

NORMAL SCHOOL HERALD.

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

VOL. X.

APRIL, 1906

No. 3.

The Relation of the Normal School to the Public School.

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[Delivered before the Cumberland County Directors' Association, Feb. 17.]

The occasion which brings us together, the place in which we are assembled, and the cause in which we are enlisted all make this an exceptionally opportune and vitally important question for our consideration.

"It would have been just as bad," says Lord Curzon, former Viceroy of India, "to have sent a knight of olden time into battle without armor, as to send a young man or woman out into the world in this age without having a good education." Our forefathers and educational pioneers, who did knightly service for the centuries yet to be, said the same thing in a far better way when they provided for the public education of our youth. The perpetuity and well-being of the State that called forth the establishment of the Public School made it likewise incumbent upon the State, as a matter of duty and necessity, to found and support the Normal School. Just as Napoleon in later years anxiously gazed about his beloved France and exclaimed, "The great need of France is *mothers*," so those who had to do with the moulding and shaping of our country's future destiny realized that the great need of our land was teachers—*trained teachers*.

When the illustrious founder of our Commonwealth stated "That which makes a good Constitution must keep it, viz: men of wisdom and virtue; qualities that because they descend not with worldly inheritance, must be *carefully propagated* by a virtuous education of our youth," he was evidently looking down the years and thinking not only of the *school* but of that which counts for infinitely much more—the *teacher*.

Later on Benjamin Franklin takes up the same thought in a practical way and carries it a step farther. As the chief among the founders of the University of Pennsylvania, which began in 1749 as an academy, partly designed for the training of teachers, we find him addressing the common council of the city of Philadelphia for aid in its behalf on the ground that the country was suffering from a dearth of competent schoolmasters (mark you schoolmistresses were unknown in those days), and that the proposed academy would be able to meet this need by furnishing a supply of such as would be "of good morals and known character" who could "teach children reading, writing, arithmetic and the grammar of their mother tongue."

Again in 1786 Dr. Benjamin Rush, in an address to the legislature of Pennsylvania, advocated the establishment of a system of free schools, together with one university at Philadelphia, and three colleges—one at Carlisle, one at Lancaster and one at Pittsburg—stating in that connection that "The university will in time furnish masters for the colleges and the colleges will furnish masters for the free schools."

The Constitution of 1790 stipulated that "The Legislature shall, as soon as conveniently may be, provide by law for the establishment of schools throughout the state in such a manner that the poor may be taught gratis." But the unhappy wording "*the poor may be taught gratis*" aroused such great prejudice that the unfortunate phrase "*as soon as conveniently may be*" was construed by the exigency of events to mean *a forty years' delay*.

Another provision in the same Constitution that "The arts and sciences shall be promoted in one or more seminaries of learning" was received however with more favor. Consequently prior to 1830 the Legislature appropriated altogether about a quarter of a million of dollars to colleges, and also nearly as much to academies, upon condition that in some instances a certain number be instructed free, and in others that a certain number of young men be prepared as teachers. But this experiment whilst it paved the way for better things, as we shall discover further on, did not prove successful and the state never felt that she received a full equivalent.

As illustrative in some measure of the trend of preceding as well as subsequent intervening years, the history of which we

cannot at this time more fully consider, we find that in 1830 "a Professorship of English Literature with the special view of qualifying young men for taking charge of common schools," was established in Washington College, Pennsylvania, and the next year the state appropriated \$500.00 a year on condition "that the trustees shall cause that there be instructed annually, gratis, twenty students in the elementary branches in a manner best calculated to qualify them to teach common English schools." Many others appropriations were made to other colleges for a similar purpose, one of the most notable being on appropriation of \$2,000 annually for five years to Jefferson College for the education of teachers of the English language. But whilst thus backed by liberal state appropriations, the colleges, as then constituted, having a different main objective, made a disappointing failure of their incidental work of preparing the so much needed teachers.

Thomas H. Burrows, Secretary of the Commonwealth and ex-officio Superintendent of Common Schools, commenting upon this, in his report for 1838 says: "The colleges have already been tried as a means of supplying teachers and with little success. Within the last eight years \$48,500 has been given by the State to five of these institutions, principally on condition that they should instruct a certain number of persons, ninety-one, for teachers of English schools, annually for a specified time. Last year there were sixty-one students preparing for this business in all the colleges of the State. Every one knows how few of the persons thus prepared ever actually practice the profession. It is doubtful whether there are at the present moment in the whole state one hundred persons thus educated actually and permanently engaged as teachers in the primary schools. *Hope from this quarter is dead.*" And then continuing he earnestly recommends the establishment of regular training schools (Normal Schools), in which shall be given "*a full course of theoretic and practical instruction in the art of teaching,*" and that these schools be composed of the brightest pupils admitted free from all parts of the state.

Thus we find the public school idea and the Normal school idea developing and crystallizing together. Thus we have evidenced, without fully going into historic details, the strong, stead-

ily increasing, wide-spread recognition on the part of the state of these educational needs and the imperative necessity of remedial action. Thus as :

The eggs in the nightingale's nest transform into plumage and song;
 Out of the acorn at last comes the oak tree stately and strong ;
 Out of the savage soul, out of the thrall and the slave
 Come patriot, martyr and saint, the noble, the true and the brave ;
 Out of poor ignorance, truth, and out of man's fetters, release ;
 Out of the tempest the calm, and out of the battle sweet peace."

so came the evolution of the Public School Act of 1854 and our Normal Act of 1857.

But before recognition could be secured under the Normal School Act of 1857, it devolved upon public spirited communities within the several districts to supply grounds to the extent of ten acres, a hall capable of seating a thousand persons and boarding, dormitory and classroom accommodations for at least three hundred students, together with a model school of at least one hundred pupils for practice teaching and observation. To do this meant no small undertaking, no insignificant sacrifice ; but it was so cheerfully energetically and heroically done that to-day Pennsylvania has thirteen Normal Schools who are able to answer the roll call in the order of their recognition by the State as follows :

Millersville.....	2nd District.....	1859
Edinboro.....	12th "	1861
Mansfield.....	5th "	1862
Kutztown.....	3rd "	1866
Bloomsburg	6th "	1869
West Chester.....	1st "	1871
Shippensburg.....	7th "	1873
California	10th "	1874
Indiana.....	9th "	1875
Lock Haven	8th "	1877
Clarion	13th "	1887
Slippery Rock.....	12th "	1889
East Stroudsburg.....	4th "	1893

Since their recognition the state has materially helped them through aid given to students preparing for the work of teaching, and by special appropriations for building extensions and betterments.

In this Pennsylvania has not stood alone. Everywhere throughout the United States the same magnificent work in behalf of public education has been carried on with like magnificent

success. With but three exceptions all the States and Territories have public Normal schools supported by state funds and even in these three provision is made for the education of teachers in State colleges.

According to United States Commissioner of Education Harris 137 of the 177 Public Normal schools in the United States report in 1903 an aggregate value in buildings, grounds, and apparatus, exclusive of libraries, of \$24,156,470.00—Pennsylvania leading all the rest with her \$3,992,806.00 This is a matter for congratulation and I can conceive of no more fitting inscription to place over the open doors to these potent factors for incalculable good than the familiar words of one of America's greatest statesmen :

“If we work upon marble, it will perish ; if we work upon brass, time will efface it ; if we rear temples, they will crumble into dust ; if we work upon immortal minds, if we imbue them with the just fear of God and love of our fellowmen, we engrave on these tablets something which will brighten to all eternity.”

Ordinarily figures are dry and statistics are uninteresting, but in considering the relation of the Normal school to the public school they are extremely suggestive and eloquent.

According to the 1904 report of the Superintendent of Public Instruction, Pennsylvania has over 1,200,000 children within the walls of about 30,000 public schools manned by some 30,000 teachers. That “All roads lead to Rome,” is a familiar saying, but only three lead to the schoolroom—the provisional certificate, the Normal graduate and the college graduate road ; and we would like to see the first gradually and eventually abandoned and the other two bettered and broadened and made so accessible for the purpose that all could come therein and thereby.

The statistics show that 10,453 of our present teachers are trudging over the oldtime provisional road ; that 983 hold college graduate passports and 6,966 Normal graduate passports, whilst 3,915 more of our more advanced and efficient teachers have attended Normal school, but are not graduates. In other words *more than one-third* of our entire teaching force to-day are *either Normal graduates or have had Normal teaching as students.*

But let us come a little closer home—down to our own beloved county of Cumberland, if you please, and look at the en-

couraging revelation contained in the figures which I have secured through Superintendent Green. And from these we learn that in our teaching force there are 17 college graduates, 130 Normal graduates, 49 permanent certificates 20 professional certificates and 70 provisional certificates. That of those holding neither Normal or college diploma about 23 are high school graduates and about 40 attended Normal, but did not graduate. Or restating and putting it in another way: all of our teachers except possibly about 15 have done advance work and have had other than ordinary common school training.

But turning from these local figures to those which have to do with the state at large we discover that which carries with it great significance. It is this. From statistics carefully gathered from nine out of the thirteen Normal schools within the state, it is evident that *two-thirds* of our county superintendents, *one-half* of our city superintendents and *a majority* of our supervising principals in the state are Normal graduates. This does not include or take into account quite a number of superintendents and supervising principals, who, although not graduates, have nevertheless received their special training for teaching in and through our state normal schools. And it also leaves out the important fact that in addition to these our state normal schools have furnished other states with many able county and city superintendents and supervising principals.

These are suggestive figures, and to him who in the love of humanity holds conference with his fellow workers they speak a various language. They tell us of the marvellous uplift and impetus given to our public schools directly and indirectly through our Normal schools; of the breaking down of the barriers of prejudice, of the banishment of dangerous heresies, and of the introduction of school ideas "more mellow, more rational, more humane, truer to life, more respondent to the voice of truth." They tell us of the new educational birth of the teacher and of the exaltation and extension of the teaching profession; of consecration to higher ideals—to a clearer conception, a more practical, helpful, sensible, sympathetic development. They tell us of more earnest, patient endeavor and of better required toil. That special training and greater efficiency count for as much in the teacher's profession as they do in medicine and

mechanics, in law and the ministry. In thus speaking of what *is being* and *has been* accomplished, these figures take a prophetic turn and foretell that for which those on the watch-towers—our Superintendents, Educators, Principals, Teachers and Directors—have long been working and looking, to wit—the dawning of the day of still better things through our public schools for Pennsylvania's sons and daughters.

“There are forces silent as the dew yet mighty as the storm.” “Lighthouses do not ring bells or fire cannon; they simply shine.” So it is with the Normal School in relation to the Public School. Steadily all through these years they have been shining as educational beacon lights, making the way of the teacher easier, safer and surer—giving unto it new life and light and warmth and power.

Compared with other states our Normal School policy is peculiar. Instead of itself erecting them, the state has thrown the initiative upon the public spirited people in the several districts just as the awakening realization of urgent necessity stirred them to action, and time has proven the wisdom of this; because people always take more interest and pride in that in which they have a personal interest, an individual part—in that into which they have put a part of themselves in the shape of brain and heart and treasure. Instead of the work being centralized, as in some other states, in one or two large schools, it has wisely been committed unto thirteen, thus putting them within easy reach of every portion of our great Commonwealth, and making their radiating influence more widely felt for good throughout every town and city, every village and hamlet, and every hill and valley.

Thus the people have come to recognize that these training schools for teachers have indeed become a prominent part of the Public School system of the State. No one questions their value and no one suggests a substitute. They have now no enemies, and friends innumerable are theirs among all classes of people. It is becoming more and more clearly apparent to all that whatever defects there may yet be in Normal School training they are not so much a criticism of Normal Schools as an admission of their great need and an argument in favor of their improvement and betterment along all possible lines. To this end they have done

well to strengthen the course and insure greater maturity by the addition of a third year, whilst the action on the part of the State, on the other hand, in making tuition entirely free to those, over 17, pledging themselves to teach at least two years after graduation, will go far towards enabling thousands more of deserving young men and women to swell the ranks of trained teachers— young men and women who, though practically compelled to fight their own way single handed and alone, count no sacrifice too great to acquire that learning and culture and skill which this age demands of all who are called to public service and entrusted with place and power. Upon the shoulder of all such our Normal Schools place a kindly, helping, guiding, guarding hand, whilst eager, earnest, yearning hearts speak to like hearts until they throb in unison with the contagious emulative thought—

“Be strong.

We are not here to play, to dream, to drift.

We have work to do, and loads to lift.

Shun not the struggle,—face it; 'tis God's gift.”

In this age of the survival of the fittest I am aware that there are those who rather exultantly assert that Normal Graduates don't teach—that they drop out of the ranks without giving anything in return to the state. To this I reply in the language of the Spanish proverb—“That an unobserving man can walk through a forest without seeing firewood.” But let us analyze the facts as they really are. From out our Normal Schools into the throne-room of our Public Schools over 21,000 trained graduate teachers have thus far gone to sway the sceptre of the human mind—to lay the foundations of intelligent citizenship strong and deep. Of that number our own excellent Normal School, in which we are assembled, and of which we are justly proud, has ably equipped upwards of 2,000, excluding the great body of students, who for different reasons were unable to pursue their studies to the point of graduation.

