we venture the following assertion:—that teaching is a profession when based upon logical principles and conducted as a rational art. Unfortunately too many teachers are not professional, nor will this objection be obviated until entrance into the ranks can be effected only after proper preparation. When there shall be demanded of each teacher a high degree of scholastic ability, not less than three years of professional training, when teachers take up the work for life, and not for a year or two,

when they look upon it as a vocation and not as a stepping-stone to some other work, when the salaries paid shall be sufficient to attract the highest talent, then, perhaps, the noble work of teaching may be regarded and universally recognized as a profession.



No man or woman can be said to be cultivated or educated who has not acquired the reading habit. In our intercourse with our fellowmen we come into contact with few great minds, but when we do, what a treat to hear them converse. In days of old men travelled thousands of miles to hear the words which fell from the lips of Solomon or Plato, or other great thinkers. But this is no longer necessary, as the art of printing has brought those people to us, and we no longer need to go to them. Since we have the greatest thoughts of the greatest minds at our command, does it not seem a waste of time to spend so many valuable hours in the company of little minds, and in the indulgence of idle conversation? There is a place for light talk; it affords recreation, stimulates certain mental activities, and develops what Bacon calls ready wit. Employed judiciously, it results in mental elasticity and pliability, and materially assists in expression, but can never produce the hardy, vigorous mental fibre essential to intellectual strength and culture. If we thoroughly appreciated the trite saying that the mind grows by what it feeds upon, we would no doubt spend less time in idle conversation, and more in becoming acquainted with the great minds that are offered to us almost without money and without price.



Teacher, where does your shadow fall; before you, behind you, or under your feet? We mean the shadow of irritability, nervousness, or that general feeling of being "out of sorts." No one has the right of projecting his bad feelings upon others, least of all a teacher. And yet how many helpless children suffer every day, merely because the teacher is out of sorts. We taught in the same building with a young woman some years ago who expected a letter every Tuesday and Friday from her lover. If it failed to come, she took revenge on the poor children, and on such days books, pencils and rulers flew around the school-room, and her voice was pitched in seven sharps. She married. We

congratulated the school and extended condolences to her husband. She is merely representative of a large class of teachers, who, while demanding self-restraint on the part of the pupils, fail to set the correct example. They always remind us of Goldsmith's lines :

"Well had the boding tremblers learned to trace
The day's disasters in his morning face."

We are also reminded of the business man, who before going to the office one morning had a quarrel with his wife, in which he came out second best. Arriving at the office he immediately administered a reprimand to the head clerk, who became angry and found fault with his assistant, who in turn took it out on the next man, and so on down to the office boy, who relieved his feelings by kicking the inoffensive office cat. And that office was in a turmoil all day, because a husband and wife had had a difference of opinion. If you carry a shadow with you, keep it under your feet, and do not project it on all within reach. This advice is free, and comes from the depths of our heart and our new Morris chair.



As most of the seven-months' terms are now closed, this is a good time to "take stock," to borrow a commercial phrase. Fellow teacher, make an inventory of your professional equipment and see how your assets compare with those of a year ago. If you have grown in academic knowledge, in patience, in skill, in tact, in sympathy, in professional spirit, in general strength, the balance ought to be a good one, and on the right side of the ledger. If you have suffered a loss, either resolve to more than make good that loss, or else drop out of the ranks and give your place to some one more worthy. A rigid self examination may not be conducive to complacency but it should be beneficial. Three conditions are possible,—a gain, a loss, or you may have reached the "dead line." If the last, it is time for you to do some hard thinking.



In Eden, once, a rib became
A woman, so they say;
But now its ribbons that become
The woman of to-day.

Cincinnati Commercial-Tribune

Normal Notes.

The fourth floor debating club, after a brief but honorable career, held their last meeting just before the close of the winter term, and then adjourned *sine die*. The principal feature of this meeting was a very sumptuous banquet.



The Y. M. C. A. and Y. W. C. A. sociable during the winter term was a pleasing affair. A very excellent program was rendered, the grave and the gay being well proportioned, and the whole resulting in a large amount of small change being added to the coffers of these praiseworthy organizations.



The spring term opened April 3d under most flattering auspices. The number of new students coming in is very large, and when all shall have arrived who are expected, the number of rooms in use will be unprecedented. Some of these will complete the Junior year; others further advanced, including some who have been here before, will qualify for Senior next year. Many are teachers with the spirit of professional advancement, whose experience and maturity of thought make them a very pleasing class to work with. The zeal with which all these are taking hold shows that they intend these three months to count for much in their educational career.



Thursday evening, March 2nd, all lovers of music were afforded a genuine treat, when Prof. Vieh and Miss Hamaker, of Wilson college, gave a recital in Normal chapel before a large audience of students and town people. Miss Hamaker has a voice of exceptional compass, power and flexibility, all of which were shown to advantage in the difficult classic numbers she rendered. Prof. Vieh proved himself master of the piano, his technique being beyond criticism, and his interpretation of Bach, Liszt and others of equal rank awakening universal admiration. While it is a fact that only those professionally trained can appreciate classic music, it is very helpful and stimulating to "listen up" to the work of a great artist along musical lines.



The social life of the school moved along the even tenor of its way during the winter term. The skating season continued much longer than usual, which fact seemed to be appreciated by some strikers and strikees. On account of the lecture Feb. 22nd, it was necessary to postpone the regular Washington's Birthday sociable, and for the same reason the March sociable was carried over. But these losses were more than made good by

The Middler Reception.

This new feature in the social life of the Normal was introduced this year for the first time, and will no doubt be made a permanent event. The reception was held Saturday evening, March 18th, and was a marked success. The members of the Middle year class were received in the parlors by the Faculty, followed by the other students of the school. All were then ushered into the Chapel, where an excellent program was rendered by the Middlers. Besides a most valuable address by Dr. Eckels on "The Ideal Student," the program presented some very novel and entertaining features. The Faculty and Middlers then repaired to the dining hall where light refreshments were served. The latter part of the evening was spent in a generally social way, the pleasure of which was enhanced by the attendance of the full orchestra from town.



Faculty Notes.

Dr. Barton and Prof. Gordinier were among the many thousands who witnessed the inauguration of President Roosevelt, leaving Shippensburg Friday afternoon, March 3, and returning Monday morning. As may be supposed, the trip was strenuously interesting if not extremely restful.

