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Teaching as a Profession.

ADDRESS OF PRINCIPAL G. M. D. ECKELS TO THE CLASS 1906.

Members of the Class of 1906: Your class is the 18th graduating class of the Cumberland Valley State Normal School that I have addressed on an occasion similar to this one. To select an appropriate and practical theme becomes more difficult with each succeeding year. New problems are however coming to the front with every new year and I have endeavored to seize upon one that is to-day demanding solution. A few weeks ago I submitted to you a number of questions with a view of gaining some information concerning your history and to glean some facts in reference to your future work. The last question I submitted was this: "Do you expect to make teaching your life work?" To that question I received fifty affirmative answers and twenty-eight negative ones. One of your number was undecided and preferred to wait a few years before determining finally whether or not he would continue in the work. Of the 28 members who stated that they did not expect to make teaching their life work, 23 were gentlemen, only five men in the entire class are fully determined to devote their lives to teaching. This is too small a percentage of young men looking toward teaching as a life calling. This disinclination of young men to give their lives to teaching has suggested to me the subject upon which I purpose to address you this morning.

THE SELECTION OF A LIFE CALLING.

The selection of a life calling is the most important, as well as the most difficult problem of life. From a multitude of ways the young man is expected to select the best one when as yet he is unfamiliar with any. Experience is needed to guide a man

safely in the determination of any of life's great problems. If the individual does not have this experience himself then he should rely upon the experience of his friends who have traveled over at least a part of life's great highway. The young man is, however, not only destitute of this needed experience himself, but his ear is deaf to the voice of experience. How frequently do we find young men seeking counsel of their young friends and ignoring the advice of their elders. When a father finds his son traveling a way which is full of peril and tries to persuade him to abandon it, he usually finds that his influence is battling for supremacy in the young man's life against the influence of some inexperienced companion and the companion's counsel usually wins the battle. The young man is also more frequently guided by his feelings than by his judgment in the choosing of a life work. The counsel of age and experience is often disregarded because it runs counter to some anticipated pleasure of youth. That teacher is most popular with students as a rule who is most easy with them in the class room. The surest way to win the friendship of students is to be mild with them in your instruction and criticism and to be zealous in finding social pleasures for them. Young men are often made to regret that they did not heed the advice of father and teacher who were always sincere, but instead followed the advice of some youth who has given them the counsel which for the time seemed pleasant to obey.

PRINCIPLES GOVERNING THE SELECTION OF A LIFE CALLING.

1. *The calling selected must be safe to the individual from the moral standpoint.* Other things being equal that calling is best which is freest from temptation to wrong doing. We have recently had the experience of a noted teacher going astray from the path of honor, but he fell not from the temptations which came to him from his legitimate work as a teacher but from the enticements which came to him as a stock gambler. Thousands of men go to ruin every year because they have engaged in pursuits which open up to them gilded opportunities for wrong doing. No man knows what temptations he can resist until he has resisted them. Only the fool has the temerity to invite temptation to do evil. The man who remains away from the edge of the whirlpool will never be engulfed in its center.

2. *It must afford a decent livelihood.* No man has a right to embark in any calling which does not afford him an income suf-

ficient to maintain himself and those depending upon him. The individual who is laboring in a calling which does not afford him a comfortable living is laying himself open to influences which will eventually undermine his principles of honesty. Whenever a man's expenses become greater than his income he is taking awful risks with his character. There is no temptation to dishonesty greater than that which comes to a high spirited man when he is confronted with the problem as to how he can keep his family on a self respecting basis when his salary is insufficient to make ends meet. Few men can stand a temptation of this sort. A man has a perfect right to ask himself the question before selecting a life work. "Will it afford a comfortable living for myself and those dependent upon me?" A man may starve himself if he will but he has no right to starve his wife or his children.

3. *It must employ a man's best powers.* For a man to follow a low calling when he is fitted by nature for a higher one is criminal. Some men aim too high. They reach for the sun when they cannot touch the moon. Most men, however, aim too low. "Hitch your wagon to a star" was the advice of Emerson, but he did not say we should all hitch our wagons to the same star. Stars are of different magnitudes and they occupy different positions in the heavens. A man must select the star that is within his reach, but he must select the highest one he is capable of reaching. "Not failure but low aim is crime"

4. *It should offer opportunities for advancement.* When a man stops growing he has reached the dead line. Any calling which starts a man at the same point where he finally leaves off is dangerous because it destroys the conditions essential to growth. The greater the number of steps between the base and the summit of a calling the more advantages it offers to the individual entering it. It is always alarming to see a man at the top of his calling because you are anxious to know where he will step if circumstances should drive him from his position.

5. *Its duty should be fairly congenial.* While happiness may not be the supreme end of life no man has a right to ignore it as a proper accompaniment of right living. No greater mistake could be made than to force a young man into a life work unsuited to his tastes. The struggle of life is severe enough even when we enjoy the conflict. "Give me the man who sings at his work, he

will do more work, and better work," says Carlyle. Love of labor is love of life. No man can enjoy life who does not find pleasure in the performance of its daily duties. The young man who finds the duties of his calling irksome and uncongenial has missed the way which nature designed him to follow.

6. *It should conduce in some way to the improvement of human conditions.* Success in life must in the end be measured by the fact as to whether the world has been made better or worse because of our having lived in it. The boast of Augustus Caesar that he found Rome brick and left it marble was not an idle one. He possibly did not do all he was capable of doing for the welfare of his country but he did much, and for this we must give him full credit.

7. *It should minister to the supreme interest of mankind.* The work which results only in the material elevation of men does not meet the highest need of the world. To clothe the soul with beauty and power is even better than to make the body comfortable and secure. To feed the body and starve the soul is the height of folly. To create in the human mind high ideals of life, to give to men intellectual power and strength, to elevate the feelings and make forceful the will, is an achievement which challenges the ambition of the loftiest nature.

IS TEACHING A PROFESSION?

The question of whether teaching is a profession or not does not appear to be definitely settled. It is evident, however, that if it is a profession that all who are teaching are not members of it. The professions that have always been recognized are Law, Theology, and Medicine. Judged by the standards of these professions if teaching is a profession it must meet the following requirements:

1. *Its members must be liberally educated.* Law, Theology and Medicine are recognized as professions because the students of the schools for the special training of those who prepare for these professions are required to have a liberal education as a basis for their special training. Teaching has been discounted as a profession partially for the reason that so many teachers cannot lay claim to the possession of this liberal education. The State Normal Schools of the country have endeavored to eliminate this argument against recognizing the teacher's calling as a profession because

its members are often not liberally educated persons, by providing in their courses of study for both academic and professional instruction. Any one laying claim to a liberal education should at least have the breadth of academic instruction provided for in the courses of study prescribed for our state Normal Schools. Until this liberal education is in the possession of the teacher he may follow teaching as a calling but not as a profession.

2. *Its members must have a certain amount of technical skill which has been obtained in schools established for this purpose.* It is this field of professional instruction and training in the theory and practice of teaching that distinguishes the Normal School from all other educational institutions. If teaching lays claim to be called a profession then the practice of teaching must rest on a scientific basis. The teacher lacking this special *knowledge* and *skill* in the science and art of teaching, cannot regard himself as being eligible to membership in the professional class of teachers. Teaching is undoubtedly the most difficult of all arts and the man who has the temerity to engage in its practice without special preparation is surely not entitled to be classed with those whose education and training fit them to rank with the members of the universally recognized professions.