Of Shippensburg's 1694 graduates from 1874 to 1904 inclusive, 774 or nearly 46 per cent. were young men and 920 or about 54 per cent were young women, which number has since been reduced by the death of 41 young men and 40 young women. Notwithstanding the intervening years 349 or nearly 48 per cent. of the men are still actively at work as trained teachers,

filling their places with credit to both themselves and their Alma Mater, whilst in the very forefront more than three score and ten, as Normal principals, county and city superintendents and principals, are blazing the way onward and upward for the accomplishment of still greater and grander educational things. And 480 or nearly 56 per cent. of the women without blare of trumpet or sound of drum, are still faithfully doing that effective work which they are naturally and specially so well fitted to do in both rural and graded school. Surely these figures —(which cover the thirty-one year period of which I have spoken, and do not include the class of 1905, which contained 49 young women and 28 young men, all of whom are teaching except two of the former and one of the latter)—surely these figures ought to confirm the faith of every doubting Thomas!

But to what is the loss of the other veteran graduate teachers attributable? I have simply time to answer in this summarized way: MARRIAGE, UNCERTAIN TENURE OF OFFICE, SHORT TERMS, INADEQUATE COMPENSATION. The first has practically halved, *or better-halved*, the female teachers and all the others have tried hard to decimate the ranks of the male teachers. But has this been all loss to our public schools?

Does it mean nothing to have those of like faith and in full sympathetic accord within supporting reach in the home and in surrounding enterprise and official position?

Look at the figures once again for these are indicative no doubt of all others throughout the commonwealth. Of this graduate women reserve 309 or nearly 35 per cent. of the original teaching force have become *queens of the home* through marriage—the most important place in the economy of the world according to the estimate of both Heaven and earth. The remaining nine per cent. include within their number those filling places as clerks, bookkeepers, stenographers, artists, librarians, physicians, trained nurses and missionaries.

Of the men graduates drawn into other vocations 54 are pursuing studies in higher institutions, 42 are lawyers, 27 are physicians and surgeons, 2 are missionaries, 18 are ministers, 16 are merchants, 22 are railroad and U. S. postal employees, 27 are agents and salesmen, 44 are clerks, stenographers and bookkeepers and so on through a long list including farmers, bankers,

druggists, chemists, dentists, accountants, electricians, manufacturers and general managers, until the whole veteran graduate reserve aggregating 784, or 52 per cent., are honorably accounted for.

It is true that these are not in our schoolroom to-day, but they are encamped closely round about them in a way that counts for more than perhaps at first we think. *They are, as it were, the power behind the throne*, and what they have accomplished in the evolution of plans and ideas, methods and management, in improved facilities and more healthy environment, in remedial work and beneficial legislation and administration can not be measured by human arithmetic.

The great thought and purpose of their lives begotten in the public school and quickened and emphasized by the Normal school—*their foster mother*—is that of GROWTH, and of *like kind* is their everyday message to the expectant world round about them.

“The living stream must flow and flow,
And never rest, and never wait,
But from its bosom, soon or late,
Cast the dead corpse. Time even so

Runs on and on, and may not rest,
But from its bosom casts away
The cold dead forms of yesterday—
Once best, may not be always best.

That which was but the dream of youth,
Begot of wildest fantasy,
To our old age, perhaps, may be
A good and great and gracious truth.

That which was true in times gone by,
As seen by narrow, ignorant sight,
May in the longer, clearer light
Of wiser times, become a lie.

I hold this truth—whoever wins
Man’s highest stature here below,
Must grow and never cease to grow
For when growth ceases, death begins.”



Training For Citizenship.

J. M. RHEY, ESQ.

[Delivered before the Cumberland County Directors' Association, Feb. 17.]

The ideal citizenship, that which we should all aim after, is marked by at least three qualities: it is moral, it is patriotic, and it is intelligent. A citizenship that is lacking in any one of these qualities is vitally defective. A highly intelligent people may become a highly immoral people and fail to hold its own in the great world struggle of the survival of the fittest. Man for man, the Greeks attained the highest degree of mental culture the world has ever known. But their public life became corrupt, their home life became impure, their love of country waned, and in spite of their transcendent intellectual culture they lost their prestige and power as a people.

On the other hand, an ignorant people can never become a strong and socially efficient people. Look at Russia whose population is largely made up of a vast peasant class, simple minded, honest, loyal to the established Church and to their "Little White Father," but steeped in densest ignorance. What happened when this big, bulky Russian peasant met in the shock of war the little, brown man of Japan, is one of the fresh chapters of the world's history. The explanation of the result is to be found chiefly in the fact that every Japanese soldier and sailor could both read and write. The vast majority of the Russian soldiers and sailors could do neither.

The ideal citizenship, the citizenship which alone will insure the future greatness and power of this nation, is not simply a citizenship which is intelligent, *or* moral *or* patriotic, but a citizenship which is at once intelligent, moral and patriotic.

What are the sources of such a citizenship? Manifestly, three: the home, the church and the school. We in America are committed to the cause of popular education, and rightly so. All the States of the Union contribute more or less liberally to the support of their public schools. Each year the aggregate amount increases and it will continue to increase. The system is a part of our national life in whose development it has played such a mighty part. But it is a human system, and as such it is not perfect; there are defects in it. I am not a trained educator and therefore do not claim to speak with authority on the subject, but

I am of the opinion that in Pennsylvania, at least that part with which I am familiar, we are attempting to cover too many branches of study in our higher grades and paying too little attention to thoroughness in our primary grades. In an able and impressive address delivered at the recent State convention of school directors by so thoughtful and conservative an educator as the Superintendent of the Carlisle schools, this same judgment was expressed, and one of the most significant features of this convention to-day has been the frequency with which we have heard this same view expressed upon this platform. Where there is so much smoke, there must be some fire. So far as the question of the work in our primary grades is concerned, there are two propositions which are self evident: first, that we should employ as high a grade of efficiency in that work as we can get, and, second, having obtained that efficiency, we should pay it as high a salary as we pay it in any other grade.

I believe our system is defective in that it does not give enough time and attention to nature study. The laws of nature are the basis of all human laws and human knowledge. No man or woman is truly educated who has not a fair degree of knowledge of those laws, as they find expression in the phenomena of the outer world, the trees, the birds, the flowers, the stars that gem the vast dome of heaven. The best way to get this knowledge is by contact with nature itself.

I suggest one more defect, and that is the lack of manual training. In its broadest sense, no system of education is complete that does not involve the education of the hand as well as of the head. The boy who is reared in the atmosphere of an immoral, irreligious home, but whose head is filled with knowledge at the expense of the State, is liable to become a smart scoundrel rather than an industrious, useful citizen. In looking over the annual report of the Attorney General of the United States the other day I was impressed with the statement that on June 30th last the total number of prisoners in the federal prisons was 3,445, of whom 1,595, or nearly half, could both read and write, as against 401 who could do neither, and 45 who could read only. I draw no conclusions from these figures, but they are at least suggestive. The idea of manual training is being recognized in all our large centres of population where manual training schools

are being added to the grammar schools and the high schools. Just how we are to engraft this system on our smaller school districts is a problem I will not now attempt to solve; it has difficulties surrounding it, but however great they may be I feel sure that our public school system will never reach its highest point of efficiency until the principle of manual training is made an integral part of it.

As the public school must provide the element of intelligence in our citizenship and should provide the element of industry and self support, so the home and the church must furnish the moral element in that citizenship and all three of these sources of training, the home, the church and the school, must furnish the patriotic element.

In an address which I delivered at the opening of the Cumberland County Teachers' Institute in December last, I gave it as my opinion that after long and careful observation I was persuaded that the average American home was not doing its share of this work; that the average American parent no longer recognized the divinely imposed duty of being the moral preceptor of his child, but had left that child's spiritual and moral training to the Sunday school and the public school. I repeat that proposition now. The family altar is no longer a feature of our national life. It has fallen into "innocuous desuetude." I may be wrong about it, but in this fact there lurks, in my judgment, a menace to the future welfare of this country. I am old fashioned enough to believe that no other influence and no other institution, be it church or school, can adequately supplant the influence of the home.

There remains to be considered the other moral element in our citizenship—the church. Unquestionably the Christian church is the mightiest moral and spiritual agency in the world. It is a divine agency, but it works through human means. It was never more highly organized than it is in this country to-day. And yet, whether because of its very complex organization it has aimed too much at the mass and too little at the individual, or whether with all its resources, its power has felt the withering touch of the materialistic spirit of the times, the fact remains that it has not, in the recent past, conserved the moral element in our citizenship as it should have done. In spite of our churches and

Sunday schools, in spite of our system of public schools, we have recently witnessed in this country the revelation of a reign of graft and corruption so shameless in its character and so wide spread in its operation as to shock the conscience of the nation and imperil the foundations of our free institutions. It looked for a while as if the greater part of the body of our citizenship was gangrened with moral rottenness. As I watched the sickening details of that revelation gradually unfold themselves, my thought ran back along the centuries to an event illustrating the old adage that "history repeats itself." The time is about 1490 B. C.,—nearly thirty-four centuries ago. The place is the foot of Mt. Sinai in the Syrian desert. The scene is a strange and memorable one. A multitude of people—nearly a million strong—is gathered together in a circle at the mountain's base. In the center of this vast circle stands the figure of a golden calf. Before the figure of the calf stands an altar. It is nearly the noon-day hour. The air is heavy with the odor of burnt sacrifices which have been earlier offered by the people before the altar. This done, they have eaten and drank and have risen up to play. As they do so, they form a vast circle around the altar and the figure of gold behind it with a sound of mighty shouting and with dancing. They are worshipping the golden calf as God.

Who are these people? they are none other than the children of Israel, the chosen people of God. But a short time since He has redeemed them by an exhibition of his miraculous power from the oppressive hand of Pharaoh, guided them out of the bondage of Egypt by his pillar of cloud by day and of fire by night, fed them with manna in the wilderness and stilled the waters of the Red sea before their advancing feet. Even now He has halted them on the borders of "the promised land" and has taken their leader up to Sinai's summit there to reveal to him, amid its awful loneliness, the solemn pronouncement of his law for the government of his chosen people. A strange and striking scene—one of the anomalies of history. You know the sequel. How the anger of Jehovah waxed hot against this people to destroy them all; how it was stayed for the time by the interceding prayer of Moses, their leader, but not until three thousand of their number were slain.

Coming back from that far off time and scene, I ask you to

look upon a picture no less strange and striking than that which I have outlined from the pages of Holy Writ. It is history repeating itself. It is the spectacle of the people of this nation prostrated in idolatrous worship before the shrine of the God of gold, the idol in this instance not being made, as it was by the Israelites, out of the golden ear rings of their wives and daughters, but out of the almighty dollar. And this by a people whose history, like that of the Israelites, is full of the evidence of a divine leadership, whose record is replete with the marks of a divine favor. Was ever a nation led into such a "promised land" as ours? Did ever a Canaan "flow with milk and honey" as does ours? Think of the record of this nation during the past thirty years! Read the story of the increase in population, in wealth, in the product of mine and factory and farm, in wages and in savings and you have a record of material prosperity unmatched in the history of the world. And by the side of it, as I have said, the sight of this prosperous people prostrated in idolatrous worship before a false god—the deification of the calf of gold; the dethronement of the decalog, the enthronement of selfishness, greed and graft; character at a discount, wealth at a premium; the gangrene of corruption and dishonesty rampant in every avenue of life—in business, in politics, in society and even in religion. In a word, the people of this nation, unconscious of it though they be, massed in a mad throng, dancing with idolatrous frenzy around the altar of the god of gold! And through it all the minds of thoughtful men filled with dread and fear for the future as they think of the fate of Greece and Rome and Carthage and the Republics of the past, and recall the poet's warning cry:

Ill fares the land to hastening ills a prey,
Where wealth accumulates and men decay.
Princes and Lords may flourish or may fade,
A breath may make them, as a breath has made.
But a bold peasantry—their country's pride,
When once 'tis lost, can never be supplied."

As at the base of Sinai, so now the voice of a righteous leader rings clear and strong above the tumult—a voice warning the idolators of their danger, rebuking them for their folly, and pointing them back to the only sure paths of national prosperity and peace. That voice was the voice of the clean-hearted, strong-minded, just and fearless Chief Executive of this Nation, Theo-

dore Roosevelt. To that voice the people of this country have hearkened. A great and mighty change has come; a great moral awakening has swept across the land. The false god and its false altar have been broken and destroyed. So far as human agency is concerned, this glorious result is largely due to the influence, the example and the precept of our courageous and honest President. As a result of this awakening the Declaration of Independence and the Decalog seem to be re-enthroned in the hearts of the people. The homely virtues of courage, patriotism and honesty seem again to be at a premium. It is the end of the rule of gold and the beginning of the Golden Rule. Here in Pennsylvania we have had an impressive illustration of the dynamic power of an awakened public conscience in a special session of the General Assembly, which in the short space of thirty days has placed upon our statute books more beneficent legislation than any or all of its predecessors for the last twenty years.