Prof. Rife went to Philadelphia Jan. 24, to see E. H. Southern and Julia Marlowe in *Hamlet*. This trip was by no means purely for pleasure, Prof. Rife feeling he could teach this masterpiece better after seeing it interpreted by two such famous artists.

Dr. and Mrs. Eckels, Miss Quigley and Miss Brenner attended the concert given at Carlisle, March 10th. The occasion was an unusual one for Carlisle, those taking part in the program being musicians of national reputation.

Several members of the Faculty indulged in a little recreation March 8th, by going to Chambersburg to witness "Way Down East."

During January, Dr. Eckels attended educational rallies at Highspire and Steelton, and made an address at each. At Gettysburg he spoke before the County Directors' Association.

Saturday, April 1, Dr. Eckels went to Martinsburg, West Virginia, to address the Berkeley County Teachers' Association.

During the spring vacation those of the Faculty remaining at the Normal were Dr. and Mrs. Eckels, Prof. and Mrs. Heiges and Miss Hemphill. Miss Horton spent a few days visiting friends in Harrisburg and Middletown. Miss Davie spent the vacation in Atlantic City; Miss Brenner in Baltimore; Miss Wylie in Altoona; Miss Crewe in Wilmington, Philadelphia and Baltimore.

Dr. Barton spent a few days in Philadelphia, and then went to McConnellsburg to address the County Directors' Association, Friday afternoon, March 31.

In the evening he gave a lecture on Wireless Telegraphy.

Prof. Hughes attended the Methodist Conference at Berwick, as a delegate from the Shippensburg M. E. church.

As a member of the Legislative Committee of Normal school principals, Dr. Eckels, during the present session of the State Legislature, has been looking after the interests of the Normal schools of the State.

Sunday evening, March 19th, Prof. Gordinier spoke at the Stony Point church, Franklin county.

Sunday evening, February 12th, Prof. Rife gave an address in the Lutheran church at Chambersburg on "Missions," and by request repeated the address in the Lutheran church of Shippensburg, a few weeks later.

In February Dr. Barton attended the State Association of School Directors at Harrisburg, as a delegate from Cumberland County. Also the Cumberland School Directors' Association at Mechanicsburg.

New Teachers.

The following teachers entered the Faculty of the C. V. S. N. S. at the opening of the Spring Term: Miss Glenn Raymond, of Brooklyn, N. Y., Mr. Edward H. Reisner, of McConnellsburg, Pa., Mr. G. Chas. Clever, of Shippensburg, Pa., Mr. Norman S. Wolf, of Gettysburg, Pa., and Miss Helen S. Dykeman, of Shippensburg, Pa.

Miss Raymond will take the place of Miss Harlow, as preceptress and teacher of reading and elocution. Miss Harlow resigned her position because of ill health. She leaves the school much respected by teachers and students and their best wishes go with her for her speedy recovery to health and strength. Miss Raymond is a graduate of the Emerson School of Expression. She has had previous experience in Normal School work, and comes very highly recommended for her new duties.

Mr. Reisner is a graduate of the Cumberland Valley State Normal School, class of 1901, and is now a student at Ursinus College, Collegeville, Pa. By virtue of his advanced standing in his class, he has been given leave of absence from the college to teach during the Spring Term. Mr. Reisner has taught successfully in the public schools and in select schools for teachers.

Mr. Clever attended Normal School several terms and afterwards attended Mercersburg College, where he prepared for entrance to Franklin and Marshall College. He graduated from this college two years ago, and for the past two years has been in charge of the township high school of Quincy, Pa., where he has been very popular and successful.

Mr. Wolf is a graduate of Pennsylvania College at Gettysburg and is now attending the Lutheran Seminary at that place. He has obtained leave of absence from the Seminary to teach during the Spring Term. Mr. Wolf is a young man of fine attainments and has had several years successful experience as a teacher in the public schools.

Miss Helen S. Dykeman has been elected assistant librarian. This addition to our Faculty force has become necessary because of the increased use our students are making of the library and reading room. Miss Dykeman is a graduate of the Cumberland Valley State Normal School, class of '98. She has since taken advanced work in the Normal School and has taught very successfully for several terms in the public schools.

Alumni Personals.

'77—Prof. S. H. Treher was elected, January 16th, to the Principalship of the North St. Public school in Waynesboro, Pa. Prof. Treher has of late years been residing in Shippensburg, and the Herald wishes him great success in his present field of labor.

'03—Miss Maude Fulcher is taking a course at the University of West Virginia, Morgantown, in connection with her school duties.

'00—Miss Elsie First is teaching in Perkiomen Seminary, Pennsburg Pa.

'96—Miss Damaris Peters is teaching in the Schools of New York City.

'97—Miss Frances Geiger has been elected to teach the school near Shippensburg made vacant by the resignation of Prof. Treher, who goes to Waynesboro.

'03—M. E. Smith is Principal of the school at Royalton, Pa.

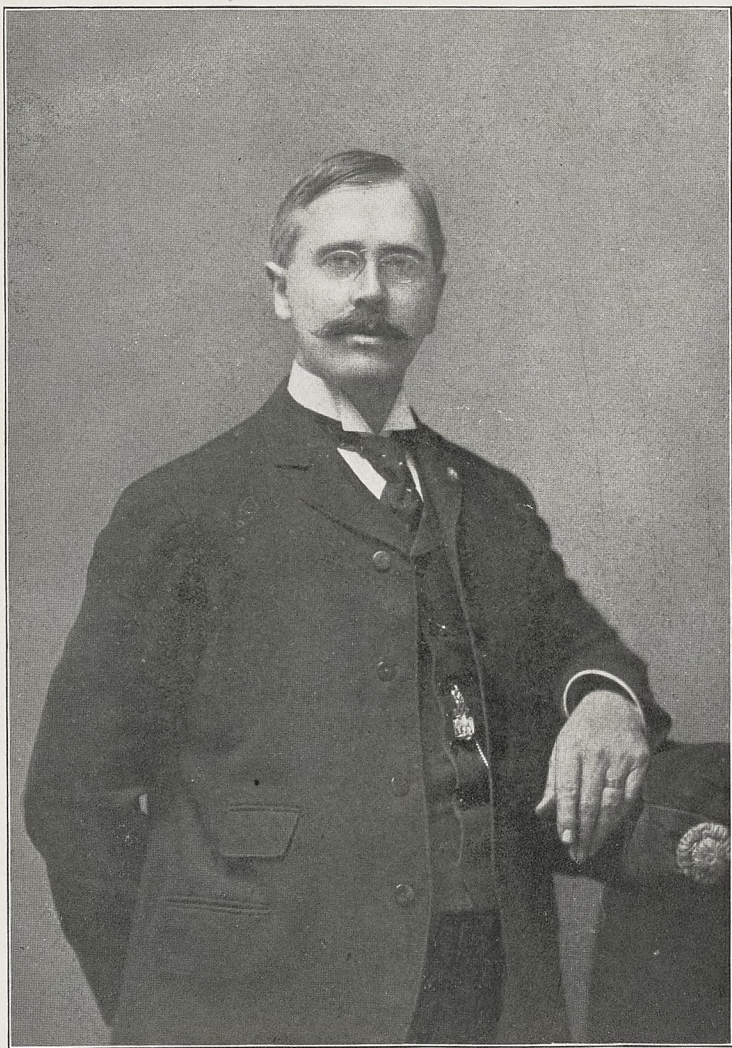
'00—H. B. Raffensperger, assistant principal of the schools at Newport, has resigned to accept a government position in St. Louis as Meat Inspector.