3. *Those who are members must have life certificates of qualification.* Once a physician, always a physician; once a preacher, always a preacher; once a lawyer always a lawyer. Many teachers, however, must renew their claims to eligibility to teach every year. So long as teachers must undergo these annual examinations in order to teach, they must regard themselves as outside the pale of teaching as a profession. So long as the superintendent's examination stares the teacher in the face every summer he cannot improve himself in that liberal way which is essential to normal growth. The stuffing of the mind for the answering of test questions on facts and definitions is detrimental to sound intellectual development. The intellectual life which improves the teacher is obtained by his coming in contact with liberally educated men and women, by reading and digesting the best books, by familiarizing himself with the current problems of the times by writing on themes connected directly and indirectly with education, and by judicious travel with a view of studying educational policies and processes away from his home. All these higher processes of improvement

are denied to the teacher whose only thought after he closes his school is concerned with the best plan of cramming his mind with enough unrelated and undigested stuff to warrant the superintendent in granting him a new certificate good for one year.

4. *It must offer to those who enter it the means of obtaining a livelihood.* No calling can be dignified as a profession when those who follow it must supplement their earnings by labor in fields altogether foreign to the regular work they have undertaken. The supplementary work a teacher is compelled to do in order to replenish his short bank account is always detrimental to his success in teaching. Whenever a lawyer drifts into commercial pursuits he suffers as a lawyer; when a physician goes into speculation as a side issue it is at the expense of his practice; when a preacher becomes a broker or a life insurance agent he no longer develops as a preacher; and when the teacher adds to his duties those of some other calling he can no longer hope to succeed well in teaching. Every man has the right to ask himself the question before entering the calling of teaching, "Can I live comfortably by my labor in it?" If his judgment determines this question in the negative then he has no right to devote his life to the school room no matter how noble he may conceive the work to be.

5. *The labor of a profession must be mental rather than manual.* The intellectual element must predominate in every profession. It is this distinction that marks off the trade from the profession. The tradesman has largely to do with the hand. He is chiefly directed in his work by mechanical rules. No such clearly defined directions can be laid down for the teacher. Every teacher has his own individual problems coming to him for solution and they must be solved in the light of his own reason and judgment. If manual training means the training of the pupil for a manual occupation then it has no place in the curriculum of the public schools. If, however, its purpose be the education of the mind through the hand then its place among the branches of education is undisputed.

DISADVANTAGES OF TEACHING AS A PROFESSION.

Every profession has its advantages and disadvantages. No profession has a monopoly of the advantages. In choosing a profession we must compare the advantages with the disadvantages. Unless the advantages are greater than the disadvantages then it

would be unwise for us to select the profession of teaching as a life work. It might do for a stepping stone to something better but it certainly would not be wise or profitable for us to continue in it for a life time. That this is the view that many young men take of teaching is evident from the fact that so many of them use teaching as a ladder to climb to what they consider a richer and higher field of living. To induce the members of this class who view teaching from this standpoint, to compare more thoughtfully the advantages of teaching with the disadvantages is largely the purpose of this final address to you. The disadvantages of teaching may be summed up as follows :

1. *Inadequate compensation.* It is undoubtedly true that the wages of teaching are lower than the wages of any other calling requiring like ability and preparation, unless it be the calling of the ministry. That we are paying too little for our preaching and our teaching for the good of our country is an evident and alarming truth. When ability in the pulpit and in the teacher's chair is not remunerated as like ability is remunerated in other callings, religion and education must both suffer and the country must suffer with them. When the church and the school fail to invite the best talent of the land to become preachers and teachers, it becomes a sad day for the land. The opportunities for young men in commercial lines are becoming so enticing that much of the talent which has hitherto entered the learned professions is no longer looking in these directions for a life calling. Public education is suffering to-day for the want of more strong young men to fill the more responsible positions in public school work and the cause lies in inadequate compensation for efficient service. That a new era is dawning in regard to teachers' salaries is evident on all sides. New York city is taking the lead in this movement and the contagion of better compensation for efficient teaching is sure to spread until it reaches every state in the union. The young men who are to-day entering teaching with sufficient preparation will reap the full benefit of this wave of advancement in teachers' salaries.

2. *The overtaxing of strength necessary to achieve success.* It is claimed by many that the duties of a teacher are so perplexing and exhausting that no one of ordinary strength can perform them and not fall an early prey to nervous prostration. All mental work which does not require in its performance a certain

amount of outdoor exercise is fraught with more or less physical peril to the individual engaged in it. Teaching, of course, is no exception to this law. Many of the commercial pursuits, however, which are drawing young persons away from teaching call for services which are more taxing on the nervous system than teaching. It is true that some superintendents of despotic tendencies impose duties upon their teachers which they themselves would not touch with one of their little fingers. The day for the military supervision of schools, however, is destined to be short in a free country. A teacher who is well prepared for his work can discharge the duties of the school room without undue strain upon his nervous system. We would not, however, advise any one who is looking for a soft place to eke out his lazy existence to engage in teaching. If there is a member of this class who is afraid of hard work, then I would advise him to enter some other calling than that of the teacher.

3. *Short and uncertain tenure of position.* One of the unfortunate circumstances connected with teaching is the fact that many schools have a new teacher every year. This is bad for the teacher and worse for the children. Teaching can never be what it ought to be until measures are taken to make the tenure of the teacher as certain and continuous as that of the employee engaged in commercial pursuits. The bank cashier and the superintendent of a manufacturing establishment remain as long as they care to remain providing they are efficient. In New York City a teacher is as secure in his position to-day as the man in a commercial pursuit. He need not fear the loss of his position except for cause. This will come to be the policy everywhere when we have enough competent teachers to fill all the schools.

4. *Lack of opportunity to show skillful work.* There is no doubt of this indictment against teaching being true in too many cases. The teacher is often accountable to individuals who are utterly ignorant of the duties of the teacher. Even those who are appointed to supervise the work of other teachers frequently know less about the teaching in the grades than the teachers in these grades themselves. Where a superintendent has measured properly his own limitations all goes well, but when he attaches a fictitious value to the importance of his position and to his own

knowledge of grade teaching it is a dark day for the school and the teachers entrusted to his supervision.

5. *Lack of opportunity for social pleasure.* The teacher who is ambitious to succeed finds but little opportunity for social enjoyment. It would seem, however, that if any class of persons would be benefited by mingling freely with society it would be the teaching class. The teacher owes it to himself and his work to spend a reasonable amount of time in the society of the community in which he lives. He cannot, of course, afford to be a social star devoting all his time and means to the demands of the social circle in which he moves, but he can well afford to become interested to a certain extent in the pleasures and functions of the better class of society in the community in which he renders his services.

6. *Full preparation and high ability not sufficiently rewarded.* This indictment against teaching is no doubt true to some extent in the elementary grades but to a much less extent in the higher grades. The leaders in education are better paid to-day proportionately than the teachers in the subordinate positions. In the lower grades of schools there is often little distinction made between the salaries of the well qualified and poorly qualified teachers. In the higher grades, however, the well qualified teacher is more and more coming to have the field to himself and these are the positions where the best salaries are paid.