As a result of this awakening the nation faces the 20th century with hope instead of fear; with courage instead of despair, confident in its ability to meet and solve the great economic and social problems which loom big upon the horizon of the future. Confident I say, because these problems will be solved by a citizenship such as I have been pleading for—a citizenship that is intelligent, that is patriotic, and above all that is moral in its quality. Let us, as those to whom is committed the welfare of our public schools, do well our part in seeing that the pupils of those schools are trained for such a citizenship. If they are, we can send them forth upon life's quest without a fear, for then, like the sword of the Cid and the scimeter of Saladdin, they will carry glory and honor with them wherever they go.



Mr. Jackson—"I understand that that young man who comes to see you so often is anxious to become an actor?"

His Daughter—"Yes, sir. He wants to appear before the footlights."

Mr. Jackson—"Well, he'd better disappear before the footlights."—Philadelphia Press.

The Township High School.

G. CHARLES CLEVER.

Every great system that has stood the test of time or that has been able to bear up under the wear and tear of popular criticism and of the demands made upon it, has undergone a certain development. In some cases it has been sudden and spontaneous, having been brought to pass probably by a rule of tyranny followed by a revolution. In other cases we can trace it step by step, each well defined and clearly marked, while in still others the change has been so delicate and so well concealed that the old fades away and the new grows upon it. In the last we see not the change, but the result of the change.

In the fields of education, however, we certainly have reared a system that has marvelously withstood the every test and demand made upon her, and is still advancing to higher and greater achievements. In her advance she has at times moved forward with leaps and bounds, again moving cautiously step by step as though feeling her way over untrodden paths and through dangerous places, and again like the mighty oak, slowly and quietly, but surely, she has reared her head and braved the storms.

For me to trace the change is far beyond my power as well as purpose in this article. I have only to deal with her last noticeable advance in our great Commonwealth, the establishment of the township high school.

The idea of such an institution seems to have arisen in the mind of our State Superintendent, Dr. Nathan C. Schaeffer. He seems to have realized the growing demand made by the people dwelling in our country districts for more privileges along educational lines, in order that they might be on an equal with their urban neighbors. These privileges had been denied them. They were compelled to send their children to academies and town high schools.

This determination on the part of the country people came to the notice of our superintendent, and through his untiring efforts he succeeded in getting a small sum set apart by the legislature for the establishment and maintenance of high schools in the different townships. The offer was at once accepted on all sides, and the appropriation fell far short. The appropriation was increased, and then comes the crowning event. A law was passed

making it obligatory on the part of the boards of directors to furnish a high school training to all children desiring it, if not by establishing high schools of their own, to send them to one nearby. The tendency of this is already seen to be the cause of movements for the establishment of such a school in each district.

So much, therefore, for the development of the township. Now for a word in regard to its purpose.

Dr. Schaeffer has said that its chief aim shall be, that our country children shall be able to think the thoughts of great men. Contrary to this high and noble ideal, the opinion seems to have become scattered abroad that from these schools shall come our future teachers, or that they shall be made preparatory schools, preparing young men and women for entrance to our higher institutions of learning. But such is not the case. To use once more the thought of Dr. Schaeffer: that they shall not be devoted to the preparation of teachers, as the State appropriates vast amounts of money to schools especially adapted for that purpose. They shall not attempt to be an academy, as there can be found many schools of this character. But they shall be of such a nature as will awaken the mind to the many truths on all sides of us, broaden the pupil in his conception and comprehension, and give him such a well grounded and solid foundation that he may enter the mighty conflict of life, a structure that can never be shaken.

From an examination of the suggested course of study, a second purpose is seen, and one that is most important in the advanced age of civilization, namely, that the pupil is given no chance to specialize. In our high schools the average age of the pupil is scarcely over sixteen, an age when the child is not in a position to choose his life's work, and even if he were, he is certainly not well enough rounded to follow it out. We simply want our pupils to do some original thinking to develop the reasoning powers, so that they may arrive at a conclusion not because some one else holds it, but because of their own effort. They have been convinced and can say, "I know because I have proven it."

But no matter how well founded the intentions, how high and noble the purpose, success to this most worthy institution is by no means assured. Unfortunate is this, indeed, but nevertheless true. We must therefore give the system a fair trial, must wait

to find out if it will come up to the expectations of its advocates and founders.

Just how far it is going to succeed, therefore, I cannot tell, but we can examine, and from our data thus derived, we can readily deduce certain conclusions. This then shall be the purport of the remainder of this article.

In the first place then, I would call attention to the position the high school occupies in the minds of the citizens of the township. To be sure no two view it in precisely the same manner. But the opinions can all be classed under about three divisions, each ranging from one extreme to the other, and with no hard set line dividing one from the other.

There is found one class, the lower and more ignorant class, who condemn it in all its phases. To them it is a waste of money, and the only cause that increases the school tax, which in the majority of cases, they, not being property holders, do not pay.

In addition to being a financial burden, the course has not a redeeming feature about it. To them the study of Latin, Geometry, Civics and Natural Science is a waste of time and giving the child something that burdens rather than aids. If you could continue reading up through "Readers" advancing in number if not material; if you would teach spelling so that not only could they spell Webster from cover to cover, but even words to come from—they don't know where, then they might agree with you that it was beneficial, and that a child was learning something. And if you could continue the study of arithmetic until they could compute anything from simple interest to the most intricate problems, using figures only, of course, they would flock to the standard, and the schools would be crowded.

In the second class are found those people who think that it is a fairly good place to put the overplus money, and not the worst place where they can place their children until they can find permanent employment. But this class have an objection, just about as flimsy as the first, and that is that we are not making common school teachers. Probably the following example will illustrate: A boy about fifteen years old had passed the examination and was graduated from the common schools. After he and his parents had looked into the course of study, they decided that he had better go back to the common school, review the

common school branches, attend a teachers' summer school ten weeks, take the examination, and assume his place among the ranks.

Fortunately the last class take a far more sensible view, and aid rather than oppose. Some take advantage of the privilege because they are philanthropic and broad minded enough to desire their children to take advantage of every opportunity, so that they may be better educated than their parents. There are some who favor the high school because of some mysterious advantages education might bring to their children. There are others who, educated themselves, know from personal experience the benefits derived from all educational pursuits.

As to the number to be found in each class it is most encouraging to note that the first two classes are waning in numbers and favor, and that the last are being materially increased. This certainly bespeaks success.

Another great drawback to the township high school is the lack of sympathy on the part of the common school teachers. In fact this feeling in many cases develops into opposition. Because of this lukewarmness in educational advancement they do not strive to have the children under them prepare for the county examination that entitles them to entrance to the high school, but they even discourage the pupils when they make known their intentions of taking this examination. What could be the purpose or aim of such action on the part of the teacher I could not even conjecture. But one thing is sure, that so long as this state of affairs exists, our greatest enemy lies right in the schools themselves..

But with the Normal Schools each year sending men and women into the field who are broadminded enough and generous enough to give unto others what they themselves have received, any fear which might arise from the condition just mentioned must surely give way to hope.

But the work is not yet done; the goal is far distant, and perfection not yet in sight. It is the duty, therefore, of every one who knows the advantages of education, and especially of those who have already had a taste of its sweets, to use their influence for the good of this, the latest great step forward of the educational movement.

The high school certainly will educate the children, for those pupils have proven their ability to cope with their fellow men, and especially with our common school teachers. But it lacks one thing in order that it may do its full duty, and that is, the people of our country districts must be educated to it. This opposition must be overcome. Parents must be urged to keep the minds of their children upon the high school as a goal to be attained, as a prize to be won. Our common school teachers must be put in harmony with it, and the entire system must be linked together so closely and so solidly that there would be no opening from kindergarten to high school where the child can step out. No avenue of escape from the educational field to the more alluring and enticing employments.

This educating must come from us who have had the experience ourselves and know its value. From us who are in the teaching profession, where we have the children in our hands at that time when we can fill them with ambition and the spirit to go higher. From you, Normal Alumni, who are looked up to as leaders in your respective spheres of duty. From you, Normal undergraduates, who are about to enter the ranks, and devote your energy to the training of those who are to come after us.

Thus for the sake of posterity, for the sake of our government, for the sake of the welfare and happiness of mankind, advance this great cause by aiding it everywhere you can, and the blessings of future generations will be your reward.



He Knew Best.

"I want to git a wreath of roses fur a funeral," said the customer, "an' I want you to put on it 'He rests in pieces.'"

"Er—you mean 'He rests in peace,'"

"I mane what I said. 'Tis for poor Casey that was blowed up in the quarry."



Bill had a billboard. Bill also had a board bill. The board bill bored Bill so that Bill sold the billboard to pay his board bill. So after Bill sold his billboard to pay his board bill, the board bill no longer bored Bill.—Yale Expositor.

...THE...

NORMAL SCHOOL HERALD.

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

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

Subscription price 25 cents per year strictly in advance. Single copies ten cents each.

Address all communications to THE NORMAL SCHOOL HERALD, Shippensburg, Pa. Alumni and former members of the school will favor us by sending any items that they may think would be interesting for publication.

Entered as Second Class Matter at the Post Office, Shippensburg, Pa.

APRIL, 1906.

Editorial.

One of the great dangers to all civilization is the tendency to hand over to institutional life the responsibilities of the home. The home is responsible for the religious training of the child—this responsibility is delegated to the Sunday school. The home is responsible for the moral, physical and intellectual development of the child—this duty is handed over to the public school. While the Sunday school and the day school are great aids to the home, they must not be permitted to supplant the home by taking entire charge of the secular and religious education of the children. The evil is not alone in handing over to these institutions the entire responsibility for the complete development of the child, but to this wrong must be added the even greater offense of almost utter indifference on the part of parents to the welfare of the institutions to whose doors these immense responsibilities have been brought.



In the religious, social and political economy of the nation the home is the unit. To this center of influence and power we must ever look for the source of those high traits of character and benevolence in the individual which fit him for usefulness as a citizen of the state and for efficiency as a member of the church. The home through its peculiar relation to the child can do for him

what no other institution can accomplish. Before the child ever reaches either the Sunday school or the day school his destiny is well nigh determined. The habit of obedience to parental authority is established before the child comes under the government of the school and when once established it is easily continued. On the other hand, it is almost impossible for the school to form this habit in the child when the initial step in this training has not been taken by the home and it is altogether impossible for the school to form habits of obedience when it does not receive the fullest possible assistance in this work from the fireside.



Obedience is a law underlying all successful teaching as well as all successful government. The teachable spirit never enters into the life of the disobedient pupil. The first condition of success for the pupil in school work is an obedience to the rules of the school which is not only willing but habitual. The attitude of the pupil toward the authority of the school determines in a large measure the good he will get from school life. The time will never come possibly when the children of every home applying for admission to the school will have been trained to obedience in the home before they seek admission into the larger home, the public school; but if those which are recognized as good homes would insist upon this virtue on the part of the children, their influence would go far toward neutralizing the evil effects coming from the poor homes in the community. There is more danger to-day to the safety of American institutions in the laxity of home discipline than in all other evils combined.



The home is the fountain from which all other streams of influence must flow. "Doth a fountain send forth at the same place sweet water and bitter?" All institutional life which lifts from the home its responsibility for the development of the child in those fundamental traits of character without which complete living is impossible, is to say the least, of doubtful utility. This does not mean that we are not to magnify the school. It does mean, however, that we must not magnify the school by minimizing the home. The school is a great institution, and destined we believe to do great things for our land and nation, but it can-

not fulfill its high office without the harmonious blending of the home influences with those forces for the uplifting of the child, which the school is seeking to develop. The school and the home must work together for the good of the child in bonds of friendship as close as those which bound together Jonathan and David under the government of Saul.



The homes of a community should stand together in all matters affecting the welfare of the children. The children of a community mingle together and are influenced more or less by their associations. If there is a lack of harmony among the good homes of a community it is easy to see that there is a strong probability of a leveling down process in the standards of discipline required of the children. In an earlier day dangers and difficulties threatened the peace and welfare of community life and as a consequence the homes were united from actual necessity in all matters relating to the general welfare and this was understood to include the government of the children. These conditions led to the adoption of common standards in many of the most important matters pertaining to home government. The father's prerogative as the head of the family was very clearly understood and his "right there" was "none to dispute." It is possible that in many instances the discipline was at times over rigorous, but the results upon the children were not as disastrous as those which become the portion of the children where the home discipline has been lacking in firmness and wisdom. The history of puritanism in New England is convincing testimony of the safety of home government that governs.



The standards of government in the homes of a community must be somewhat uniform to be effective. It is very natural for children to be influenced in favor of easy methods of control and when they come to associate with children where the government is lax they are likely to grow into sympathy with the less decided system of discipline. This influence of association makes it very hard for the homes in a community which favor high standards of government to maintain them under the adverse influence of homes of the same grade of society which favor lower standards.