'02—Mr. Chas. F. Noll, of the Junior class at State College, has been selected as one of the orators at Commencement in June.

'98—Mr. W. K. Rhodes, who graduated at Bucknell University a few years ago, is now traveling in the interests of the University.

'97—Mr. J. S. Ausherman, is one of the debaters selected from the Senior class at Bucknell University for the contest between Bucknell and Cornell.

Prof. C. E. Reber, who taught in the Normal last year, has been elected to the principalship of the Waynesboro high school. Prof. Reber is a graduate of Ursinus College and took a degree at Harvard, where he spent a year. He has done two years' resident work at University of Pennsylvania. The Herald wishes him great success in his new field of labor.



HON. F. B. WICKERSHAM, '84, MEMBER OF THE STATE LEGISLATURE
FROM DAUPHIN COUNTY.

Mr. F. B. Wickersham graduated from the Cumberland Valley State Normal School in 1884. After graduating he taught in the public schools successfully for several years. He then studied law and later was admitted to the Dauphin County Bar. He is now serving his first term as a Republican member of the House of Representatives at Harrisburg. The Herald extends congratulations to Mr. Wickersham on his rapid advancement and offers best wishes for his future.



The Normal Sunday School.

While looking carefully after the physical, mental and moral education of our students, the spiritual is by no means neglected. To further Christian growth we have a Y. M. C. A., Y. W. C. A., mid-week prayer-meeting conducted in turn by the male members of the faculty, and a Sunday School. In the organization of the latter, the young ladies are divided into two classes taught by Dr. Eckels and Prof. Rife. These classes use the Comprehensive Quarterly, and devote a half hour to the study of the lesson. At the same hour Prof. Heiges meets a class of young men who are studying Bosworth's Life of Christ, according to the four gospels, and Prof. Gordinier has also a class of young men who are making a study of the life of Christ by Mark, as arranged by Murray. After the study of the lesson all repair to the chapel for closing exercises, conducted in turn by the above named teachers, and consisting of music, prayer, etc.

The school also carries on a mission work. This is under the Woman's Union Missionary Society for Heathen lands which has been in existence since 1860. Miss Horton is in charge of the work in our Sunday School. A collection is taken each Sunday and the amount thus raised is forwarded once a month to the headquarters of the society at New York City. The money we raise is for the support of a Girls' Day school at Jhansi, India. The cost of support for one year for this school is fifty dollars. We began the work in March, 1902. The first year about thirty-eight dollars was raised; the second year about forty, and this year we expect to easily raise the required fifty for the support of this school. The matter is brought before the school once every month by Miss Horton during the closing exercises.

The following is the paper read for January :

Japan.

Japan is an island Empire situated east of Asia. It consists of about four thousand islands. Of these only about four hundred are inhabited. The largest of these is Hondo, and another large one is Yezo. The capital is Tokio on the island of Hondo. The islands cover an area of 161,000 square miles and the population in 1900 was 43,072,000.

A Constitution was adopted in 1889, and Japan is now a Constitutional Monarchy. This Constitution gives freedom of speech and freedom of religious belief to the people. The present ruler is Prince Mutsuiti, commonly called Prince Ito. He is styled the Mikado and was born November 3, 1852, and began his reign February 13, 1876. He is the 123rd Mikado.

Japan was opened to foreigners in 1854, and in 1860 a Japanese Embassy visited the United States, and the following year embassies were sent to other foreign countries. When the new Constitution was adopted they reorganized everything. They invited educators from the United States to reorganize their school system. French officers to remodel the army, British seamen to reorganize the navy, and Dutch engineers to make internal improvements. The "Missionary Link" in speaking of Japan says: "The government is selecting Christians to fill the posts of secretaries and interpreters to those who go to other countries in diplomatic service. A young Christian student of Tokio has lately been appointed to such a post as this. The explanation I have heard is this, that Christians do not drink wine, and it is very important that a servant of the country should know how to abstain, for if he becomes intoxicated, he is in danger of revealing state secrets. Whatever their reason, this government, not yet Christian, trusts those individuals who are. Last year in Yokohama one of the candidates for the post of Mayor was a Christian and was elected by an overwhelming majority because of his life and character.

"A wonderful work is being done in the army and navy. Christian clubs for men have been opened in all the important military and naval stations, and there are confessed believers in Christ in all ranks among the high officials, the subordinate officers and the privates. A Christian chaplain sent by the Y. M. C. A., has gone to the front. The living gospel is permeating the very life of the nation, and the need now is not simply for more Christians, though that is important, but of better Christians."

Intellectually the people are the equals of any known race. They are kindly in disposition, love music and flowers, take responsibility lightly, but are very brave. They are cheerful and contented and very courteous. Stoddard in his lectures on Japan relates a little incident that shows their extreme politeness to Americans. It seems there is a duty in Japan on photographic cameras. One of Stoddard's party on landing at Yokohama was called upon to pay the stipulated sum. "I have no Japanese money," said he, "I must leave my camera and call again." "Not at all," replied the official courteously, "I will lend you the money. Here it is." "But what security have you that I will pay you," said my friend. "Ah," replied the smiling official, "you are an American."

The houses are built one story high without any cellars. There are no tables, chairs or bedsteads. Thick wadded quilts serve as mattresses and blankets. The food is served on little stands about two feet high and eaten with chopsticks. Fish is the only meat they have in their diet. This, with rice and vegetables, is their only food.