7. *Denial of the opportunity to exercise full political rights.* The teacher who is anxious to retain his position must remain silent when political issues are discussed. He cannot enter into the work of a political campaign without jeopardizing his place. He cannot publicly discuss any of the prominent political issues of the day without inviting the criticisms of his patrons. Any one else may shout with the victors in a political triumph but the teacher must restrain his enthusiasm. Every teacher should be allowed to exercise his full political rights and I am inclined to think that in most places a teacher will be permitted to do this in a judicious way without losing the favor of his patrons.

ADVANTAGES OF TEACHING AS A PROFESSION.

1. *The opportunity the profession affords to help a great many individual lives.* In most callings a man's influence over the

character and habits of others is confined almost entirely to those of his own household. The experienced teacher, however, usually has the opportunity to impress his life upon thousands. This influence of the teacher is exerted upon those whose minds are plastic. The man who is ambitious to make his life potent for good, can find no better field in which to gratify this desire than in teaching.

2. *The wholesome influence of teaching upon the teacher himself.* The atmosphere of the school room is conducive to the moral as well as the intellectual welfare of the pupils. Many young men take their first steps downward when they begin their life work in a calling with an unfavorable environment. A man's business has more to do with his character than he usually concedes. The fact that teaching is conducive to right living, gives it a strong claim upon the services of every young man who regards character as the chief element in every successful life.

3. *The opportunity the profession affords to render effective service to the state.* The school houses of the land are better safeguards of the state than her fortresses. We must depend upon the school teachers of the land for our defense of freedom, rather than upon our standing armies. The man who loves his country will find no better field for the expression of his patriotism than the public school. If every teacher does his full duty by the flag there will be no need of anxiety concerning the future of our free institutions. Here is a field broad and fertile enough to invite the services of every young man whose heart beats high with love of country. To make good citizens is the task set for the school teachers of the land, and no grander work can be accomplished by any American patriot.

4. *Freedom from financial responsibility and temptation.* Many of the most lucrative positions in life are burdened with the care of large financial interests. Every man who fills a position of this character should be doubly paid. The wages he receives for his responsibility should be greater than the amount he earns by his labor. To escape such responsibility in the discharge of a man's duties is a consummation devoutly to be wished.

5. *The opportunity the profession offers for promotion.* It is not an unusual thing to find a teacher occupying a high position who began his career in the little cross-roads' school house. The public school offers good opportunities for promotion to the growing teacher. This is a matter of great importance to the man of ambition. It places before him a goal which demands of him continued growth and development.

6. *The opportunity it offers for self-culture.* The teacher who is successful finds his soul expanding with every year of his labor. No dead line is ever reached by the teacher whose soul responds to the influences of his work. Teaching not only affords a good opportunity for self-culture but it induces it in the life of every genuine teacher. To be a teacher without showing the evidences of increased culture, is to witness against our own success.

I have now endeavored to show you the gains and the losses in the school teacher's life. If I have enhanced the value of teaching in your estimation, I shall have accomplished my purpose in speaking to you. The school room is appealing to the authorities of the land to secure for its masters the best ability of the country. Every true educator is a mustering officer sounding the call for men and women of true worth to enter the greatest army ever mustered on the soil of freedom,—the army of school teachers. The term of enlistment is for life; the reward will be the everlasting gratitude of a free people.

And now a few words which are personal. I would speak to you as a father speaks to his son or his daughter. I would speak to you from a heart filled with deep desire for your welfare and success. The day of instruction is ended. The last recitation bell summoning you to the class room has sounded. In a few hours you will separate and your pathways will lead you in many different directions. It is to be hoped that the truths you have gained from the lips of your instructors and from the example of their lives will steady your steps when the path is rough and perilous, and guide you into the light when the way becomes dark.

Success in life depends upon the cause we espouse and not upon the victories we achieve. It is better to fail in a good cause than to win in a bad one. Many a man's victory has been inglorious because it has been won in a doubtful cause. The in-

dividual who gives his life to the cause of education cannot fail except he fail through lack of effort. To promote a righteous cause with the best effort we are capable of putting forth is to succeed to the extent of our effort.

There are two kinds of pleasure in the world, the one which remains a pleasure and the other which turns to bitterness with the memory of it. Pleasures indulged in at the expense of duty are never profitable. The call of duty is the only call which is imperative. To be heedless of her voice is to fill our memories with the recollections of remorse and shame.

Wisdom consists in giving to everything its proper value. Young people make so many mistakes in attaching fictitious values to many of the things of life. A thing of trifling value is often made to outweigh a thing of real worth. A favor which has cost the giver but little is sometimes appreciated more highly than one which has required of the donor great personal sacrifice. We must learn to put a proper estimate upon the value of persons and things,—to weigh them justly and fairly. I remember a teacher who was severe with his criticisms, mercilessly calling attention to our smallest mistakes. We were often offended by his close strictures and in our short sightedness failed to see the worth of his instruction. Years of contact with the world and with its rigid demands upon its servants has altered my notions of the value of this teacher's life to his pupils. From occupying the lowest place in my affections among the teachers who served with him he has grown steadily in my admiration and love until he stands at the very head of a long list of noble instructors who have been connected with my education. The career of this old teacher is nearing its end, his feet have led him to the very brink of the grave. Soon his ear will be deaf to the voice of gratitude, but I am glad to know that I have often had opportunity to tell him of the deep feeling of respect I bear him as a man, and of the love I cherish for him as a friend.

Lines will go out from my life to yours. When the messages come bearing good tidings I shall rejoice and when the tidings are ill I shall be sad. Who will lead in this class of 1906 is a question that comes to me with great emphasis at this time. Whose history will make glorious the class to which you belong? Whose name will be placed in the highest niche of fame? Will

ten succeed, or twenty, or will you all succeed? If one shall fail who shall it be? There is no need for failure with any of you. With the opportunities given you for life's preparation it would be a great disgrace for any of you not to succeed. In the language of Horace Mann, America's greatest educational reformer, "May each one of you be ashamed to die before he has done something worthy of himself."



The Moral of the Legend.

Long ere the mists of superstition were dispelled by the sun of knowledge, there lived a cunning and potent sorceress. To guard the cornfield against the ebon foe, she determined to place a scarecrow in the midst of it. She thereupon began to contrive as life-like a figure as possible, that it might fully perform its duty. The process of construction was apparently simple. A broomstick, an old flail and a few indiscriminate sticks from the wood-pile constituted its skeleton; its viscera were a sack of straw; its head a withered and shriveled pumpkin. The sorceress was not so particular in the construction of this part of her figure, for the clothes were to be the making of the man. A richly colored coat, scarlet breeches and silk stockings soon concealed the wooden reality of the body and the extremities. Lastly a wig and a three-cornered hat covered the pumpkin head, and behold, there stood the image complete. Scrutinizing it she soon concluded that such a figure was too good for a scarecrow. In an instant, by her magic and necromantic powers, she transformed this mass of sticks and straw into a living human likeness. This spectral illusion, this cunning effect of light and shade so colored and contrived as to deceive the eyes of most men, was named Feathertop. He ventured into the world, there to associate with the multitude. With only the thinnest vesture of human similitude he was universally received as one of noble birth. He became acquainted with a belle of the neighboring town. Soon she was enamored by his beauty. During the interview, while speaking words of love, he happened to glance into a mirror. There he saw, not the shining mockery of his outside show, but a picture of his real composition. He quickly returned to his mother. In a howl of scorn and contempt he ex-

claimed, "I've seen myself, for the wretched, ragged, empty thing I am, I'll exist no longer." He sank upon the floor a medley of straw and tattered garments.