There is real need for a mutual understanding among the parents of the same social circle in a community so that their combined influence may go toward maintaining proper standards of home government. A conference of parents belonging to the same social circle would be very certain to result in an agreement to maintain wholesome standards of discipline in the home. There is too much variance in the standards existing among different homes in the same community and too little regard for the standards of each other among parents to win respect from the children for the best in all standards.



It is a mistake for the homes in a community to wait for law to regulate their children in all matters affecting the peace and welfare of the general public. The advanced communities in a state should be forerunners of laws having for their purpose the bringing forward those communities which are lagging behind in the procession toward the goal of higher and better conditions of community life. No law is needed to suggest to any number of good homes in a district the wisdom of a uniform effort on the part of parents to keep their children around the fireside at night. This reform would be effective without law if the efforts of parents were united in supporting it. As it is the boys and girls are organized for a good time while the parents stand apart from each other and waste their energies in pessimistic groans over the general degeneracy of the times and of the boys and girls in particular. The children understand and trust each other while the parents misunderstand and mistrust each other.



The home is chiefly responsible for the lack of fidelity in public life to public interests. If the better homes of a community would bind themselves together to see that the interests of public as well as private property should be carefully and securely protected, the blush of shame would not so frequently mantle the cheek of the honest citizen because of the reckless waste and purloining of public funds by public officials. That the halls of schools must be locked to prevent students from taking the property of the institution and destroying it or appropriating it to their own uses is evidence that some students at least have not been proper-

ly safeguarded in the homes and communities from which they have come. The step between the wanton destruction or taking of school property and downright thievery is so very short and easy that the youth is liable to go from the chapel of an educational institution to the cell of a convict in a penitentiary without knowing that for years he had been treading on the danger line. Why are parents so blind to the happiness of their old age and the welfare of their children as not to see that both public and private property in the homes of the community in which they live are sacredly and securely guarded from destruction by thoughtless youth?



The home is responsible to a large extent for the lack of reverence among the young for sacred things. The great want of decorum in church services so prevalent in our modern congregational meetings is a cause of keen regret to every devout worshiper. In the earlier days of the church when the children sat in the same pew with the parents such disrespect for the house of God was not witnessed. The word of truth fell upon ears free from the distracting influences occasioned by the irreverent conduct of silly girls and brazen boys. If these children are to be regarded as an index to the attitude of the homes from which they come on matters religious, it is very evident that the home is recreant to its duty concerning the welfare of the church and the religious interests of the children. The church is losing its hold upon the young because the home has not developed that attitude of respect on the part of the children for the church and its services which their importance demands.



The home is the center of religious training and influence. It is a well established fact that notwithstanding the Word of God is almost as free as the air we breathe, yet there is a lamentable ignorance of the scriptures even among the more intelligent youths of our land. Wherever tests have been applied among students in our higher institutions of learning it has been shown that they know less of the Word of Truth than of any other subject of universal interest. The skepticism of the young in these modern times is largely due to the inconsistencies of church members and the ignorance of the young of the truths of the Great

Book. The responsibility for their ignorance of the Bible must lie at the door of the home. It is hard to interest men and women in the preaching of the truth who are not interested in the truth itself. The preacher's most attentive hearers are always among those who are the best Bible students.



For the lack of interest on the part of the young for the welfare of the church, the church itself is to some extent responsible. The church must become more liberal. It is the narrowness of the church that to some extent prevents young men from being interested in its success. It is the emphasizing in preaching of the unimportant details of life and the omission of "the weightier matters of the law, judgment, mercy and faith," that prevents many young men from identifying themselves more closely with the church and its interests. The annual attack of ministers upon some of the common forms of amusement is unfruitful so far as it is intended to diminish the number of young persons engaging in these pleasures. In addition to the unfruitfulness of these assaults in making fewer the number who engage in the forbidden enjoyments, they often result in producing an indifference toward the welfare of the church on the part of those against whom the weapon of criticism is hurled. What is needed in the pulpit to-day is a clear exposition of the fundamental truths underlying the great scheme of salvation as they are found written in God's blessed word of truth. The minister who has a message of vital interest for the people will usually have plenty of interested hearers and the young men will be there as well as the old. E.



Good Cheer.

Have you had a kindness shown—

Pass it on.

'Twas not given for you alone—

Pass it on.

Let it travel down the years

Let it wipe another's tears,

Till in heaven the deed appears.

Pass it on.

Normal Notes.

Said the Senior to the Middler
 "Shall we skate upon the ice?"
 Said the Middler to the Senior,
 "If the weather, it be nice."
 They agreed upon the morrow
 They would lay aside all sorrow,
 Heaps of pleasure would they borrow,
 And she even dreamed of rice.

On the morrow said the Senior,
 "Now a skating we can't go,
 For the weather's moderated
 And there's fell a wettish snow."
 So they looked right mighty cheerless,
 But she waved her hair up peerless,
 Tho' her eye was not quite tearless,
 As she heaved a sigh of woe.

Said the Senior to the Middler
 "Skating cuts no ice with me."
 Said the Middler very coyly,
 "You're so brave, O—te-he-he"
 So they drank a soda water
 Though they knew they hadn't oughter,
 But at N. Ort E's he caught 'er;
 Now they're campused; poor girlee.



The skating season was very brief.

Not a single serious case of illness marred the work of the winter term.

The mild winter reminds one of Cicero's famous joke about the consulship of Vatinius.

First day in Virgil. "Miss P. who wrote the Aeneid?"
 Miss P—"Allen and Greenough."

Professor in Latin commenting on line 317 of Book II, Aeneid. "Miss E. do you think it is beautiful to die in arms?"
 Miss E—"I think it depends upon the owner of the arms."

President Blank of ——— "It would hurt the reputation of our school to be beaten by a Normal team." Which the same was done and now it is to smile.

The Spring term has opened up with an excellent attendance and everything points to a most successful term's work.

A very pleasing entertainment was given in chapel in January by Noah Beilharz in his excellent monologue "The Hoosier School Master." The work of Mr. Beilharz showed a careful study of Edward Eggleston's famous story, the characters being well depicted. The only place where improvement seemed possible is in the characterization of "Bud," which we think should be made a little stronger.



The entertainment given in Normal chapel, March 15, by Prof. Walter Eccles, of Boston, was well received and heartily applauded by the large student body and many persons from town. Mr. Eccles is an expert impersonator and his dramatic and humorous recitations, with comic songs and burlesque magic all go to make up a first class evening entertainment.



The gymnastic exposition given in the gym. on Friday evening, March 16, by Miss Baldwin, was a most successful affair. The work of the students bore evidence of careful training and showed conclusively that the department of physical training at the Normal is in good hands. The program follows:

1. (a) Figure Marching.....
- (b) Folk Dances—Danish Dance of Greeting
 Lottie is Dead.....
- Varsouvienne.....Junior Girls
2. Dumb Bells.....Senior Boys
3. Scottische Series.....Middle Girls
4. (a) Military Marching.....
- (b) West Point Setting Up Exercises.....Middle Boys
5. Rose Drill.....
- Misses Lehman, Eichinger, Elliott, Gracey, Gettel,
 Grubb, Cunningham, Hollar, Rice, Robinson, Berry.
6. Clubs.....Senior Boys
7. Elementary Apparatus Work.....
- Horse.....Mr. Baish, Leader
- Parallels.....Mr. Rumbaugh
8. Wands.....Senior Girls
9. (a) Run.....
- (b) Gymnasium Game—Dodge Ball.....Junior Boys
10. Irish Lilt.....
- Messrs McCune, Daniels, Starry, Baish, Doner, Myers.



Inasmuch as the Dormitory now boasts a Shakespeare club, we have no doubt that such trifling matters as the real author of Shakespeare and the insanity of Hamlet will be definitely settled. 'Tis a consummation devoutly to be wished that these *savantes* make public their researches and discussions and thereby enrich the narrow field of Shakesperian literature.

"Speak, Desdemona, speak!"



The election of Senior class officers took place in March and after several interesting contests the following won out :

President—Melvin E. Baish.
 Vice President—Hugh McCullough.
 Secretary—Emma L. Sloan.
 Treasurer—Scott H. Cook.
 Orator—Harry M. Kirkpatrick.
 Historian—Mary Craig.
 Mantle Orator—D. Ralph Starry.
 Ladies Class Roll—Carrie McNaughton.
 Gentlemen's Class Roll—Paul F. Meyers.
 Musical Director—Ruth S. Elliott.



During the winter term the Seniors were addressed several Friday afternoons by the male members of the Faculty.

The following subjects were presented :

"Arnold of Rugby"—Dr. Eckels.
 "Winning Forces of Life"—Dr. Barton.
 "Spain under Philip II"—Dr. Eldon.
 "English Composition"—Prof. Rife.
 "The School a Larger Home"—Prof. Heiges.
 "Mythology"—Prof. Gordinier.



In February Mr. C. G. O'Dwyer, who is totally blind, addressed the school, discussing the methods by which the blind are taught to read and write and presenting the bright side of what is usually considered a terrible affliction. Besides being an easy speaker, Mr. O'Dwyer is an accomplished pianist and rendered several pleasing selections, some of which were his own compositions.



On the afternoon of March 7th, Dr. Sanders, of Boston, in the interest of the National Sunday School Association, addressed all the students upon "Historical and Literary Values of the Bible." In a very forcible manner Dr. Sanders showed the effect of Bible reading upon one's literary style and named several authors thus affected. He discussed the superiority of Bible literature over that of other religions of the ancient world, the necessity of deep research for literary beauties, the value of mastering some one portion of the scriptures, the Bible as the history of religious growth and the rhetorical style manifested by the prophets. The address in all points showed the scholar and was followed by the students with close attention.



The anniversary of Washington's birthday was not allowed to pass unnoticed. An elaborate dinner was served at six o'clock, at which nearly all students appeared in colonial style. Although the notice given was short, the costumes would have been pleasing to George and Martha, several being quite elaborate. The evening was given up to a general sociable and part of the night to brushing powder out of the hair. Work on faces required less time.



Two very pleasing social events were the receptions to the ladies' connected with the Faculty, one given by Mrs. Rife and the other by Miss Raymond. As the gentlemen were cordially invited to remain away it seems necessary to call imagination to our aid, by the assistance of which we assure our readers that the display of Worth gowns eclipsed anything previously seen in this neck of the woods; that the dazzling flashes of wit and the brilliant scintillations of genius followed one another with such rapidity that the moon in jealous despair sneaked behind a cloud; that the exhaustive reading and encyclopaedic information manifested by these *litteratae* in the literary gymnastics would put to blush the shades of the great Ben Jonson; wall, I guess. And that the tempting refreshments so daintily served and so daintily eaten, (yum, yum,) proves beyond a doubt that were Epicurus to reappear upon this mundane sphere he would find some kindred spirits. Eat, drink and be merry, for to-morrow you will be taking a pepsin chaser.

A Shakesperian Tragedy. (*Revised*)

Time! Ides of March. Anno Domini M. C. M. V. I.

Dramatis personae, Prof. Rife and a rat.

Scene, Room on 3d floor.

Enter Prof. Rife in Shakesperian mood.

"How sweet the moonlight sleeps upon the campus. On such a night as this—Ha, a rat! a rat! my kingdom for a cannon."
(Exit—returns with small cannon.)

A la Burns. "Wee, sleeokit, cowrin, tim'rous beastie, O, what a panic's in thy breastie."

Shakespeare again; "If it were done when 'tis done, then 'twere well it were done quickly." (Fires cannon. Rat dies.)

Prof. R. musing. "After life's fitful fever he sleeps well.—Death is but what the haughty brave, the weak must bear, the wretch must crave.—Alas! Poor Yorick—oh, it is excellent to have a giant's strength; but it is tyrannous to use it upon a rat. Rats." (Exit to slow music.)

**If I Can Live.**

If I can live
To make some pale face brighter, and to give
A second lustre to some tear-dimmed eye,
Or e'en impart
One throb of comfort to an aching heart,
Or cheer some wayworn soul in passing by—

If I can lend
A strong hand to the fallen, or defend
The right against a single envious strain—
My life, (though bare,
Perhaps, of much that seemeth dear and fair
To us on earth), will not have been in vain.

The purest joy,
Most near to heaven, far from earth's alloy,
Is bidding clouds give way to sun and shine
And 'twill be well
If on that day of days the angels tell
Of me: "She did her best for one of Thine."

—Helen Hunt Jackson.

Faculty Notes.

On Sunday, January 28, the day set apart by the Lutheran church as a day of prayer for colleges, Dr. Eckels occupied the pulpit at the Lutheran Memorial church, speaking on the subject, "The Contribution of the Home to the School." Dr. Eckels also addressed the Y. M. C. A. in town upon a similar occasion in February. He attended the School Directors' State Association at Harrisburg and reported a profitable session.