There are three religions, Shinto, Buddhism and Christianity. Buddhism is the prevailing religion, and in most houses is a small shelf called a God shelf on which is a shrine to Shinto or Buddha. Christianity has made great advancement. In 1900 there were 723 Protestant missionaries, 570 native preachers, 416 churches with more than 42,000 members and 14 theological and other schools.

The Woman's Missionary Society has not been idle in Japan. In Tokio, Yokohama and many other towns the work has been carried on for a number of years, and day schools, Sunday schools, hospitals and dispensaries have been organized, and there are many native workers.

ADA V. HORTON.



Entertainment Course.

The illustrated lecture, "The Life-Saving Service," by J. E. Comerford, Jan. 25th, was novel, entertaining, and instructive. Mr. Comerford appeared upon the platform in the uniform of an officer of the life-guard, a pleasing change from the conventional black, and gave a most valuable description of this important, though under-paid branch of our public service. The work of

the life service was well illustrated by means of moving pictures, and all present were able to get some idea of what a storm at sea really means, and the sacrifices made by the brave men, who after a few years are turned off by the government, without pension or reward to support broken health and advancing years.



The lecture by Rev. Francis Clement Kelly the evening of February 22, was indeed a treat to all who heard it. Mr. Kelly possesses the physical requirements of a public speaker, a good presence, excellent voice, and easy, graceful gestures. The subject, "A Dream of Equality," gave no clue in advance to the line of reasoning, but was handled in an unique and masterful manner. The "Dream" is made possible by the application of the Golden Rule as taught by the Man of Galilee; and the Golden Rule becomes possible only through universal education gained in the home, the church, and the school, the educational trinity. Such education finding its best definition in the word *discipline*, employed in its fullest sense. The lecture was inspiring and thought-provoking, with just enough of a substratum of excellent humor. The town and school are under obligations to Dr. Barton for this opportunity to hear Mr. Kelly.



Mr. Alkire, basso of the Mendelssohn Male Quartet, being called home by the death of his father, the company was somewhat crippled at their appearance in Normal Chapel, Friday evening, March 17. But while part singing was rendered impossible, a very pleasing program was furnished, consisting of solos by the other members of the quartet, and readings by Miss Marguerite Smith. Each gentleman showed himself possessed of an excellent voice, and the constant encores manifested the favor with which each member was received. The work of Mr. Yarnley, cello soloist, won universal approval. Miss Marguerite Smith easily holds her reputation as the leading child impersonator before the public, and by her perfect delineations in these roles called forth heartiest applause.



We were disappointed in not having with us on Dec. 7th, Ex-Governor Bob Taylor, of Tennessee. He had been engaged by Dr. Barton some time previous through a lecture bureau, and

a full house had been sold. Owing to the fact that Mr. Taylor did not receive notice of his engagement for Shippensburg, he of course did not put in an appearance, and the large audience had to be dismissed. Subsequent efforts to get a date with him have thus far proved futile, and it is likely we shall not have him. If such prove the case, some one else equally strong will be secured. Verily the man who conducts an entertainment course does not pass through the season on flowery beds of ease, as something usually occurs to give him a jar or two.



As we go to press we are able to make note of the lecture given by Dr. M. W. Chase, of Chicago, Friday evening, April 14th. The speaker took as his subject "Why; or the Problem of Life."

Dr. Chase said that each human life represents the cradle, the school, the workshop and the grave, and these present the questions *Whence? What? Why? Whither?* He merely touched upon the *Whence*, refuting the theory of spontaneous generation, and maintaining that all life springs from co-ordinated antecedent life. Pleasure does not furnish the answer to the *Why*, but the answer is found in the two ideas, service and affection. The lecturer struck a strong blow at snobbery, and showed that personal worth and service are the true measure of greatness. He then dwelt upon the fact that the 20th century demands the specialist. In emphasizing the part played in life by the affections, Dr. Chase said the heart should be in everything, especially the marriage covenant. A strong contrast was made between true and false affection, fraternity, including both equality and liberty in the motto of France.

The speaker showed great judgment and delicacy in dealing with the subject of race suicide. Dr. Chase is a man of sense, humor and strong feeling, his lecture was meaty, yet full of good humor, and was a good close to a very successful entertainment course.



She—"Oh, Henry, that cow seems to be coming awfully fast!"

Henry—"Er—Yes. I'm afraid she has lost her calf, and—"

She—"Well, do something about it quick to make her see that you are not it!"—Chicago *News*.

**Metrical Translations of the Preface and Invocation
of Virgil's Æneid.**

Of arms I sing and the hero great,
 Who first from Troy's most wretched state,
 A fugitive by fate oppressed,
 To Italy came for promised rest.
 That one much tossed on land and sea,
 By force of gods and misery ;
 Enduring much in war besides,
 Till in his city he resides,
 And household gods to Latium brings ;
 From whence the noble Cæsar springs,
 The Alban fathers' sacred home,
 And honored walls of lofty Rome.
 O Muse, to me the cause make known,
 What quarrel, ungodlike, rent Jove's throne ;
 What fancied wrong roused Juno's hate.
 To drive Aeneas to such a fate,
 And force a man of pious sign
 In cares and troubles to repine.
 Do angry hate and jealousy
 Obtain in Olympian sovereignty ?
 Do such base passions hold the helm,
 And guide affairs in Jove's proud realm ?

LEILA McCULLOUGH and ETHEL EDWARDS.



Of arms and a hero I sing,
 Who from Troy and her ruined towers,
 Pursued by fate, his course did wing,
 To Italy and Lavinian shores.
 Much was he tossed on land and sea,
 By the cruel powers from above,
 On account of Juno's hostility,
 Juno, the vengeful wife of Jove.
 He suffered much in wretched war,
 Till to his city new and home,
 His favoring household gods he bore,
 Whence Latin race and lofty Rome.

In what were the deities opposed?
Why was it that proud Juno wills
That a man to piety disposed,
Should strive so long with grievous ills?
O Muse, to me the causes tell,
Why this resentment and this hate,
Which in celestial minds do dwell,
And render wretched Jove's high state?

JAMES B. ELTON, JR.



Character Sketch of Sir Roger de Coverley.

Look back upon the "Age of Chivalry," in Worcestershire, England, and you will see an eccentric, gay, cheerful and hearty knight, Sir Roger de Coverley.