Thus runs Hawthorne's Feathertop. The world is full of Feathertops—men and women who, judged by their outward appearance, are good, noble and great, but in reality they are bad, ignoble and debased. The corrupt soul, the defiled body and the empty mind are covered with the brilliant and enticing cloak of deception. The benefactor and the malefactor, the wise and the ignorant, the good and the bad, the religious and the sacrilegious, cannot be easily discriminated in this age of phantasy and sham. On this side and on that side are pomp and show, and pretension and emptiness. The true and the false are so intermingled, and so alike to the eye, that one cannot be easily distinguished from the other. The heart of straw is covered with a coat of silk, the empty head with a Parisian wig and the black soul with a white veil of hypocrisy. Things are judged by the clamor they make or the effulgence which they emit.

In this age of deception, men go mincing and grimacing with plausible speech and brushed raiment, spectral illusions, hollow within. How many are there who swagger and strut; how few who are natural and walk. While fops simper and fools chuckle, and simpletons giggle, how few there are who are normal and laugh. The libertine and the courtesan go down the street in beautiful apparel and a manly gait, while within the heart there are volcanoes of passion, consuming their lives and jeopardizing the lives of their associates. The moral deceiver blots out the sun of hope, rolls man up in self and pushes a whole world toward the doleful caverns of an eternal night. Such a deceiver was Mohammed, that form of terror which blazed athwart the moral heavens, consumed the vital atmosphere, and shrieking with his last breath, "Oh, God! pardon my sins," plunged into the awful whirlpool of shoreless remorse.

Fallacy and deception have penetrated all the domains of life, spiritual and material. Politics and literature, and most odious of all, philanthropy and religion are infected. The world is changed into a place of vanity and pomp and many are the snares and death-traps hidden under the mask of cunning and illusion. The world needs more men and women who are useful, and less who are empty

and vain ; more reality and less sham, more of the true and less of the false ; more men and women who are what they appear to be.

The time demands a reform and pleads for the transformation of the empty and the deceitful. Suicide—tearing away the veil of illusion, cutting the mask of sham and building anew upon a foundation of integrity and goodness, is the only redemption of a pompous and showy world. Justice asks the removal of the gloss, the alloy and the adulteration and the establishing of truth and reality.

It is fitting and wise that the deceitful reform. Walking in the old path is death ; reformation is life. A life of sham is useless. Though it exists a century it is of no credit to the world. Not only useless but harmful is such a life. It is a moral poison destroying virtue and chastity. Such a life is dangerous and wicked. He who finds satisfaction and delight in the things which glitter and holds his eye is lost. He sees evil before all else for he himself is evil. He allures the innocent, entices the weak and is an imprecation to the world. To cross the sea of life safely and successfully *self* must be made known. "Know thyself" is an old but excellent maxim. He who is a pretender, a deluder, cannot know himself, he has never discovered the reality of his own composition. He steers blindly in life's voyage and is a false beacon light to his fellow travelers. He misses the gate of heaven and is lost forever.

Feathertop's courage is commendable. Deception and illusion decreases only as men assume the bravery of Feathertop. They who see their vanity and emptiness and resolve to "exist no longer," have won a great fight. When the old life is destroyed, like the fabled Phoenix, they will rise from their own remains, true, modest, pure and good. Then they cull the flowers and pluck the fruit of a useful, noble and happy life and are more nearly like Him who by precept and example taught His people to lead lives of purity and holiness.



Cholly—People talk about a "horse laugh." Horses never laugh while I'm around.

Miss Pepperly—Then they can't laugh, that's all.—*Chicago Daily News.*

...THE...

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Editorial.

With this issue of the HERALD we vacate the editorial chair which we have been occupying for the past two years. We have always had a lurking suspicion that we were a size too small for the chair, or the chair a size too large for us, and we trust our successor will fill its every nook and corner and that his feet will touch the floor. In the words of the wise man, there are chairs and chairs. We shall hold in memory those who have assisted us, as well as those who have refused. Our blessings upon the former, also the latter. May the HERALD continue to disseminate wit and wisdom and may its arrival be warmly welcomed by every *alumnus and alumna* of the C. V. S. N. S.



With the summer elections come the usual number of changes in the teaching force, due to all sorts of causes. Some step down and out voluntarily, some involuntarily, some are promoted, some *demoted*, if we may use the word. These changes make plutonic the pocket book of the bureau manager, but do infinite harm to the profession. Some changes are necessary, some are advisable, while for others there is no excuse. No other organization in the world of equal rank suffers so many losses and changes as does the teaching profession, and the irresponsible

children are the ones that have to suffer. School board, if you have a good teacher, "grapple him to thy heart with hooks of steel."



In the matter of elections, the ethics of the profession are often strained to the uttermost by both teacher and school board and occasionally by intermediate agents. Questions which frequently arise are, "Is it honorable to be an applicant for several positions at the same time?" Answered in the affirmative by most teachers. The most strenuous opponent of this theory ever known to the writer, was doing time in a western jail the last he knew of him. "Is it right to resign after accepting a position?" "Is it right to recommend men and women of whom one is not absolutely sure?" "Is it right, because one 'needs a job' to accept a position for which he does not feel qualified?" On the contrary is it right for the secretary of the school board to ignore all letters of inquiry and put the stamps in his pocket; to keep a candidate waiting, perhaps weeks, without an intimation as to his chances of election, and to vote against him for reelection, merely because he thrashed little Jimmy? Sometimes a thrashing would do little Jimmy's papa a whole lot of good.



As the summer days go by and the young graduate does not "land" a position, he naturally becomes a little nervous, feeling that after all his preparation, he will be without an opportunity to teach. All we have to say is, "don't worry." Many unexpected vacancies occur in the latter half of August, and then when teachers are less plentiful, boards are not so independent, and your chances are correspondingly better. A good agency is a mighty help in time of trouble, but do not depend upon it too much. Next year you will be more independent, and when you shall have achieved such a reputation that positions will begin to come your way unasked, you will conclude teaching is not all thorns. There is no dishonor in a lowly position the first year, nor is there any credit if you remain there very long.



Why are not more young men entering the teaching profession to make it a life-work? Of course only one answer can be

given and that is "Because other lines of work are more attractive." But why should such be the case? Is it meagreness of salary? But salaries are better than ever before. Is it on account of social position? But in most communities the best homes are gladly opened to the public school teachers. Is it due to the short term—from seven to ten months? Very largely. Is it due to the fact that in an age of commercial and industrial prosperity such as we are now enjoying, young men find lucrative and pleasant employment all the year round? Yes, we think so; and if such be the case, when a period of depression comes, our professional schools for teachers will find a much larger per cent. of young men among the student body. Take it altogether, the much deplored commercial spirit of the present age is undoubtedly the cause of the decreasing number of young men entering the ranks of teachers and still more so, the ministry.



Normal Notes.

Now the campus, it is quiet,
 For the students are not here;
 And to show that we are lonely,
 We will shed a big, fat tear.