In our last issue of the *Herald* we neglected to state that Miss Carrie Smith, of Camp Hill, has been added to the Faculty in the department of music.

Miss Smith was educated at the Boston Conservatory of Music and has had a wide experience in this line, having been formerly connected with the Lebanon Valley College. The C. V. S. N. S. offers very excellent advantages to those desiring to perfect their musical education.

Miss Cooke spent part of her vacation in Philadelphia and Atlantic City.

Misses Crewe and Davie visited friends in Malvern, Philadelphia and Atlantic City during vacation.

Miss Brenner spent part of the spring vacation with friends in Reading.

Miss Cook and Prof. Gordinier acted as chaperones (?) of a sleighing party to Chambersburg, Tuesday evening, March 19.

Prof. Heiges spent most of his time during vacation doing expert accountant work in the book room. We are pleased to announce that Master Ralph Heiges now has a mouthful of teeth, and more to hear from—at night.

Prof. Rife addressed local institutes at Oakville, Mt. Holly, where he gave the Friday evening address; Centerville and at his home district near Mechanicsburg. An attack of tonsillitis put him out of business for a few days and made it impossible for him to appear on the Quincy institute program. During the Spring vacation Prof. and Mrs. Rife visited her sister in Allentown.

Dr. Barton was on the program at the Mercersburg institute, and delivered the Friday evening address at the Quincy institute

in February; he has some lecture engagements during the spring term. Dr. Barton spent a few days of the vacation in Philadelphia.

Miss Hattie Wylie resumed her place in the Faculty at the beginning of the winter term. The school is fortunate in being able to secure the services of Miss Wylie at this time of the year.

Prof. Gordinier was in local institute work at Greencastle in January; also at Lehmaster where he gave the Friday evening lecture. February 3d he gave an evening address at Jacksonville. Prof. Gordinier spent the vacation in Bradford County, where he had some lecture engagements.

Miss May Della Cook attended a reception at her *alma mater*, Irving College, the evening of Washington's Birthday.

Miss Raymond and Miss Cook in elocutionary and musical work have established themselves as favorites before Shippensburg audiences.

In March, Profs. Rife and Heiges went to Chambersburg to enroll as members of the Cumberland Valley Alumni Association of their *alma mater*, Ursinus College.

Prof. Hughes, an ardent Mason of high degree, joined Zembro temple, Harrisburg, Ancient Arabic Order Nobles of the Mystic Shrine, March 16th. Dr. Barton and Prof. Gordinier aroused his ambition to travel the hot sands of the desert.

"*Es Selamu Aleikum.*" "*Aleikum es Selamu.*"



Considerate Boy.

Mother—"Now, Tommy, how often do you want me to speak to you about that horrid whistle of yours?"

Tommy—"I ain't partic'lar, ma; suit yourself."



One Wild One.

"Out gunning, eh? Get any wild ducks?"

"No, but I shot some tame ones."

"Didn't you see any wild ducks at all?"

"Well, the farmer that owned the tame ducks was the wildest duck I ever saw."

Alumni Personals.

'76—Mr. Harvey B. Houck is located in Chicago. His address is 18th and Indiana Ave., Chicago, Ill.

'86—Rev. D. W. Kerr resigned as pastor of the Reformed church at New Hamburg, Pa., and was installed pastor at Apollo, Pa., where he now resides. His sister, Miss Annie Kerr, of the same class, will make her home with him at Apollo.

'90—Mr. J. Abner Miller recently resigned his position as teacher of the North Street school building, Waynesboro, Pa., to accept a position as timekeeper with the Landis Machine Co.

'90—Miss Gertrude Eppley was recently elected to fill a vacancy in one of the Mechanicsburg schools caused by the resignation of Miss Elizabeth Ruth.

'90—Rev. W. H. Nicholas is in charge of the Lutheran church at Tinsbury and Hamilton Sts., Allegheny, Pa.

'92—Mr. D. M. Shearer made us a short visit during the Winter Term. He was accompanied by Messrs. Adam Cook, Ambrose Kauffman, Russel Fisher, Ira Gelsing, all young men attending his school.

'95—Mr. T. C. Park, who graduated from Jefferson Medical College last year, is at the Blockley Hospital, Philadelphia, Pa.

'95—Prof. A. A. McCrone, who has been teaching at West Grove, Pa., has resigned to accept a position in the Friends Central High School, Philadelphia.

'96—Mr. N. Ort Eckels was best man recently at the wedding of one of his classmates, Mr. William Swartz, of Carlisle.

'96—Mr. G. W. Gulden is a student at Pennsylvania College, Gettysburg, and will graduate in June.

'96—Mr. N. H. Harr is President of the Y. M. C. A. at Gettysburg College.

'96—Mr. J. Houston McCulloch is bookkeeper for the American Bridge Co. His address is 307 Dinwiddie St., Pittsburg, Pa.

'96—Mr. O. G. Myers is Secretary of the Board of Directors of an oil company in San Francisco. His address is 1962 Buchanan St., San Francisco, California.

'98—Mr. W. H. Horning is surgeon in the National Military Home, Montgomery Co., Ohio.

'99—Miss Mabel Eva is teaching at Middletown, Pa.

'99—Miss Edna L. Haverstick is teaching at Penns Grove, N. J.

'99—Mr. James Hipple is teaching in the high school at Mauch Chunk, Pa. He is teaching his second term.

'99—Miss Iva V. Houston has resigned her school at Glenn Campbell to take a position as clerk with a Coal Company, at the same place.

'99—Miss Amanda Kerr has gone as a Missionary to India under the auspices of the Woman's Foreign Missionary Society of the Presbytery of New Brunswick.

'00—Mr. H. M. Fogelsanger is timekeeper in the Studebaker Shops, 408 S. Franklin St., South Bend, Ind.

'00—Mr. J. C. Tressler has been elected valedictorian of the Senior class of Syracuse University, Syracuse, N. Y. The class numbers 304 students and to stand at the head is a very great honor. Mr. Tressler has also been chosen as the representative of Syracuse University in the inter collegiate debating contests.

'00—Mr. J. O. Johnson is teaching at Yoe, York county. He is in the school formerly taught by Mr. McSherry.

'01—Miss Ada Eldon is teaching at Barnesboro, Pa.

'01—Miss Maud Miller is teaching at her home, Hampton.

'02—Miss Isa Stevens is teaching at Ft. Washington, Pa.

'02—Mr. J. A. Ward has been elected to the Faculty at the Morganza School.

'02—Miss Helen Diven is teaching at New Bloomfield, Pa.

'03—Mr. Andrew Jackson is teaching at Greensburg, Pa.

'04—Mr. E. A. Miller is a Sophomore at Gettysburg College.

'04—Mr. Grover C. Wolf is Principal of the West End Schools, Marietta, Pa.

'05—Miss Eva Wier is located at North Branch, N. J., doing primary work.

'05—Miss Edith M. Jackson is teaching at Venetia, Pa.

'05—Miss Blanche Plasterer has gone to North Dakota, where she expects to engage in teaching.

'05—Miss Jean Pearson has resigned her position at Harrison Valley to accept a position of musical director in the schools of Troy, Pa.

New Teachers for the Spring Term.

The teachers elected for the Spring Term are Dr. Ezra Lehman, of Ridley Park, Pa., Mr. G. Chas. Clever, of Quincy, Pa., and Mr. E. M. Gress, now attending Juniata College. These men scarcely need an introduction to the readers of the Herald. They are well qualified and successful teachers. The Spring Term students have never before been more fortunate in the teachers appointed to instruct them.

Dr. Lehman graduated from the Shippensburg Normal School in the Elementary Course in the class of '89. A few years later he graduated in the Scientific Course. After teaching a number of years in the public schools and in the Normal School he graduated from Bucknell University. Later he spent three years in the University of Pennsylvania and holds his Ph. D. from that institution. For several years Dr. Lehman has been in the employ of the Lippincott Co., of Philadelphia, assisting them in the publication of a comprehensive dictionary intending to rival the New Century. The work on this new dictionary has been discontinued and as a consequence Dr. Lehman returns to his first love—teaching. The Normal School is to be congratulated on securing his services again as he was in his former service one of the most efficient and popular teachers ever connected with the Faculty of our School.

Mr. G. Chas. Clever was a member of the Faculty last Spring Term and his teaching then was very satisfactory. Mr. Clever prepared himself for college in the Shippensburg Normal School and at Mercersburg Academy. He is a graduate of Franklin and Marshall College. Since his graduation at college he has been teaching the Township High School at Quincy. Mr. Clever is a young man of broad and liberal culture and a good teacher. He is interested in young people, knows them, and works hard to benefit them.

Mr. E. M. Gress is a graduate of the Shippensburg State Normal School, class of '96. He was President of his class and one of its brightest and best members. Since graduating he has been a very successful teacher. He has been holding good positions in the state but is not satisfied with his present attainments. He entered Juniata College last September in the Sophomore

class. Owing to his advanced standing in the class to which he belongs he has been given leave of absence for the Spring Term. Knowing that this privilege had been granted, Dr. Eckels made him a proposition to assist in teaching during the Spring Term. Mr. Gress accepted the offer and is now busy helping in the instruction of the large number of students who have enrolled for the present term.



He Got His Degree.

Thomas Henry Bliggerson
 Longed for a degree,
 "Like to sign
 This name of mine
 With a tail of LL. D.,"
 Said he,
 "Or a Ph. D., or a plain A. B.,
 Or any old letters would give me glee."
 And he gave away
 All his cash one day
 To a school and a college and a libraree.

Thomas Henry Bliggerson
 Looked for his degree—
 Watched the mail
 Till hope would fail,
 For note to give him glee.
 You see
 He fully expected he would be
 At once created an X. Y. Z.,
 Or an LL. D.,
 Or a plain A. B.,
 But the poor man wasn't even 1-2-3.

Thomas Henry Bliggerson
 Now has his degree;
 Each thing sent
 His establishment
 Bears mystic letters three.
 You see,
 There was no more cash in his treasury,
 And so he went down into bankruptcy,
 So the credit men,
 With a large fat pen,
 Write "T. H. Bliggerson, C. O. D."

—*Baltimore American.*

Reception to Dr. and Mrs. Noss.

Among the pleasant events to be remembered in connection with the Directors' meeting was the reception of Dr. and Mrs. Eckels to the Faculty, given in honor of Dr. and Mrs. Noss, of the California State Normal School. As an evening session of the directors' meeting was held it was nine o'clock before the guests assembled and the affair was necessarily very informal. Light refreshments were served and under the genial influence of Dr. Noss and his delightful wife, the time passed all too quickly.

Dr. Noss is a graduate of the Shippensburg State Normal School and Mrs. Noss was naturally doubly interested on this account. Both expressed themselves as being highly pleased with the sociability and congeniality of the Faculty. The visit of Dr. and Mrs. Noss was much appreciated and all look forward to the pleasure of meeting them again.



Opportunity.

They do me wrong who say I come no more
 When once I knock and fail to find you in;
 For every day I stand outside your door,
 And bid you wake and rise to fight and win.
 Wail not for precious chances passed away,
 Weep not for golden ages on the wane!
 Each night I burn the records of the day;
 At sunrise every soul is born again.
 Laugh like a boy at splendors that have sped,
 To vanished joys be blind and deaf and dumb;
 My judgments seal the dead past with its dead,
 But never bind a moment yet to come.
 Though deep in mire, wring not your hands and weep;
 I lend my arm to all who say, "I can!"
 No shamefaced outcast ever sank so deep
 But yet might rise and be again a man!
 Dost thou behold thy lost youth all aghast?
 Dost reel from righteous retribution's blow?
 Then turn from blotted archives of the past
 And find the future's pages white as snow.
 Art thou a mourner? Rouse thee from thy spell.
 Art thou a sinner? Sins may be forgiven;
 Each morning gives thee wings to flee from hell,
 Each night a star to guide thy feet to heaven!

— *Walter Malone.*

Senior Record Card.

Record cards in the form which follows will be issued to the Seniors at the close of the school year in June. This is a new departure. The purpose of the record card is to call the attention of the members of the Senior class to the important points in which they should strive to distinguish themselves during their Senior year. These points are stated in the order of their relative importance. The scheme of marking is given on the card and also the standards required to secure first and second honor. A full explanation of what is involved in the points given on the card is included in this scheme so that subsequent classes may be guided intelligently in their efforts to win honorable records.

Form of Card:

Senior Record of

1. Conduct.	A.—Excellent.	
2. Effort.	B.—Very Good.	4 A's First Honor.
3. Teaching.	C.—Good.	3 A's Second Honor.
4. Scholarship.	D.—Passable.	

----- Principal.



Explanation of Senior Record Card.

Conduct is the expression of character.

Effort is the expression of energy.

Teaching is the expression of skill.

Scholarship is the expression of power.



Conduct Includes:

1. Obedience to rules.
2. Respect for authority.
3. Proper submission to punishment.
4. Care of school property.
5. Honesty in school work and business.
6. Politeness or manner.
7. Purity of speech.
8. Loyalty to interests of school.
9. Respect for rights of other students.
10. Reverence for sacred things.