He is a gentleman of ancient ancestry, who were full of love for peace, as well as for military genius. When he was young, a fine looking, well dressed gentleman, he lived in town. So great was his fame, he became sheriff of the shire. His genteel appearance does not continue; he is ill-treated by a widow with whom he has fallen in love. He now determines to live a bachelor. He grows careless about himself and "never dresses afterward. He continues to wear a coat and doublet of the same cut that was in vogue when his great crisis came upon him. He is a gentleman very peculiar in his behavior, but his singularities proceed from his good sense." He contradicts the manners of the world only as he thinks the world is in the wrong. However, this creates him no enemies; his being unconfined to modes and fashions makes him all the readier and more capable of obliging all that know him. Even in town he never fails to give a passer-by a hearty good-morning. He is a great lover of mankind. "There is such a mirthful cast in his behavior that he is rather loved than esteemed. His tenants grow rich. His servants look happy. All the young women profess to love him, and the young men delight in his company." When he comes home he calls his servants by name and tells them of his visit.

Sir Roger felt himself a very important character. Though with but a common education, he deemed himself capable to talk upon any subject. In his visit to Westminster Abbey, he knew

more about the heroes and kings buried there than had ever occurred. In this visit he seemed to think "his forefathers looked wiser in their beards than he did without one." Addison says: "The knight assured me, if I would recommend beards in one of my papers, and endeavor to restore human faces to their ancient dignity, that upon a month's warning he would lead up fashion himself in a pair of whiskers."

"There are some opinions," says Sir Roger, "in which one should stand neuter," yet at one time he believes that no such a thing as witchcraft exists, while at another time he strongly insists upon binding Moll White as a most desperate witch in the court session. Thus we see his fickleness of mind. His maxim is, "Do as I say, not as I do." In church he exercised great pains in keeping his tenants awake, but did not scruple to enter dreamland himself. He spoke of gypsies as thieves and called the butler a fool once for being seduced by their enticements; yet out of curiosity the eccentric old knight had his fortune told by these vagrants.

No religious scruples prevented him from being a free user of spirits and tobacco. He highly recommended Widow Trouby's water to Addison, saying, it produced such a pleasant effect and was unequalled as a disinfective.

In his speech, he uses blunt expressions, yet his conversation is agreeable. He says, "a wise man is not always a good man." "None but men of fine part ought to be hanged." He shows that some of the most polite are not the most virtuous.

He is highly patriotic; he loves to talk of his native land, of her victories and her power. He firmly declares: "I never make use of any waterman who has not given a leg or an arm to his country!"

As a churchman, Sir Roger is lord of the whole parish. He shirks no duties to make every one in the parish participants in the Sunday worship. During church he exhibits many of his striking eccentricities.

Full of charity, he keeps an open house on Christmas. Once in this season he killed eight hogs and dealt them, together with a pack of cards, to the poor of the parish. He loves to see men happy.

He shows a forgiving spirit before his death in bequeathing certain gifts to the long loved widow as a token of his love.



BASKET BALL TEAM OF 1905.

"He met his death in seeking justice for a poor widow and her fatherless children." Thus passed away Sir Roger de Coverley, a man full of piety, wisdom, humor, wit and satire. He leaves us the lesson. "It is not so much what we do as how we do it."

GARRY C. MYERS.



Athletics.

The department of athletics has come to be recognized as an important one in every educational institution in the land, and the Shippensburg Normal is giving the matter due attention, while at the same time trying to keep it where it belongs, as an incidental and not a principal feature of education. As sanity consists in seeing things in their true proportion, we shall endeavor to be sane always in this feature of school life.



Basket Ball.

The third basket ball game of the season was played Jan. 14, with Chambersburg Academy, our boys winning easily by the score of 35 to 9.

STEELTON 27—NORMAL 18.

The Normal team met the team from Steelton High school, Jan. 21. The teams were equally matched and when the first half closed the score stood 9 to 8, in favor of Normal. This lead was increased until Steelton had nine points to gain with ten minutes to play. At this point our boys took a slump and allowed their opponents to win out. Line-up as follows:

Normal.		Steelton.
Watson	forward	Nebinger.
Berry	"	Gaffney.
Bitner	center	Reed.
Line	guard	Whitmoyer.
Sheeley	"	Clausen.

Goals from field, Nebinger 4, Clausen 4, Whitmoyer 2, Reed 2, Gaffney 1, Bitner 3, Watson 1, Line 1, Berry 2, Sheeley 1. Goals from fouls, Normal 2, Steelton 1.

NORMAL 27—MILLERSVILLE 18.

On Saturday afternoon, January 29, a large crowd witnessed a fast and exciting game with the Millersville Normal. For the third successive game in two years our boys lowered the colors of our sister Normal. Line up:

Millersville.	Normal.
McGinnis forward	Watson.
Grebinger "	Berry.
Ernst center	Bitner.
Kurty guard	Line.
Stonesifer "	Sheeley.

Goals from field, McGinnis 2, Ernst 2, Grebinger 4, Kurty 1, Berry 4, Bitner 3, Line 2, Sheeley 1, Watson 2. Goals from fouls, Normal 3.

February 4, our boys went to Chambersburg and administered a second defeat, the slippery condition of the floor making quick work impossible; score 13 to 9.

The 11th of February brought us face to face with the Steelton team on their own floor. After playing one of the hardest games seen on the Steelton floor this season, our team lost by the score of 21 to 30.

Our team journeyed to Millersville to play a game of basket ball, but our rivals had not forgotten their foot ball tactics. In a game in which our boys excelled in everything except pushing and holding they were defeated by a score of 44 to 25. So our sister Normal "squared" accounts.

Company G, of Carlisle, was defeated on February 25 by the Normal team in a one-sided contest, 48 to 5.

On the following Saturday Harrisburg high school became our victims by the score of 58 to 6.

SUSQUEHANNA 13—NORMAL 34.

The Normal boys closed a most successful season by the victory won over the strong team from Susquehanna University. The game was fast and clean from beginning to end, and showed that both teams are made up of gentlemanly players. Line-up:

Susquehanna	Normal
Rinehart forward	Watson.
Weaver "	Berry.
Shaeffer center	Bitner.
Stauffer guard	Craig.
Sunday "	Sheeley.

Goals from field: Weaver 3, Shaeffer, Sunday 1, Berry 6, Sheeley 5, Bitner 2, Watson 2, Craig 1. Goals from fouls, Normal 2, Susquehanna 3.