Gone the Juniors and the Middlers,
 Gone the Seniors, looking wise;
 Gone from dormitory windows
 Many pairs of goo-goo eyes.

Some to gather in the harvest,
 Some to bake and cook and sew;
 Some to study all the summer!
 Do we think so? Oh, my! No!

Let them go; our blessings on them;
 Most of them have earned a rest.
 What maintained them through the school year?
 Good milk soup and Force and Zest.

You who come back in the autumn,
 Come to work with heart and brain.
 Fare you well, young men and maidens,
 Farewell, till we meet *agane*.



It's all over.

"So long, chum; take care of yourself."

Campus looked well all the spring and summer.

"Dogwood winter" and "blackberry winter" and "strawberry winter" made good evenings for study.

The new athletic field was formally opened in a rain storm. Normal has had better base ball seasons.

Tennis contests were a prominent feature of outdoor life during the spring term. There was talk of a tournament, but it did not materialize.

"Well, good-bye, dear. You will write real often, won't you? I know I'll never get another room-mate I'll like half as well." (Kiss-kiss.)

During the spring term Dr. Barton gave an evening to the Senior class in chapel, illustrating some of the more spectacular effects of electricity, as seen in a darkened room.

School was in session a half-day only, May 30. Some spent the afternoon in studying, but the greater number in recreation; many on the campus, some to the cemetery and a few made the more pretentious trip to Gettysburg.

The annual trip to Washington was a complete success, nothing occurring to mar the pleasure of the trip. As an expression of good-will and appreciation the party presented Dr. Barton with a gold-headed cane.

Mr. J. O. Gray, who has been filling the position of steward for the past two years, has resigned to take up work in the fall at the University of Pennsylvania.



Twenty Years of Service.

This year sees the completion of twenty years service for Dr. Eckels in the Normal, seventeen of which he has held the office of principal. During this time the school has undergone a most satisfactory growth and is now on a firm and thoroughly established basis. These results are very largely due to Dr. Eckels, who has made his influence felt throughout all this part of the state, and even beyond, and who has by his genial courtesy and genuine and sterling qualities endeared himself to thousands of young people.

Faculty Notes.

Dr. Eckels was called to Halifax to give the commencement address. He also spoke at Mt. Holly on a similar occasion.

Dr. Barton in April lectured at Macungie and gave the commencement address at the Quincy high school exercises.

Prof. Rife gave the commencement address at Newville in May. He and Mrs. Rife will spend the summer at his home near Mechanicsburg.

Prof. and Mrs. Heiges will spend the summer in Shippensburg with an occasional visit to her home in Newport.

Prof. Gordinier gave the commencement address at Yoe in lieu of Dr. Eckels. He also spoke at the Newport high school commencement. Prof. Gordinier severs his connection with Normal, having accepted the Deanship of Kee Mar College. He will travel during the summer in the interest of the latter institution.

Miss Davie will spend some time this summer visiting Miss Crewe at the home of the latter in Sparrow's Point, Md.

Miss Cook will spend some time at Atlantic City. Another vacancy is caused by her resignation. Miss Cook has had several flattering offers for next year, but has not decided whether she will teach or not.

Prof. G. Charles Clever, who for the past two years has been identified with the Faculty as a Spring term teacher, has accepted the chair of science at Kee Mar College. He will travel for that institution during the summer.



Resignation of Dr. Barton.

After nineteen years of continuous service as a member of the Faculty of the C. V. S. N. S. Dr. Jos. F. Barton surprised his many friends June 8th, by announcing his resignation. As this move on the part of the genial Doctor was entirely unlooked for, it naturally caused wide comment and general and sincere regret. During his residence at the Normal, Dr. Barton has made himself felt not only as a teacher, but as an institute instructor and lecturer, a citizen of the town, a school director of Shippensburg township, a prominent member of several social and fraternal organizations, and the conductor of many pleasant railroad trips. A member

himself of the first graduating class of the school, he has a personal acquaintance with hundreds of the alumni, all of whom can recall various ways in which their school life was brightened and bettered through Dr. Barton's efforts. But all loss must somewhere find a corresponding gain, and in this instance it is Hamline University, Minneapolis, Minn., to which the Doctor has been called to fill a position in the department of science. He will carry with him the best wishes of his many friends, that he may be spared to many more years of usefulness in the cause of teaching to which he has devoted his best energies during so long and successful a period.



Commencement.

Senior Banquet.

The banquet given to the Senior class and Faculty by the Trustees of the Normal Saturday night was one of the most enjoyable occasions of this kind in the history of the school. At 8:30 o'clock the Seniors, preceded by the Faculty, repaired to the dining hall where a very pleasing scene presented itself. The tables were handsomely decorated, the color scheme being pink and white. The usual good things to be found at banquets were dispensed with a liberal hand and for some time everyone seemed to be busy. The confections served at the close were decorated in blue and white, the class colors. After waiting in vain for Prof. Clever to satisfy his appetite for pickles, Dr. Eckels was forced to interrupt, and in his genial way introduced the speakers of the evening.

Mr. Baish, as president of the class, was first called upon, and responded in a most creditable manner, touched upon the appreciation of the class at being called upon to sit at meat with the august members of the Faculty, thanking the latter for past courtesies and personal interests and expressing good wishes for the future. He wove in some excellent humor and received well deserved applause. Mr. Kirkpatrick, as orator of the class, spoke briefly but well, starting out with a good story, and then dealing with the pleasant relations of class and Faculty. A departure from former occasions consisted in the limited number of the Faculty called upon to speak, being confined to those who are leav-

ing the institution. Dr. Barton, as longest in service, was first introduced and arose amid tumultuous applause. He spoke in his usual happy vein, referring in a humorous way to some recent events and then in a more serious strain to his long service at the Shippensburg Normal nineteen years and three months. A pleasing combination of humor and pathos held the close attention of all and he took his seat amid more applause. Prof. Gordinier was next called upon, but his position as editor of these sheets forbids comment, save that at the close some sympathetic soul ventured a feeble applause. For this he is profoundly grateful. Dr. Ezra Lehman, for some years a valued member of the Faculty, and identified with us during the Spring term, was then introduced, and though modestly disclaiming any ability along that line, proved conclusively that he is a past master in the art of after dinner speaking. With wit and wisdom the scholarly gentleman held the rapt attention of all and at the close was warmly applauded. Dr. Eckels then as toast-master addressed himself to the class, complimenting them upon the successful completion of their course and assuring them of his warm personal interest in them as a class, and individually. After the banquet all adjourned to the Chapel where in common with the other students, the time was passed in social intercourse until the approach of the midnight hour brought the evening's pleasure to a close.



Sunday.

After ten days of continuous showers and sultriness the weather man got good, and the week opened with clear skies and a bracing atmosphere. The whole school assembled in chapel at 8:45 A. M. for the last Sunday School exercises. Although all teachers were seated upon the platform, only two spoke, Prof. G. Chas. Clever and Prof. E. M. Gress. Each one brought out clearly some of the salient features of the lessons of the quarter and their addresses were well received. A well rendered solo by Miss Cook closed the last Sunday School of the year.



Baccalaureate Sermon.