Effort Manifested:

1. In useful employment of vacant periods.
2. In prompt performance of known duties.
3. In attention and alertness in class.
4. In proper use of study hour.
5. In intelligent use of library.
6. In conscientious attendance upon classes.
7. In carefulness in written work
8. In willingness to do well what others do better.
9. In never putting off until to-morrow what can be done to-day.
10. In refusal to permit social pleasures to interfere with school duties.

**Teaching Shown:**

1. In attractive personality.
2. In choice of subject matter.
3. In preparation of lessons.
4. In presentation of lessons.
5. In attention to details.
6. In power to control.
7. In interest manifested.
8. In progress of class.
9. In improvement in teaching.
10. In promise of future success.

**Scholarship Recognized:**

1. In daily recitation.
2. In incidental questioning.
3. In regular reviews.
4. In final examinations.
5. In originality of thought.
6. In accuracy of statement.
7. In independence of judgment.
8. In comprehension of technical terms.
9. In ability to analyze familiar themes.
10. In general information.

Effort.

All honor for the worthy youth
 Who, with brilliant powers blest,
 Has climbed the dazzling summit
 On which success doth rest.

But don't forget the noble soul,
 Who, with modest powers crowned,
 Strives on, knowing he cannot reach
 The heights where fame is found.

As he passes before the crowd,
 With slow, but steady pace,
 Give him a cheer for his effort,
 Though he cannot win the race.

The world is full of its heroes,
 Blest in story and song ;
 But not all in school were brilliant,
 Who are named among the strong.

In human life we are looking
 For traits that win acclaim.
 We always find them shining through
 Character, effort and aim.

—G. M. D. ECKELS.

**Middler Reception.**

The reception given by the Middler year class at the Normal Saturday evening, March 10, was a most successful affair.

At seven o'clock the faculty formally received all the students of the school in the parlors, from which place adjournment was made to the chapel. After a march by the orchestra and a well worded greeting by the president of the class, Mulford Stough, Miss Zora Gettel recited in a very pleasing and effective manner, "The Obstructive Hat in the Pit." This was followed by Bohn's La Grace, Op. 302, No. 5, on two pianos, the performers being Misses Johnson, Foltz and Bess Meyers and Mr. Shank. The rendition was exceedingly good. The next number, a farce, "Rubber Boots," was very cleverly played by Misses Speece, Curley and Cunningham and Mr. Bowman; although novices in histrionic effort, natural talent and excellent training by Miss Raymond enabled the players to score a success. A ladies' trio chorus, Abt's "Awake! Awake! The Dawn is Here," was well

received. A very pleasing feature of the program was the awarding of the prize for the best composition upon the picture "Memories." The prize, a set of books, was offered to the Middler class by Prof. Rife, and awarded by the unanimous decision of the judges, Misses Davie, Crewe, and Wylie, to Miss Janet Cunningham, of Fairfield, Adams county. Miss Cunningham in a very pleasing manner read her composition from the platform.

As dean of the class of 1907 Prof. W. M. Rife then addressed them upon "Literature as a Profession." Prof. Rife stated that every piece of literature should possess three characteristics—naturalness, conciseness, and should have a message. He differentiated a newspaper from literature as art, in that journalism has a "recording function." But the fact recorded, set in relation to a principle of life, colored with emotion and given adequate expression, produces literature. He illustrated this truth by an analysis of Bayard Taylor's *Lars*. The function of literature and especially of poetry is to hold mankind up to high ideals. A poet is always needed to set forth these ideals. After the civil war there was the great group of New England poets. Now not having a national poet, civilization is drifting toward materialism and literature toward realism, and we need a poet to recall to us the subjective element in literature and in civilization.

Prof. Rife's scholarly address closed the program, and the remainder of the evening was given up to a general sociable.



Cumberland County Directors' Association Meeting.

The 14th meeting of the Cumberland County School Directors' Association held Saturday, February 17th, in the Normal Chapel, was the best attended and in many other ways one of the best meetings in the history of the association.

The meeting was called to order by the President, R. M. Graham, of Kerrsville. After music and devotional exercises conducted by Rev. Mr. Reagle, of the Reformed Church, the address of welcome was delivered by Dr. Eckels. He expressed his genuine pleasure in welcoming the directors to the Normal, paid a high tribute to the work done by these men in the education of the young, in that they are so largely responsible for the

success or failure of the public schools, the greatest human institution—the home and church being of divine origin.

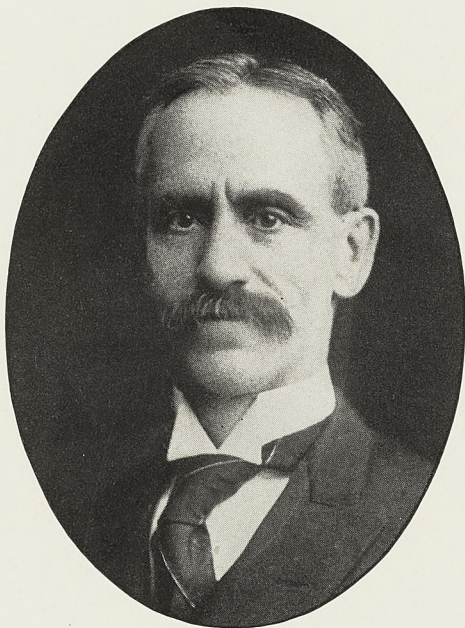
Dr. Eckels also emphasized the importance of beginnings and endings—in life, in national movements, in public school work. The importance of the home as the starting point in the child's education, and what the home should contribute to the school, namely children sound physically, mentally and morally. From the home to the primary school where the very best teachers should be employed. As regards endings, the importance of the character of the school which the child leaves. Pennsylvania should furnish a high school education to every child as does Massachusetts and New Jersey. Hearty applause followed Dr. Eckels' address.

Rev. T. J. Ferguson, of Hampden township, responded in a very pleasing manner, expressing the appreciation of the courtesy extended the association by the C. V. S. N. S. He dwelt upon the responsibility of the directors in their manifold duties, the most important of which is the selection of teachers. He eulogized the work done by normal schools and emphasized the value of high ideals.

The election of officers resulted in the re-election of the following: President, R. M. Graham, Kerrsville; first vice-president, Rev. T. J. Ferguson, Mechanicsburg; second vice-president, W. C. Cramer, Shippensburg; secretary, T. Grove Tritt, Carlisle; treasurer, James A. Steese, Mount Holly Springs.

After other miscellaneous business and reports from delegates to the state convention, a discussion followed upon "Thoroughness in the Common Branches." S. P. Goodyear took the ground that there are too many branches and that the popular pouring-in process is not consistent with it. From the common school curriculum he would strike out Latin and Geometry. A general discussion extending into the afternoon session was entered into by Messrs. Barton, Wagner, Goodyear, Williamson, Ferguson and County Superintendent Green.

"The relation of the Normal School to the Public School" was discussed by Prof. J. W. Hughes and J. S. Young, Esq. Prof. Hughes traced the beginning of the public school in Pennsylvania and gave some very interesting and pleasing descriptions of schools fifty years ago, drawing upon his own experience. He then showed briefly and clearly the necessity of normal schools.



DR. T. B. NOSS,

PRINCIPAL CALIFORNIA STATE NORMAL SCHOOL, AND A MEMBER OF THE FIRST
GRADUATING CLASS OF THE SHIPPENSBURG STATE NORMAL SCHOOL

Prof. Hughes was followed by Mr. Young, who held the close attention of the association while he discussed in a forcible manner the organization of the Normal schools, their influence and power in the growth and development of the public school system. He then introduced figures to show that two-thirds of the county superintendents, one-half of the city superintendents and a majority of the supervising principals in this state are normal school graduates, to say nothing of those doing valiant service along other lines and in other states. (Address elsewhere in full.)

The evening session was most interesting, being opened by a selection from the Normal Orchestra. After a well rendered chorus, Miss Raymond, preceptress and teacher of elocution, read a double number, the first humorous, the second serious, and responded to an encore. Miss Raymond's ability is too well known to need comment.

J. M. Rhey, Esq., of Carlisle, was then introduced and spoke upon "Training for Citizenship." He emphasized the discharge of duties to fellowmen and society at large, and that to do so the citizen must be moral, patriotic and intelligent. The victories of Japan were due to education. Thoroughness and simplification are demanded. Value of nature study and manual training. The teacher must be morally and spiritually trained. The speaker deplored graft and the worship of the golden calf in the twentieth century, and referred to Roosevelt as a second Moses.

He also stated that the greatness of American intellectuality is threatened by weakness of moral fibre. (Address elsewhere in full.)

After a very pleasing solo, "Good Bye Sweet Day," by Miss Maye Della Cook, Dr. Noss, principal of the California, Pa., State Normal School, was introduced. Dr. Noss is a graduate of the C. V. S. N. S., a member of the first class, and expressed his pleasure in being present, his appreciation of the growth of the school and the work of Dr. Eckels.

After some pleasing reminiscences he made a strong plea for the child whom the Normal graduate goes out to teach. The great problem is the child. The chief crime of the school director is the engaging of unfit teachers when better ones may be obtained. In doing so he gives a stone instead of bread and the

same thing applies to the sordid minded teacher. He showed how low Pennsylvania has stood in educational matters but notes recent progress.

The meeting altogether was the most largely attended in the history of the association, 92 directors responding to roll call, and the discussions are bound to result in great good.



Rock Me To Sleep.

Backward, turn backward, O Time, in your flight,
 Make me a child again, just for to-night !
 Mother, come back from that echoless shore,
 Take me again to your heart as of yore ;
 Kiss from my forehead the furrow of care,
 Smooth the few silver threads out of my hair ;
 Over my slumbers your loving watch keep ;
 Rock me to sleep, mother, rock me to sleep !

Tired of the hollow, the base, the untrue,
 Mother, O mother, my heart calls for you !
 Many a summer the grass has grown green,
 Blossomed and faded, our faces between ;
 Yet with a strong yearning and passionate pain
 Long I to-night for your presence again.
 Come from the silence, so long and so deep ;
 Rock me to sleep, mother, rock me to sleep !

Over my heart in the days that are flown,
 No love like mother-love ever has shown ;
 No other worship abides and endures,
 Faithful, unselfish, and patient like yours.
 None like a mother can charm away pain
 From the sick soul and the world-weary brain.
 Slumber's soft calms o'er my heavy lids creep ;
 Rock me to sleep, mother, rock me to sleep !

Come, let your brown hair, just lighted with gold,
 Fall on your shoulders again, as of old ;
 Let it drop over my forehead to-night,
 Shading my faint eyes away from the light ;
 For with its sunny-edged shadows once more,
 Haply will throng the sweet visions of yore.
 Lovingly, softly, its bright billows sweep ;
 Rock me to sleep, mother, rock me to sleep !

—Elizabeth Akers Allen.

Y. M. C. A.

As we look forward we see a vast amount of work lying before us as an association. It has been said that this is an age for young men and no young man can afford to go through life profitably without some knowledge of Christianity. We are all glad to know that the Y. M. C. A. stands forth as a mighty factor for determining the destiny of many a young man. Our little association here is not inactive in its tasks, for it has been doing excellent work during the past term. All the new students have joined and have taken active part in work assigned them.

The different members of the faculty occasionally give us brief talks in our meetings that are very interesting as well as instructive, but the task remains with us all to apply these suggestions to our lives and endeavor to come in closer contact with our Father.

A Bible class, consisting of groups, has been organized, and thus far twenty-one of the boarding students have joined. Each group is taught by certain students who receive special instruction along these lines by some competent member of the faculty.

As the spring term is approaching let every member be alert and endeavor to bring every new student into this noble work which has left its stamp on young men's characters.

S. DUEY UNGER, Vice Pres.



Y. W. C. A.

During the Winter Term the work of the Y. W. C. A. progressed very satisfactorily. Our membership was increased by the new girls who came in at the beginning of the term, and we are expecting many more in the Spring Term and are planning to make our association an attractive feature of their life among us. Our new officers, which have recently been elected, will take charge of the work early in the term. The following girls compose the new cabinet:

President—Myrtle Mayberry.

Vice-President—Bess Irwin.

Corresponding Secretary—Sophia Hohman.

Recording Secretary—Helen Cunningham.

Treasurer—Gertrude Fickes.

This term we established Thursday night prayer-meetings for each corridor in the dormitory and the attendance at these is most encouraging. With few exceptions the girls after study hour on this night gather in the different rooms to spend a few minutes in prayer and Bible reading.

Bible classes were also organized this term, one in each corridor and much interest is manifested among the girls, all of whom are members of a class.

Early in February our school was visited by Dr. Theodore B. Noss, Principal of the California State Normal School. Dr. Noss was accompanied by Mrs. Noss, who addressed a joint meeting of the Y. W. and Y. M. C. A. on Sunday evening of their visit. Dr. Noss also made a short address. This was one of the most delightful occasions of the term for the Christian Association.