Below we give the games and scores for the season:

Date	Opponents	Normal.
December 2—	Gettysburg Preparatory 4	31
“ 10—	C. V. S. N. S. Alumni 6	22
January 14—	Chambersburg Academy 9	35
“ 21—	Steelton High School 27	18
“ 28—	Millersville Normal 18	27
February 4—	Chambersburg Academy 9	13
“ 11—	Steelton High School 30	21
“ 18—	Millersville Normal 44	25
“ 25—	Company G, of Carlisle 5	48
March 4—	Harrisburg High School 6	58
“ 10—	Susquehanna University 13	34
Total points 171		332

J. S. HEIGES, Coach.



Base Ball.

The outlook for a good base ball season is encouraging; some promising material is developing, and a great effort is being made to have the coming season the best in the history of the Normal.

The following schedule has been arranged for the spring term:

- April 8—Mercersburg Academy, 2nd.
 - April 15—Open.
 - April 22—Harrisburg High School.*
 - April 24—Chambersburg Academy.*
 - April 29—Dickinson 2nd.
 - May 6—Dickinson 2nd.*
 - May 13—Open.
 - May 20—Mercersburg Academy, 2nd.*
 - May 27—Carlisle A. C.*
 - May 30—Open.
 - June 3—Millersville Normal,
 - June 10—Millersville Normal.*
 - June 17—Open.
 - June 24—Harrisburg A. A.*
- * Home grounds.

Visiting List.

Among the visitors to the Normal during the winter we note the following: Miss Maria Dickson Alexander and Miss Mary S. Sloan, McConnellsburg; Elda Gardner, Uriah; Ruth A. Carbaugh, Mt. Holly Springs; Bessie A. Bentz, Mt. Holly Springs; Alda Fought, Mechanicsburg; Araminta Manbeck, Lebanon; Helen Reinoehl, Lebanon; Mrs. Allen Shue, York; Mrs. H. C. McClellan, Mifflintown; Margaret LeFevre and Pearl LeFevre, Mooredale; Annie C. Eyster, Walnut Bottom; Esther Sheaffer, West Fairview; Ethel Neyhard, Mechanicsburg; Mary Gochbauer, Camp Hill; O. G. Baish, Altoona; E. R. Underwood, Dixon, Ill.; R. E. McPherson, Oakville; George E. Wineman, Newburg; Carl Cooper, Carlisle; Loy Arnold, Harrisburg; Ed. Robb, Lebanon; E. L. Ludt, Mooredale; A. M. Gehman, Green Spring; H. S. Daniels, Harrisonville; Elmer Trogler, Mercersburg; Sharp Hemphill, Oakville; James Dunlap, Newville; H. M. Riddlesberger and D. N. Benedict, Waynesboro; D. A. Kimmel and I. A. Kimmel, Big Dam; A. J. Harbold, Bermudian; J. L. Krall, Hall; B. K. Lerew, New Kingston; R. A. Little, Two Taverns; H. S. Smeltzer, Littlestown; Leroy H. Unger and O. H. Ebersole, Linglestown; J. K. Hoffman, York Springs; George W. Kuhn and Z. N. Kuhn, Chambersburg; K. N. Taylor, Reedsville; W. E. Gregg, Markleville; R. Black, Donnally Mills; J. Martin, McConnellsburg; and Dr. S. J. Hefflebower, President of Pennsylvania College, Gettysburg, Pa.



Marriages.

BADORF—McCLELLAN.—In Washington, D. C., Mr. J. A. G. Badorf to Miss May McClellan, '00.

ROBSON—GILLILAND.—At Kalispell, Montana, Mr. Robert Havelock Robson, of Newcastle-on-Tyne, England, to Miss Mary Meade Gilliland, '97.

KNISLEY—RUTH.—At Highspire, February 9, Edwin J. Knisley to Ethel Alla Ruth, '98.

RENEKER—Miller.—At Mechanicsburg, April 4, Mr. Walter Linden Reneker to Miss Donie Alda Miller, '04.

RIFE—DEARDORFF.—At Arendtsville, March 28, by Rev. D. T. Koser, Mr. Herman J. Rife to Miss Ellen Deardorff, '99.

Obituary.

William Creswell Hughes, '94, died February 25, 1905. We clip the following from the Shippensburg News, of March 3, 1905:

DEATH OF WILLIAM CRESWELL HUGHES.

On Saturday afternoon a telegram was received at this place announcing the sad and startling death, in the railroad yards, at Rutherford, on the Philadelphia and Reading railroad, of William C. Hughes, only son of Prof. and Mrs. J. W. Hughes, of this place. Mr. Hughes has been in the employ of the company for the past 10 years, or since his graduation at the C. V. State Normal School, in the class of 1894. At the time of his death it seems he was in the yard throwing switches. A train was coming down the tracks, when it is supposed he tripped and fell on the track. The engineer saw him and called, but although he applied all his air, was too close to avert the accident; the wheels passed over his body, crushing out his young life. He was one of those active stirring young men, fond of the bustle and excitement attending those in the railroad service. Although fitted and prepared in every respect for office work, which the company would gladly had him accept, he preferred the activities and exercise which offered outside. The deceased was born at Everett, in Bedford county, November 15, 1876, and at death was aged 27 years, 3 months and 10 days. He is survived by his parents and one, only sister, Mrs. John Hughes, of Mannington, West Va. Services were held at the home at 11 o'clock on Tuesday morning, conducted by Rev. H. A. Straub, assisted by Rev. W. A. McCarrell, D. D. At one o'clock the body was taken to the train and conveyed to Everett, their former home, where interment was made in the beautiful cemetery of that place, by the side of brothers and sisters gone before.

The following resolutions were adopted at a Faculty meeting held February 27, 1905:

WHEREAS, The hand of sudden death has been laid upon Wm C. Hughes, a graduate of the Cumberland Valley State Normal School, and the only son of our co-worker, Prof. J. W. Hughes, and

WHEREAS, The deceased during his life time manifested a high degree of filial affection and his conduct at all times reflected

credit upon this institution—therefore by us, the Faculty of the Cumberland Valley State Normal School, be it

Resolved, That while we bow to the inscrutable designs of an all wise Providence, we do hereby express our sorrow for the untimely death of one of our alumni.

That we tender to Prof. Hughes and family our most sincere sympathy in their present bereavement, and

That these resolutions be spread upon the minutes of this meeting and a copy of the same be sent to Prof. Hughes and family.



Washington Trip.