By six o'clock Sunday evening the chapel was completely filled by students, visitors and town people, assembled to hear the

baccalaureate sermon. Dr. Eckels and Dr. Laurie with the ministers of the town, passed down the main aisle to seats upon the platform, followed by the class of '06 in caps and gowns, to seats reserved in front. The services were opened by a large mixed chorus rendered in an excellent manner. Congregational singing was followed by scripture reading by Mr. Brady of the M. E. church, and prayer by Mr. Henry of the Lutheran church. After another hymn by the congregation, Dr. Eckels introduced Rev. Dr. Laurie, of Bellefonte, who took as his text Psalm 144, verse 12. "That our sons may be as plants grown up in their youth; that our daughters may be as corner stones polished after the similitude of a palace." Dr. Laurie asked the class the question "What do you mean by God's grace, to make of yourselves?" First-rate men and women are wanted, not second-rate. Some of the essential characteristics are force or power, but only where employed in a proper direction; common sense not common enough; intellectual self-respect; truthfulness, honesty and purity. Strength should be clothed in beauty. Dr. Laurie spoke from manuscript; his diction was the purest English and so plain that a way faring man, though a fool, could not err therein. He emphasized the importance of the cardinal virtues by some very beautiful descriptive passages and illustrations from his own extensive travels. He held easily the attention of the audience and at the close many words of commendation could be heard. The sermon was followed by the chorus, "Rest," Rubenstein's melody in F, arranged by Veazie, and the benediction pronounced by Rev. Mr. Gardner of the U. B. church.



Monday.

Everyone seemed busy though there was not much in a general way until 10 A. M., when Dr. Eckels addressed the class. The address forms, as usual, the leading article in the commencement number of the Herald.



Art Exhibit.

A constant stream of visitors passing through the Art studio from six to eight in the evening attested the popularity of this feature of Commencement and the attractiveness of the exhibit.

The room was handsomely decorated for the occasion with ferns and daisies, and presented to the average layman a bewildering effect of studies in form and color. The design work in black and white, as well as in color, was of a high grade, including some very attractive designs in historic ornament. What proved very popular and called forth much praise was the original designs in wall paper, china, stained-glass windows, book-covers and Greek. The exhibit reflects much credit upon the students, and proves the ability of Miss Irene Huber, who has charge of this department. Only words of praise were heard from those who viewed the exhibit.



Musical and Literary Recital.

Monday went out in a blaze of glory as a result of the recital given in the evening by the students who have been taking special work in the department of music and elocution. That the program would be an excellent one was anticipated by the crowds which gathered at an early hour. Before eight o'clock every seat in the Chapel was filled and the sign S. R. O. might have been displayed to advantage. The opening selection on two pianos by Misses Reba Emmert and Grace Johnson deserved the applause it received. In interpretation, modulation and technique the young ladies bore evidence of the careful training received. The reading which followed by Miss Claudia Stambaugh held the close attention of the audience and was well received. Then followed a piano selection by Mr. Baish, who for three years has closely identified himself with the musical work of the school, both vocal and instrumental. Suffice it to say that Mr. Baish sustained the enviable reputation he has already won. The teaching and training given by Miss Raymond, head of the elocutionary department, showed the work of a master, and no where more than in the reading by Paul F. Myers, which was one of the features of the evening. Mr. Myer's fine voice and pleasing stage presence easily won for their possessor complimentary expressions from the entire audience. He received hearty applause. Miss Lydia Eldon, youngest daughter of Dr. James Eldon, so well and favorably known throughout this section as an educator, next favored the audience with a very pleasing piano solo. Miss Eldon shows musical ability of a high order and her

high grade work was rich in future promise. Miss Anna Hartman, in "Indian Love Song," found opportunity to demonstrate the possession of an unusually sympathetic voice, and to win hearty applause. The four-handed selections by Misses Oyler and Myers and the Misses McClelland were rendered in faultless style and with a spirit of interpretation which left nothing to be desired. Then came a selection from Mark Twain by Miss Martha W. Clark, who during her course at Normal, has shown elocutionary ability of a high order, and has charmed many an audience before by a very pleasing simplicity of style. The classical selections by D. Ralph Starry were rendered in a manner which showed the close application Mr. Starry has given to work of this kind. He will be greatly missed in the Normal where he has ever been willing to use his musical talents for the public good. Too much praise cannot be given to his work Monday evening. One of the most popular numbers on the program was the "Forget-me-not" chorus by the young ladies whose names appear below in the program. The careful training of Miss Cook, a favorite both in town and in the school, never showed to better advantage, and so well was the selection given that at the close the applause was long and hearty. The closing number, a garden scene from "Mary Stuart," was a fitting climax to a most successful evening. Miss Winifred McClelland as Elizabeth and Miss Robinson as Mary Stuart each sustained her character with an ability rarely seen in amateurs. The audience showed keen pleasure and appreciation and after the entertainment the young ladies were overwhelmed with congratulations. The program in detail was as follows:

PROGRAM.

PART I.

Cachouca Caprice, Op. 79. Two Pianos	<i>J. Raff</i>
Miss Reba Emmert Miss Grace Johnson	
"Once Bloomed a Rose in Avon-Town"	<i>Lynce</i>
Miss Claudia Stambaugh	
Mazurka in E♭, Op. 24, No 2	<i>Leschetizky</i>
Mr. Melvin Baish	
"Gentlemen! The King!"	<i>Robert Barr</i>
Mr. Paul F. Myers	
Polish Dance in E♭, Minor, Op. 3	<i>Scharwenka</i>
Miss Lydia Eldon	

Indian Love Song, Op, 53, No. 3 *R. DeKoven*
Miss Anna Hartman

PART II.

Midsummer Night's Dream. Two Pianos, *Mendelssohn*
Nocturne Wedding March

Miss Winifred McClelland Miss Eleanor McClelland

Miss Jeannette Oyler Miss Besse Myers

Selection *Mark Twain*
Miss Martha W. Clark

{ a. Valse, Op. 64, No. 2 *Chopin*
{ b. Hark Hark! the Lark, *Schubert-Liszt*

Hark! Hark! the Lark at heaven's gate sings,

And Phoebus 'gins arise,

His steeds to water at those springs,

On chaliced flowers that lies;

And winking Mary-buds begin

To ope their golden eyes

With everything that pretty is,

My lady sweet, arise.—*Shakespeare Serenade.*

Mr. D. Ralph Starry

Forget-Me-Not. Ladies Chorus, *Augusto Rotol*

Claudia Stambaugh Ruth Elliott Mary McCulloch

Julia Hollar Ray Hollar Ruth Kadel

Garden Scene from "Mary Stuart," *Schiller*

Elizabeth, Queen of England,

Miss Winifred McClelland

Mary Stuart, Queen of Scots, a prisoner in England,

Miss Jean Robinson

Tuesday.