We are anticipating a visit from Miss Batty, the State Secretary, who soon leaves this field of work for a larger one in South America, early in the Spring Term. Miss Batty will assist us in arranging our spring campaign and in acquainting the new officers with their work.

More and more we see the results of the influence which goes out from our association and its various branches; and, more and more we realize what many possibilities are within its reach still.

EMMA SLOAN, President.



Normal.

Regardless of the interruption of the meetings of our society remarkable progress is manifested.

The members are thoroughly alive with the work and each one takes an interest in some form. From the students who entered the past term, our society has enrolled twelve.

There is an apparent undercurrent at work which is carrying our society along successfully and like a magnet it draws to itself the good and active. The glee club and orchestra under Miss Cooke's direction are doing excellent work and add much to the entertainment of the evenings. The literary element has kept in unison with the other lines of work and is as ever a

prominent feature of the evening. Preparations for the Normal Anniversary are being made, which will be held April 27.

The requisites of a good society seem to be established and if the work is continued, it will infallibly prove the most successful year of Normal's history.

The newly elected officers are as follows :

President—Mr. Geiss.

Vice-President—Mr. Seville.

Secretary—Catharine Eichinger.

Critic—Anna Hartman.

CATHARINE EICHINGER, Sec'y.



Philo.

At the close of another term we are glad to say that Philo has been keeping up with the times. Philo has made quite a marked improvement during this term, both in numbers and in the excellence of her programs.

Quite a number of new names have been placed on the roll. The new members together with the old ones seem to feel their responsibility in helping to place the standard of Philo higher. By the preparation shown in the debates, by the elocutionary work, and by the instrumental and vocal music, evidence is not lacking that the expectations for the success of Philo in the beginning of the year are being realized.

With the opening of the spring term and the return of members who have been teaching, there is every reason to believe that Philo will not lose the high position she has gained. On the other hand the success of the society is assured and there is no doubt whatever but that in the work of the coming term, Philo may reach a greater degree of excellence than ever before.

M. EDITH MYERS, Sec'y.



"Is Cassey workin' here?" asked Finnegan, entering the quarry shortly after a blast.

"He was, but he jisht wint away," replied Flanagan, the foreman.

"Are ye expictin' him back?"

"Yes, I suppose so. Anyway, they do say, whativver goes up musht come down."

The Love For Lincoln.

PRIZE COMPOSITION—JANET CUNNINGHAM, '07.

"You're common, as I said afore—
 You're common, yit uncommon more.
 You allus kind o'pear to me
 What all mankind had ort to be."

In those dark days when our great nation was as "a house divided against itself," there was needed at its head, a steady hand, a strong heart and a wise mind. These qualities were combined in Abraham Lincoln, "unancestried, unprivileged and unknown" as he was, and for these qualities history has given him the rank he holds in the memory of every American.

During this period, there lived in northern Virginia, John Hempstead, a man of Southern birth but Northern sympathies. He was the sole surviving member of an illustrious family and lived alone in the style of a Southern gentleman, on a large plantation. He owned many slaves of whom two are true types of loving devotion, noble unselfishness and unwavering loyalty.

All their lives old Uncle Jason and his wife, "Mammy", had lived with the Hempsteads, and the trust of the family in the integrity and faithfulness of these two old servants was unbounded.

It was not until after the issue of the Emancipation Proclamation that John Hempstead felt his call to the front to fight against his brothers in the South. With the promptness and energy characteristic of his nature, he dismissed his slaves, closed the great house and gave the keys to Uncle Jason and mammy, who persisted in their refusal to leave the home of their youth.

John felt their disapproval of his course—not that they were not in sympathy with his cause, for he knew they regarded Lincoln with a feeling akin to reverence—that they were *glad* to be free and proud that their young master was going to fight for the rights of their race; but they could not forget that he was fighting against their beloved South. And so before he left, John Hempstead called them up to the great house and gave them as a parting gift a fine portrait of Abraham Lincoln. As he put it into their eager hands he said sadly—for he loved these old slaves and wanted their approval,—"Take this to hang on the wall of

your cabin that you may remember it is to enter the service of such a man that I have proved faithless to my southern training."

The old couple took it with tears of joy in their eyes, and later when John had ridden away, they looked on the homely, rugged face again and again and repeated softly, "Mars John was right."

It was nearly three long years before our country's big family quarrel was settled, and during this time the South was in a pitiable condition. As was the state of affairs all over the South, old Uncle Jason and mammy were entirely penniless; but still possessing, besides only the barest necessities of life, the portrait of their loved Lincoln.

For a while they kept it hidden in many wrappings beneath their cabin floor. It was a valued picture, handsomely framed and more than once were they offered temptingly large sums for it. It was theirs and they were free to sell it but they *could* not part with it, and to all offers they would shake their heads, gray with suffering and sorrow, and mammy would say with her own unhesitating loyalty, "no sah, we can't sell it; dat face helps me to lib, it does, kase when I'se tiahed and feelin' cur'us-like I looks on dis picter and it sort ob rests me. I can't 'splain just how, but dat big ugly face is fine, just fine and its gwinter stay right heah."

But misfortune seemed to follow them. They had heard nothing of Mars John and believed him dead. Old Uncle Jason found it necessary to take to his bed and then it was decided that the portrait must go. The night the purchaser was to come, was a memorable one. Blinded with tears, the old couple tenderly wrapped the precious picture and mammy sat down by the bed to await the calamity.

Rocking back and forth with face buried in her hands, she moaned, "O, it can't be, it can't be, Mars John gib it to us and we hab to sell it! I jus can't."

An awed exclamation broke suddenly from her husband. Looking up quickly—she saw, did her eyes deceive her?—Mars John standing in the room. The old people were rendered speechless by the sight of their young master. Their sorrow, so quickly turned to joy, brought tears again, but they were glad,

happy tears, tears of relief and unbounded joy for with him had come a realization of all their hopes, and best of all, Lincoln was again looking down upon them with his strong, sad face, helping mammy to "lib."



The Sandpiper.

Across the narrow beach we flit,
 One little sandpiper and I.
 And fast I gather, bit by bit,
 The scattered driftwood bleached and dry.
 The wild waves reach their hand for it,
 The wild waves rave, the tide runs high,
 As up and down the beach we flit—
 One little sandpiper and I.

Above our heads the sullen clouds
 Scud black and thick across the sky ;
 Like silent ghosts in misty shrouds,
 Stand out the white lighthouses high.
 Almost as far as eye can reach
 I see the close-reefed vessels fly,
 As fast we flit along the beach—
 One little sandpiper and I.

I watch him as he skims along,
 Uttering his sweet and mournful cry.
 He starts not at my fitful song,
 Or flash of fluttering drapery.
 He has no thought of any wrong ;
 He scans me with a fearless eye :
 Staunch friends are we, well tried and strong,
 The little sandpiper and I.

Comrade, where wilt thou be to-night
 When the loosed storm breaks furiously ?
 My driftwood fire will burn so bright !
 To what warm shelter canst thou fly ?
 I do not fear for thee, though wroth
 The tempest rushes through the sky :
 For are we not God's children both,
 Thou, little sandpiper, and I ?

—Celia Thaxter.





C. V. S. N. S. BASKET BALL TEAM, 1905-06

Athletics.

The basketball season closed March 10th with a record of ten victories out of fourteen games played. From the opening game it was evident that this year's five would be a winner. Berry, Sheeley and Craig were left-overs and needed no breaking in. Of the new candidates Starry and Early soon developed into strong guards and held their places throughout the season.

Dickinson Law took the first game from us on Nov. 25th. From that time, however, it was simply a question of running up our scores till the Kutztown Normal team visited us. Then followed four hard games at home in which Kutztown made the strongest showing. This team is the cleanest and probably the strongest with which we played. The score of Kutztown shows our worst defeat. The next three games were played away from home. All were defeats for Shippensburg.

The final game of the season was played at home with Mercersburg Academy as our visitors. This game attracted the largest crowd ever seen in the Normal gymnasium. It was rough and stubbornly fought, but ended in favor of the Normal team.

The second team enjoyed a schedule of four games, defeating the Waynesboro High School and thrice defeating Chambersburg Academy.

Prof. Heiges had charge of this sport and coached the team. The players and the students appreciate the sacrifice of time and pleasure which he made to train the boys. The success of the season in no small measure, is due to his efforts.

	Dickinson Law	Harrisburg Clippers	School of Forestry	Harrisburg A. A.	Lebanon Valley	P. R. Y. M. C. A.	Kutztown	West Chester	Steelton	Albright	Mercersburg	Steelton	Kutztown	Mercersburg	Total goals from field
Berry, F.....	2	6	3	0	6	6	5	4	5	7	3	1	1	2	51
Craig, F.....	2	2	5	10	3	2	5	6	3	1	1	1	2	4	47
Sheeley, C.....	2	1	2	4	2	4	3	5	1	6	2	1	1	2	36
Early, G.....	0	0	4	0	6	5	3	1	2	4	0	0	0	2	27
Starry, G.*															

* Starry's position gave him little chance to score.

Official Basketball Schedule of the Cumberland Valley State
Normal School, season of 1905-06.

	Normal.	Opponent.
* Nov. 25—Dickinson Law School.....	14	20
* Dec. 2—Harrisburg Clippers.....	23	4
* Dec. 9—School of Forestry.....	30	9
* Jan. 6—Harrisburg A. A.....	32	11
* Jan. 13—Lebanon Valley College.....	34	13
Jan. 20—P. R. R. Y. M. C. A.....	34	19
* Jan 27—Kutztown Normal.....	33	20
* Feb. 3—West Chester Normal.....	37	12
Feb. 10—Steelton High School.....	23	7
*Feb. 16—Albright College.....	38	17
Feb. 24—Mercersburg Academy.....	17	27
Mar. 2—Steelton High School.....	11	34
Mar. 3—Kutztown Normal.....	13	44
* Mar. 9—Mercersburg Academy.....	15	12

* Home game.

PROF. J. S. HEIGES, Coach and Manager.



Second team schedule:

	Normal.	Opponent.
Chambersburg Academy, 1st game.....	29	3
Chambersburg Academy, 2d game.....	23	13
Chambersburg Academy, 3d game.....	32	23
Waynesboro High School.....	24	9

M. W. RIFE, Manager.



Senior Class Excursion.

The annual excursion of the Senior class to Washington, D. C., will be made the 3d, 4th and 5th of May. Members of the Alumni desiring information concerning this tour should write the undersigned.

JOS. F. BARTON.



Cupid's Column.

BENDER—BRECHBILL. At the home of the bride in Marion, Pa., Mr. Conrad Bender, of Canton, Ohio, to Miss Anna Breckbill, '99. Mr. and Mrs. Bender will make their home in Canton.

BENDER—LEESE. At the home of the bride, Union Deposit, Pa., Saturday, April 7, Mr. E. Ethan Bender, '05, to Miss Estella Lucricia Marie Leese.

PRESSEL—ZULICK. At the home of the bride in Orwigsburg, Pa., Wednesday, December 27, by Rev. H. A. Wheeler, Prof. Penrose W. M. Pressel, '94, to Miss Mary Louise Zulick, second daughter of Mr. and Mrs. Thomas B. Zulick. Mr. and Mrs. Pressel will reside in the First National Bank Building, Orwigsburg, Pa.

WILLIS—RUTH. At Mechanicsburg, Pa., January 25, by Rev. T. C. McCarrell, Mr. Charles S. Willis to Miss Elizabeth Ruth, '97. Mr. and Mrs. Willis will reside in Mechanicsburg. Mr. Willis is in the employ of the Philadelphia and Reading R. R.

FICKES—SIMMONS. At Scranton, Pa., February 20, Mr. Dalbys Leas Fickes, '86, to Miss Gertrude Schoesche Simmons. Mr. Fickes has been practicing law in Scranton for a number of years and they will be at home to their friends at 1713 Mulberry St., Scranton, Pa., after June 15, 1906.

FORRY—HOKE. At the Reformed Parsonage, Hanover, Pa., December 21, by Rev. J. H. Hartman, Mr. C. S. Forry, '99, to Miss Estella H. Hoke, of Spring Grove, Pa. Mrs. Forry is a graduate of a musical conservatory of Charlotte, N. C. Mr. Forry is assistant cashier of the First National Bank of Spring Forge, Pa., where they will reside.

BURR—BURGNER. At Plainfield, Pa., Saturday, March 3, by Rev. Straub, Mr. David Burr to Miss Rebecca Burgner, '01.

SHELLERHAMMER—BOYER. At Schellsville, Pa., October 28, by Rev. Coch, Mr. Raymond Schellerhammer to Miss Katie I. Boyer, '00. They will reside at Schellsville.

EARLEY—SPANGLER. At the home of the bride in Harrisburg, Pa., Mr. John Earley, a former student of the Normal, to Miss Julia Spangler. Mr. and Mrs. Earley will reside in Shippensburg, where Mr. Earley is in business.