The annual tour of the Senior class to Washington, D. C., will be made May 4, 5 and 6. Members of the Alumni desiring to join the excursion should write Dr. Joseph F. Barton for full particulars.

The following was the itinerary of last year's excursion :

THURSDAY, MAY 5, 1904.—Leave Cumberland Valley Railroad station, Shippensburg, at 7.49 A. M., sharp. Arrive Washington at 1.20 P. M., where special omnibuses will be in readiness to convey party to the Capitol. Tour of the building will be made under escort of special guides. Visit United States Senate and House of the Representatives, then proceed to United States Navy Yard. Dinner at Oxford Hotel, corner 14th street and New York Avenue, at 6.00 P. M. Leave hotel at 7.30 P. M. for Congressional library.

FRIDAY, MAY 6, 1904.—Leave hotel at 9.00 A. M. for Corcoran Art Gallery, White House, and United States Treasury. Luncheon at hotel at 12.00 noon. At 1.00 P. M. take street cars for Mt. Vernon Steamboat Wharf; boat leaves at 1.45 P. M. Dinner at hotel at 6.30 P. M.

SATURDAY, MAY 7, 1904.—Leave hotel at 8.30 A. M., for Bureau of Engraving and Printing, Smithsonian Institution, National Museum, and United States Fisheries building. Return to the hotel for luncheon at 1.00 P. M. Take street cars at 2.30 P. M. for Pennsylvania Railroad station, corner Sixth and B streets. Train leaves for Shippensburg at 3.30 P. M.

NOTES.—The Washington Monument may be visited independently; the elevator leaves at the hour and at the half hour,

beginning at 9.30 A. M., and ending at 4.00 P. M.; will take thirty persons on each trip.

Six street car tickets are sold for twenty-five cents, good on any line in the city.

The Congressional Library is open in the evening until 10 P. M.

All baggage should be tagged with owner's name and home address.



Y. M. C. A.

The winter term has not been one of unusual growth or special achievement in our Association work, yet it has been full of earnest, quiet effort; a term which may in the clearer light of the future, prove to have been a step in the working out of God's purpose among the young men of the school. With the opening of the spring term the Christian life of the school requires additional effort in bringing the new students into close relationship with the old members of the Association. The true and deep Christian life is very much influenced by spiritual environment; therefore, the Association will put forth special effort to win every woman of the school as an active member. Only when we shall have accomplished this, can we do the best and most successful work.

EMMA HAAR, President.



Y. M. C. A.

The Y. M. C. A. of the Normal is progressing nicely. All but one of the boys in the building are members of the Association. The new boys that came in the winter term are taking up the work with zeal, and the prospects for the future are bright. The new members of the cabinet have been elected for the coming year; Mr. Kimmel is President. The Mission Class, which was begun this year for the first time, is a success; we hold our meetings at two o'clock on Sunday afternoons in one of the boys' rooms. The prospects for good work during the spring term are very bright.

The members have already written a letter to the new boys that are coming, thus making them feel that they are coming to a place where they will meet friends. Being a friend to a brother is the only way he can be led to Christ.

W. DON MORTON, President.

Normal.

The progress of the Society is shown by the faithful work of the members individually, as well as of the society as a whole. Although Philo Society has the majority of the members of the graduating class this year, Normal will take her place in that respect next year. The patriotic spirit of the Society was evidenced by the following special program rendered Feb. 17th, in commemoration of Washington and Lincoln :

Calling to order—President.

Reading of minutes of last meeting—Secretary.

Roll Call—Secretary.

Music—Glee Club.

Declamation—The American Flag—Mr. Unger.

Recitation—Mr. Thomas.

Anecdotes of Washington—Mr. Meyers.

Oration—Mr. Starry.

Anecdotes of Lincoln—Mr. Geiss.

Short talk on Washington—Mr. Bender.

Music—Glee Club.

Recitation—Mr. Swartz.

Instrumental Solo—Mr. Baish.

Miscellaneous Business.

Gazette—Miss Haar.

Critic's Remarks ; General Criticisms ; Song by Society, America.

The Society room was unusually well filled, many being present who were not members of the Society. The interest in the program was shown by the hearty applause and remarks made by some of the visitors. Another proof of the patriotic spirit was the decorations, consisting of pictures, bunting, flags, etc.

RUTH ELLIOTT, Secretary.



Philomathean.

The progress and success attained by Philo during the winter term are very evident. The attendance is large and the interest manifested steadily increasing. The Glee Club and Mandolin Club, aided by the co-operation of the society, have proved to be an indispensable feature of the program. During this term the Curators have endeavored to select questions closely allied with current events, hence the debates are, for the most part, entertaining and instructive. The increase in the number of lady debaters continues to bring forth talent previously latent. The

society evening brings rest from the toils of the week, and at the same time a few hours of healthful and pleasant recreation. The individual members desire that the forces of Philo may be greatly strengthened during the spring term. As a stimulus to success even greater than that of the past, let us keep before us a vivid picture of the Great Stone Face, which we as a society must eventually become like unto. The officers for the ensuing weeks as follows:—President, Mr. Lyter; Vice President, Mr. Griffith; Secretary, Miss Robb; Critic, Miss Hocker; Curators, Miss Spong, Miss Fannie LeFevre, Mr. Kirkpatrick; Doorkeeper, Mr. Guyer.

NELLE R. ROBB, Secretary.



The poet was in great distress.

“If I cannot sell my poetry,” he lamented, “how may I keep the wolf from the door?”

“You might read your poetry to the animal,” delicately suggested a friend.—Louisville *Courier-Journal*.

Jinks—When burglars were in your house the other night did Mrs. Filkins look under the bed for a man?

Filkins—Yes, and found one, too.

Jinks—One of the burglars?

Filkins—No; me!—Royal *Magazine*.

Enpeck—“My wife told me to buy her a good broom.”

Dealer—“Well, here’s one with a hickory handle—warranted not to break.”

Enpeck—“Great Scott! Do you think my skull is made of cast-iron?”—Chicago *News*.

“I’m quite taken with the new governess,” said Gayman’s wife. “She certainly does darn beautiful.”

“She is, indeed,” exclaimed Gayman, dreamily.

Poems Worth Reading.

The House Beside The Road.

BY SAM WALTER FOSS.

There are hermit souls that live withdrawn
 In the place of their self-content ;
 There are souls like stars that dwell apart
 In a fellowless firmament.
 There are pioneer souls that blaze their paths
 Where the highways never ran,
 But let me live by the side of the road,
 And be a friend to man.