Tuesday morning old Sol set a bad example to students and visitors by not getting up on time. But in spite of lowering skies all seats were early taken in Chapel for Class Day exercises. For some time before the appointed hour the orchestra discoursed pleasing strains of music and at ten o'clock broke into a march which heralded the entrance of the class in caps and gowns; after taking their places upon the platform on raised seats and a selection from "Bohemian Girl," Mr. Melvin E. Baish, class president, gave his address. Following a courteous salutatory, Mr. Baish took up the subject of citizenship and showed the part education

plays in training the citizen. The student of to-day is the citizen of to-morrow, and must be a good citizen in spirit, purpose and hope; must be patriotic and intelligent. Importance of character, "good citizen," the title all men should covet. Space forbids further mention, but suffice it to say Mr. Baish's address was well delivered and highly appreciated. Following the President's address came the oration, "Nature and Men," by Harry M. Kirkpatrick. The oration was of a flowery nature, containing many beautiful descriptions of nature through the changing year, and drawing the analogy as found in the life of man. The subject matter showed careful preparation, and the delivery was excellent. The next number on the program was the class history by Miss Mary Craig. Miss Craig took up in a pleasant and interesting way some of the chief events which have marked the school life of the class, excursions, class-room trials, etc, etc. At the close she received merited applause. After a selection by the orchestra, Mr. D. Ralph Starry delivered the mantle oration in a dignified and impressive manner. As Caesar cast the die when he crossed the Rubicon, so the die is cast for those who have determined to follow teaching as a living. A high tribute should be paid the profession. Mr. Starry in a humorous way remarked about the prominent part played by this class in the history of the school. Then, in behalf of the class, he delivered the mantle, with best wishes to the representative of the class of 1907. Mr. S. S. Shearer, who received it modestly, expressing in behalf of his class the congratulations to those of 06' and best wishes for their future usefulness and happiness. Next came a very interesting feature, the ladies' class roll by Miss Carrie McNaughton and the gentlemen's roll by Mr. Paul F. Meyers. As it is impossible to take these up in detail, we can merely say that never have better class-rolls been heard by the writer, and rarely so good. The usual hits and jokes were given and received in the best spirits imaginable and not only the class, but the entire audience, seemed to enjoy greatly this part of the program. At the close of Mr. Meyers' roll, he presented in behalf of the entire school, a beautiful set of the "Nature Library" to Dr. J. F. Barton, as indicating the appreciation of Dr. Barton's efforts as a teacher here for so long a time. Dr. Barton replied in a feeling manner, expressing his warm gratitude for the gift and appreciation of the spirit

which prompted it. The class song by the entire class followed; words by Miss Ruth S. Elliott, musical director. This brought to a close one of the most pleasing and successful Calss Days in the history of the C. V. S. N. S. The program in full follows:

PROGRAMME

MUSIC—Selection from the Bohemian Girl.....*Balfe*

ORCHESTRA.

PRESIDENT'S ADDRESS.....MELVIN E. BAISH

ORATION—Nature and Man.....HARRY M. KIRKPATRICK

HISTORY.....MARY CRAIG

MUSIC—The Village Blacksmith, (Characteristic).....*Puerner*

ORCHESTRA

MANTLE ORATION.....D. RALPH STARRY

CLASS ROLL } LadiesCARRIE MCNAUGHTON

 } Gentlemen.....PAUL F. MEYERS

CLASS SONG.....*Ruth S. Elliott*

SUNG BY CLASS

MUSIC—Selected.....ORCHESTRA

CLASS SONG

(TUNE, "In The Gloaming.")

'Tis commencement, oh! my classmates,
 And the time has come to part;
 Past is past—the future calling,
 And the thought makes sad my heart.
 Now the busy world is calling,
 There is work for us to do;
 And we shall succeed, my classmates,
 If each one to self be true.

'Tis commencement, oh! my classmates,
 Now begins a broader life;
 Though not knowing what awaits us,
 We feel eager for the strife.
 Shall it be success or failure,
 Shall we win or shall we lose?
 May we wisdom have, my classmates
 Right to know, and right to choose.

'Tis commencement, oh! my classmates,
 We may ne'er all meet again;
 But fond mem'ries will go with us,
 Bringing pleasure—bringing pain.
 When the evening shadows lengthen,
 And the past comes back to you,
 Will you think of me, my classmates,
 Will you then to me be true?

'Tis commencement, oh! my classmates,
 Now this parting song we sing;
 And I wish for you, my classmates,
 All the triumphs time can bring.
 May *ad summum* spur you onward,
 Right to sanction, wrong o'erthrow,
 Then life's blessing yours, my classmates,
 As the years shall come and go.

—RUTH S. ELLIOTT.

MOTTO: *Ad summum.*

CLASS FLOWER: Neglantine.

CLASS COLORS: Blue and White.

CLASS YELL: Hul-loo, bu-lu, bu-la,
 Raz-oo, raz-oo,
 Hi-ka, pi-ka do ma ni ka.
 Sis boom ba;
 Wa hoo, wa hoo,
 Rip zip zix,
 Shippensburg, Shippensburg, 1906.



Reunion of Class of 1904.

About fifty per cent. of the class of 1904 returned to their *alma mater* for second diploma and reunion. A business meeting was held during the day, and in the evening after a half hour concert by the orchestra, the following programme was rendered in a most excellent manner. Mr. Gray, in behalf of the class, presented a sum of money as the foundation of a loan fund for needy students.

PROGRAMME

MUSIC—Starlight, (Medley Overture).....	Morse
ORCHESTRA	
PRESIDENT'S ADDRESS.....	R. G. BRESSLER
PIANO SOLO.....	GERTRUDE GLESSNER
ORATION.....	ROBERT MCPHERSON
VIOLIN SOLO—Mazurka Dekonzert.....	Musin
PROF. GEORGE UPDEGROVE	
ORATION.....	JOHN MEYERS
ESSAY.....	MARGIE DENGLER
SOLO.....	ANNA JONES
PRESENTATION.....	W. H. GRAY
MUSIC—Columbia, the Gem of the Ocean.....	ORCHESTRA
Sung by entire audience.	

Alumni Association.

The Alumni Association held its 32nd annual business meeting Tuesday afternoon in the large chapel. Neither the president nor the vice-president being present, Dr. Barton called the meeting to order, after which Henry Baish was elected temporary chairman. The following officers were elected for the ensuing year:

President—J. S. Heiges, '91.

Vice-President—J. H. McLaughlin, '05.

Secretary—Ida B. Quigley, '77.

Treasurer—W. M. Rife, '91.

Executive Committee—Miss Hattie Wylie, '93, Mrs. Zora Gettle, '76.

Dr. Barton was called on for a farewell address. He responded in a pleasing manner, expressing his regret at leaving the institution, and his appreciation of the good will shown him by the association.

Dr. Eckels in a few well chosen words, suggested the idea of the association establishing a loan fund, with the view of helping those worthy students who do not see their way clear to finish without help.

The matter was put into the hands of the executive committee to suggest means to carry out the thought.

Prof. Gress offered the following resolution, which was adopted:

Resolved, "That we, as an association, regret to lose the assistance of Dr. Barton, and through this means express our appreciation of the faithfulness which he has always manifested."

The following obituary committee was appointed for the following year: Q. T. Mickey, Mrs. S. B. Hockersmith, Miss Nannie E. Grayson.

IDA B. QUIGLEY, Secretary.



Obituary.

WHEREAS, In God's infinite wisdom death has been permitted to enter the ranks of the Alumni of the Cumberland Valley State Normal School, and to remove therefrom the following members, viz :

Carrie M. Foose, '02, July 12, 1905; Joseph W. Booze, '99, August 23, 1905; S. E. McSherry, '02, August 24, 1905; J. H. Parrett, '98, September 10, 1905; Carrie B. Eppley, '99, October 27, 1905; Clara Wickersham (Garretson) '94, December 24, 1905; Lloyd Gray, '00, April 28, 1906; Blanche Reeseman (Leisinger) '92; W. H. Klepper, '94, June 1, 1906.