HOVETTER—MOWREY. March 9, at Oakville, by Rev. Francis, William Hovetter to Miss Maude Mowrey, a student of last year at the Normal.

COOPER—MORRISON. At Philadelphia, Mr. Carl Cooper, a student of several years ago, to Miss Estelle Morrison. Mr. and Mrs. Cooper will reside in Carlisle, Pa.

ZINN—ZEIGLER. Last June Mr. Royal E. Zinn, one of our students, was married to Miss Edna Zeigler, of Gettysburg.

HAYS—McCULLOCH. At Shippensburg, March 23, Mr. Patterson Hays to Miss Carrie McCulloch, a former student.

GETTELL—KNAPP. At Philadelphia, Pa., April 18, Mr. Raymond G. Gettell, '98, to Miss Nelene Groff Knapp.



The Stork Column.

To Mr. and Mrs. J. Beattie Barbour, January 19, a son. Mrs. Barbour was Miss Edna Early, '95.

To Mr. and Mrs. Dr. Frank Lehman, Bristol, Pa., a son. Dr. Lehman is a graduate of '98 and Mrs. Lehman was Miss Floy Fickes, '97.

To Mr. and Mrs. Edgar Heckman, State College, Pa., a daughter. Mrs. Heckman was Miss Mabel Geiger, '93.

To Mr. and Mrs. Reneker, Mechanicsburg, Pa., a son. Mrs. Reneker was Miss Donie Miller, '04.

To Mr. and Mrs. W. A. Alexander, Everett, Pa., a daughter. Mrs. Alexander was Miss Margaret Lehner, '89.

To Mr. and Mrs. J. Arthur Griest, Guernsey, Pa., a daughter. Mrs. Griest was Miss Lola Wierman, '95.

To Mr. and Mrs. Bruce, Lexington, Nebraska, a son. Mrs. Bruce was Miss Maria Young, '97.

To Mr. and Mrs. Iliff, Philadelphia, Pa., a daughter. Mrs. Iliff was Miss Lou Martin, '96.

A little son arrived at the home of Mr. and Mrs. Howard A. Coffin, Cynwyd, Pa., February 3. Mr. Coffin is the genial agent of Ginn & Co.

Obituary.

We are sorry to learn of the death of Elizabeth V., the youngest daughter of Supt. and Mrs. H. M. Roth, Gettysburg, Pa., Dec. 29. The Herald extends its most sincere sympathy to the parents.

Mrs. Clara Wickersham (Garretson), '84, died December, 29, 1905. Mrs. Garretson died in Newmarket, Pa., after an illness of a little over a week. She was the daughter of Mr. and Mrs. Joseph Wickersham, of York county. After her graduation she was married to Dr. Garretson and moved to Ohio. After the death of her husband she returned to Pennsylvania and for several years was engaged in teaching.

The Herald extends its sympathy to the family and friends of Mrs. Garretson.

We learn with much regret that Mr. Chas. Cohick, of Newville, one of our last spring's students, was killed on the Philadelphia & Reading Railroad at Harrisburg, January 4. Mr. Cohick had been in the employ of the railroad only two weeks when he met his untimely death. He was an estimable young man and the Herald extends sympathy to his friends.



Patience With the Living.

Sweet friend, when thou and I are gone
 Beyond earth's weary labor,
 When small shall be our need of grace
 From comrade or from neighbor;
 Passed all the strife, the toil, the care
 And done with all the sighing—
 What tender truth shall we have gained,
 Alas! by simply dying?

Then lips too chary of their praise
 Will tell our merits over,
 And eyes too swift our faults to see
 Shall no defect discover.
 Then hands that would not lift a stone
 Where stones were thick to cumber
 Our steep hill path, will scatter flowers
 Above our pillowed slumber.

Sweet friend, perchance both thou and I
 Ere love is past forgiving,
 Should take the earnest lesson home—
 Be patient with the living.
 To-day's repressed rebuke may save
 Our blinding tears to-morrow ;
 Then patience, e'en when keenest edge
 May whet a nameless sorrow !

'Tis easy to be gentle when
 Death's silence shames our clamor,
 And easy to discern the best
 Through memory's mystic glamor ;
 But wise it were for thee and me,
 Ere love is past forgiving,
 To take the tender lesson home—
 Be patient with the living.

—Margaret E. Sangster.



One by One.

One by one the sands are flowing,
 One by one the moments fall ;
 Some are coming, some are going,—
 Do not strive to grasp them all,
 One by one thy duties wait thee,
 Let thy whole strength go to each ;
 Let no future dreams elate thee—
 Learn thou first what these can teach.
 One by one (bright gifts from heaven)
 Joys are sent thee here below ;
 Take them readily when given—
 Ready, too, to let them go.
 One by one thy griefs shall meet thee,
 Do not fear an armed band ;
 One will fade as others greet thee,
 Shadows passing through the land.
 Do not look at life's long sorrow,
 See how small each moment's pain,
 God will help thee for to-morrow—
 Every day begin again.
 Every hour that fleets so slowly,
 Has its tasks to do or bear :
 Luminous the crown, and holy,
 If thou set each gem with care.

Do not linger with regretting,
 Or for passing hours despond ;
 Nor, the daily toil forgetting,
 Look too eagerly beyond.

Hours are golden links—God's token—
 Reaching Heaven, one by one ;
 Take them, lest the chain be broken
 Ere the pilgrimage be done.

—*Adelaide Anne Procter.*



Cleon and I.

Cleon hath a thousand acres,
 Ne'er a one have I ;
 Cleon dwelleth in a palace,
 In a cottage I ;
 Cleon hath a dozen fortunes,
 Not a penny I ;
 Yet the poorer of the twain is
 Cleon, and not I.

Cleon, true, possesseth acres,
 But the landscape I ;
 Half the charm to me it yieldeth
 Money cannot buy ;
 Cleon harbors sloth and dullness,
 Freshening vigor I ;
 He in velvet, I in fustian,
 Richer man am I.

Cleon is a slave to grandeur,
 Free as thought am I ;
 Cleon fees a score of doctors,
 Need of none have I ;
 Wealth-surrounded, care-envirion'd
 Cleon fears to die ;
 Death may come—he'll find me ready,
 Happier man am I.

Cleon sees no charms in nature,
 In a daisy I ;
 Cleon hears no anthems ringing
 'Twixt the earth and sky ;
 Nature sings to me forever,
 Earnest listener I ;
 State for state, with all attendants—
 Who would change? Not I.

The Way to Heaven.

Heaven is not reached at a single bound ;
 But we build the ladder by which we rise
 From the lowly earth to the vaulted skies,
 And we mount to its summit round by round.

I count this thing to be grandly true :
 That a noble deed is a step toward God—
 Lifting the soul from the common sod
 To a purer air and a broader view.

We rise by the things that are under our feet ;
 By what we have mastered of good and gain ;
 By the pride deposed and the passion slain,
 And the vanquished ills that we hourly meet.

We hope, we aspire, we resolve, we trust
 When the morning calls us to life and light,
 But our hearts grow weary, and, ere the night,
 Our lives are trailing the sordid dust.

We hope, we resolve, we aspire, we pray,
 And we think that we mount the air on wings
 Beyond the recall of sensual things,
 While our feet still cling to the heavy clay.

Wings for the angels, but feet for men !
 We may borrow the wings to find the way—
 We may hope, and resolve, and aspire, and pray,
 But our feet must rise, or we fall again.

Only in dreams is a ladder thrown
 From the weary earth to the sapphire walls ;
 But the dreams depart and the vision falls,
 And the sleeper wakes on his pillar of stone.

Heaven is not reached at a single bound ;
 But we build the ladder by which we rise
 From the lowly earth to the vaulted skies,
 And we mount to its summit round by round.

—*Josiah Gilbert Holland.*



Exchanges.

We acknowledge receipt of the following from State Normals :
 West Chester *Amulet*, Mansfield *Normal Quarterly*, Edinboro
Normal Review, Millersville *Normal Journal*, East Stroudsburg
Normal Echoes, Bloomsburg *Quarterly*, Lock Haven *Normal Bul-*
letin, California *Normal Review*, Indiana *Normal Herald*. Also
 Illinois State *Normal Quarterly*, and the Greeley, Colorado, *Nor-*
mal Crucible. Our files thus far show nothing this year from the
 following Pennsylvania Normals: Kutztown, Slippery Rock, and
 Clarion.

Our college list includes the *Juniata Echo*, *Ursinus Weekly*,
Dickinsonian, *Bucknell Orange and Blue*, *The Perkiomenite*, *Find-*
lay College News, *Bucknell Mirror*.

"A student body that has the altruistic spirit is in line with the best modern socialism. 'Lend a hand,' is its clarion call to the best instinct of the age."—*Lock Haven Normal Bulletin*.

The *B. S. N. S.* has an extensive and well written alumni department. We notice Bloomsburg is making arrangements for a summer session.

"The Story of the Aeneid" in *Normal Echoes* is a well written and instructive article.

The February Edinboro *Normal Review* is quite a racy number. The exchange column is especially good.

The *Mansfield Quarterly*, January, is a well balanced number containing about the right material in quantity and quality.

The West Chester *Amulet* is always good; its editor is appreciative of fine literature.

The Millersville *Normal Journal* carries no advertisements except one—Millersville.

An editorial column would add to the established excellence of the California *Normal Review*.

The article on "The Fame of Franklin" in the February *Bucknell Mirror* is well worth one's time.

The *Dickinsonian* is weekly in name, but by no means weakly in nature. It appears to us to be quite an ideal college paper.

The *Perkiomenite*, a breezy little sheet with a handsome little page, remarks that some of its exchanges have not come at all. The same here, brother. They are like the Dutchman's chickens which came home missing.

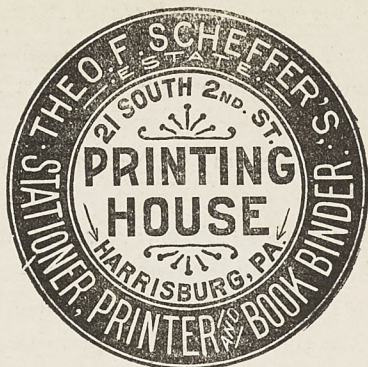
The Ursinus *Weekly* is much appreciated by two of our Faculty, Ursinus Alumni, Profs. Rife and Heiges.

The *Juniata Echo* presents a strong editorial and excellent literary features. We acknowledge the compliment to our exchange department.

We say amen to the following from *Orange and Blue*.

"Much has been written about college spirit, but it appears not to have entered the understanding of the writers that properly prepared recitations are the best evidences of good college spirit."

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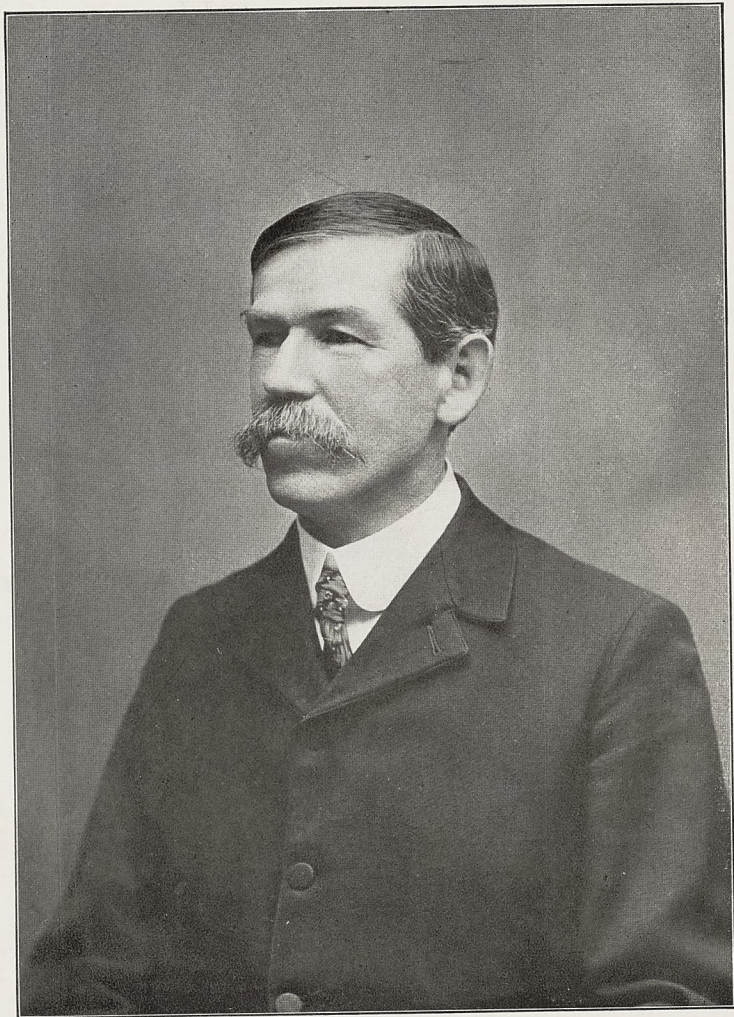
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