Let me live in a house by the side of the road
 Where the race of men go by :
 The men who are good, and the men who are bad,
 As good and as bad as I.
 I would not sit in the scorner's seat
 Nor hurl the cynic's ban.
 Let me live in a house by the side of the road,
 And be a friend of man.

I see from my house by the side of the road,
 By the side of the highway of life,
 The men who press with the ardor of hope,
 And the men who are faint with the strife.
 But I turn not away from their smiles nor their tears,
 Both parts of an infinite plan ;
 But live in my house by the side of the road,
 And be a friend to man.

I know there are brook-gladdened meadows ahead,
 And mountains of wearisome height,
 That the road passes on through the long afternoon
 And stretches away to the night.
 But still I rejoice when the travelers rejoice,
 And weep with the strangers that moan,
 Nor live in my house by the side of the road
 As a man that dwells alone.

Let me live in my house by the side of the road,
 Where the race of men go by ;
 They are good, they are bad, they are weak,
 They are strong, wise, foolish : so am I.
 Then, why should I sit in the scorner's seat,
 Or hurl the cynic's ban ?
 Let me live in a house by the side of the road,
 And be a friend to man.

The Sin of Omission.

BY MARGARET E. SANGSTER.

It isn't the thing you do, dear,
 It's the thing you've left undone,
 Which gives you a bit of heartache
 At the setting of the sun.
 The tender word forgotten,
 The letter you did not write,
 The flower you might have sent, dear,
 Are your haunting ghosts to-night.

The stone you might have lifted
 Out of a brother's way.
 The bit of heartsome counsel
 You were hurried too much to say ;
 The loving touch of a hand, dear,
 The gentle and winsome tone,
 That you had no time nor thought for,
 With troubles enough of your own.

The little acts of kindness,
 So easily out of mind ;
 These chances to be angels
 Which every mortal finds.
 They come in night and silence,
 Each chill, reproachful wraith,
 When hope is faint and flagging,
 And a blight has dropped on faith.

For life is all too short, dear,
 And sorrow is all too great
 To suffer our slow compassion,
 That tarries until too late.
 And it's not the thing you do, dear,
 It's the thing you leave undone,
 Which gives you the bit of heartache
 At the setting of the sun.

Worth While.

BY ELLA WHEELER WILCOX.

It is easy enough to be pleasant,
 When life flows by like a song,
 But the man worth while is one who will smile
 When everything goes dead wrong ;
 For the test of the heart is trouble,
 And it always comes with the years,
 And the smile that is worth the praises of earth
 Is the smile that shines through tears.

It is easy enough to be prudent,
 When nothing tempts you to stray,
 When without or within no voice of sin
 Is luring your soul away ;
 But it's only a negative virtue
 Until it is tried by fire,
 And the life that is worth the honor on earth
 Is the one that resists desire.

By the cynic, the sad, the fallen,
 Who had no strength for the strife,
 The world's highway is cumbered to-day,
 They make up the sum of life.
 But the virtue that conquers passion,
 And the sorrow that hides in a smile,
 It is these that are worth the homage on earth,
 For we find them but once in a while.



Book Reviews.

Latin Composition for Secondary Schools. Part I. By B. L. D'ooge. Ginn & Co.

The fact that the average student is lamentably weak in Latin Composition makes it imperative that a book such as the above should find place in a well regulated course of study. Part I of this series is based for vocabulary on Cæsar's Commentaries, so defining its place in the course. The lessons are arranged in logical order of development, and grammatical sequence. Each consists of references to the leading Latin grammars, idioms and phrases and material for translation. Three lessons for oral translation are followed by one for written, which plan has obvious advantages. The book as a whole appears to be well adapted to its purpose, and will be used in the Shippensburg Normal during the spring term in Middle year work.

The Most Popular College Songs. Hinds, Noble and Eldridge.

Since college songs are now sung by all classes of people, north, south, east and west, a demand is created for a book, containing not only the songs peculiarly applicable to college life, but the "old-timers," the songs which have been popular for years and always will be, such as "Annie Laurie," "Juanita," "Old Kentucky Home," "Stars of the Summer Night,"

"Swanee River," and many others which may be said to constitute American folk-lore, if a country so new may properly be considered as having folk-lore.

The book is attractively gotten up, all scores of good size and with no abridgement, and should find a place in every home where any one can sing. Hinds, Noble and Eldridge are putting out an attractive line of music for schools, and are prepared to supply anything desired from kindergarten to university.



The Calendar—1904-1905.

FALL TERM.

Monday, September 5—Fall Term begins.
Thursday, November 24—Thanksgiving.
Friday, December 16—Fall Term closes.

WINTER TERM.

Monday, January 2—Winter Term opens.
Wednesday, February 22—Washington's Birthday.
Friday, March 24—Winter Term closes.

SPRING TERM.

Monday, April 3—Spring Term opens.
Friday, April 28—Anniversary Normal Literary Society.
Friday, May 13—Reunion Philo Literary Society.
Friday, June 23—Model School Commencement.
Sunday, June 25—Baccalaureate Sermon.
Monday, June 26—Musical and Literary Entertainment.
Tuesday, June 27—Class Day and Alumni Reunion.
Wednesday, June 28—Commencement and Alumni Meeting.

The Faculty.

G. M. D. ECKELS, A. M., Sc. D., *Principal*,
Psychology, Science and Art of Teaching.

JOS. F. BARTON, A. M., Sc. D.,
Science.

JAMES ELDON, A. M., Ph. D.,
Mathematics.

J. W. HUGHES, A. M.,
German, French.

W. M. RIFE, A. B.,
Rhetoric, Literature, General History.

C. H. GORDINIER, A. M., M. PED.,
Latin, Greek.

ETHEL MINA DAVIE,
Principal Model School.

AMY C. CREWE,
Assistant Principal Model School.

SARA BRENNER,
Vocal and Instrumental Music.

MAY DELLA COOK,
Assistant in Vocal and Instrumental Music.

M. IRENE HUBER,
Drawing, Penmanship.

J. S. HEIGES, A. B.,
Arithmetic, Geometry.

MABEL HARLOW,
Reading, Elocution.

MAUDE E. BALDWIN,
Director of Physical Training.

ADA V. HORTON, M. E.,
Stenography and Typewriting.

IDA B. QUIGLEY, M. E.,
Librarian.