And as the association desires to give expression of its regret at the loss of these departed friends; therefore, be it

Resolved, That the Alumni Association of the school in its annual session assembled, do bow in submission to the will of our Divine Father at whose call these devoted sons and daughters of the association have gone from time to eternity.

That in the death of these friends we as an association have sustained the loss of nine sincere and able members and our *alma mater* a number of ardent supporters.

That our sincere sympathy be extended to the bereaved families and friends of the deceased members.

That these resolutions be recorded in the minutes of the Association, and published in the School Herald.

GEO. H. ECKELS,
FLO E. WALTERS,
IDA B. QUIGLEY.



Wednesday—Commencement Day.

June, the month of roses, weddings and commencements, offered one of her most charming days to the C. V. S. N. S. Wednesday, greeting the early risers with a balmy breeze, blue skies and here and there a fleecy cloud. All roads led to the Normal, and graduate and under-classman, teacher, parent, visitor and others moved over the campus and through the corridors during the early morning hours, while a long line stood in front of the chapel doors, patiently awaiting the hour for them to open. When admission had been secured the room, handsomely decorated as on the preceding day with the class colors, blue and white, was soon filled and standing room was eagerly sought.

The class entered in cap and gown, preceded by Dr. Eckels and Rev. J. O. Reagle. After the opening exercises, as outlined in the program below, the oration was given by Mr. Sam. M. Neagley. He spoke with force and earnestness in a well-modu-

lated voice, holding the rapt attention of the audience. Last year the Herald printed the essay; this year owing to lack of space, we can again print but one in full, and so will give space to the oration. It will be found elsewhere.

The next number, a ladies' trio chorus, Water-lillies, *Linders*, was rendered in perfect harmony and proved a very pleasing selection.

"King Robert of Sicily," by Miss Abigail Taughenbaugh, was rendered very effectively in a pleasing tone of voice and with charming personality. Miss Taughenbaugh, by her many delightful qualities, has enjoyed a wide popularity among students and teachers, and the school will lose by her departure. "Living on Credit," essay by Miss Florence L. Barbour, was listened to with close attention. It dealt with the early life of the individual as the credit age, and discussed in an exhaustive manner the early training of the child by parent, teacher and the State. Miss Barbour has a wide and intimate knowledge of children as a result of successful teaching, and also showed close acquaintance with the best pedagogic thought of the day, as expressed by well-known educationists.

After a popular fantasia by the orchestra, Dr. Eckels introduced the speaker of the occasion, Prof. Leon C. Prince, of Dickinson, who took as his topic, "Paternalism in Government." Prof. Prince is so well known throughout this section as a thinker and orator, that any words of praise would seem superfluous. Enough to say that Prof. Prince is a most effective, powerful and charming speaker, always having something good to say and then knowing how to say it. He dwelt upon the great awakening which occurred four hundred years ago, sketching the downfall of the Latin power and the upgrowth of Teutonic. The secret of America's wondrous growth is the universal prevalence of opportunity for America, as representing the Teutonic idea, emphasizes the individual rather than the mass. As regards paternalism, whether known by that name, by centralization, imperialism or any other synonym, it is very largely the outgrowth of the Civil War, rapid material progress and high tariff laws. With too many laws now on our statute books there is always the temptation and frequently the tendency to enact more laws for the sake of graft. The Declaration of Independence

says all men are born equal; this is the doctrine of socialism. In no way are they equal except before the law, and not always then. Nature abhors equality. There has been wonderful growth in the socialist party and in socialistic thought. Rich and poor are both becoming richer. Prof. Prince also emphasized the evils of governmental and municipal ownership, and closed his address with a magnificent burst of oratory. Loud and continued applause followed him as he took his seat.

After an orchestral selection, Dr. Eckels as principal conferred eighty diplomas to the graduates and forty-three second diplomas to those who have successfully taught two years. A mixed chorus, "Tripping O'er the Hill," was up to the usual high musical standard of the school and was enjoyed by all. Mr. Baish then, as class president, took a formal farewell of town-people, under-graduates, trustees, faculty, Dr. Eckels, and the class. The benediction by Rev. I. A. MacDannald closed the exercises and the thirty-third annual commencement of the Cumberland Valley State Normal School had passed into history.

The afternoon was spent in social recreation, many attending the ball games, others packing trunks and saying good-byes. In the evening the ever-popular alumni gathering drew a large crowd, and at twelve-thirty the last strains of the orchestra had died away and it was all over.

PROGRAMME.

MUSIC—Selection, etc.....	ORCHESTRA
PRAYER.....	REV. J. O. REAGLE
MUSIC—Meditation, (<i>Morrison</i>).....	ORCHESTRA
ORATION—The Moral of the Legend.....	SAMUEL M. NEAGLEY
LADIES' TRIO CHORUS—Water-lillies.....	<i>Linders</i>
RECITATION—King Robert of Sicily.....	ABAGAIL V. TAUGHENBAUGH
ESSAY—Living on Credit.....	FLORENCE L. BARBOUR
MUSIC—Fantasia, (Tone Pictures of the North and South).....	ORCHESTRA
COMMENCEMENT ADDRESS.....	PROF. LEON C. PRINCE
MUSIC—Intermezzo Russe, (<i>Franke</i>).....	ORCHESTRA
GRANTING DIPLOMAS.....	By DR. G. M. D. ECKELS, Principal
MIXED CHORUS—Tripping O'er the Hill.....	<i>Carl Bohm; Arr. by Wilson</i>
CLASS PRESIDENT'S FAREWELL.....	MELVIN E. BAISH
BENEDICTION.....	REV. I. A. MACDANNALD



In battle or business whatever the game, in Law or in Love it is ever the same in the struggle for power or scramble for pelf, let this be your motto, rely on yourself.

The Use and Abuse of Fiction.

Delivered before the Philo Literary Society May 11, 1906.

Not more than fifty years ago it was customary for teachers and critics to discuss the question, whether fiction was a legitimate form of literature, as compared with poetry, the drama, and the essay. There was something uncanny about a novel in the minds of many persons, and we know of one pious old lady who after reading a work of fiction invariably read an entire book of the Bible as an antidote. But in spite of open opposition or lurking prejudice, fiction multiplied and flourished until today it is the one great form of literary expression. Poetry languishes and the drama has fallen upon evil days, but the printing presses of the land pour forth a flood of more than 4000 new novels every year—more than one novel for every working hour. The terms used in classifying these indicate the range and purpose of modern fiction. We have the religious, the ethical, the economic, the socialistic, the individualistic, and the purpose novel—and the list is not complete by half. The style of these differs as widely as the subject matter, ranging from serious earnestness to flippant bantering. If there is one fact more striking than the rapidity with which this mass of fiction is produced, it is the rapidity with which it is forgotten. Publishers estimate that not more than one novel out of 400 lives five years, hence it follows that of the 4000 produced during the present year only ten will be remembered five years hence. "Well," exclaims one critic, "what of it! where will the roses, the violets, and the other flowers that charm us today, be next year? They give pleasure while they last—so does the novel; it furnishes entertainment, it helps to pass away the tedious hour—let it not be condemned because it does not last." But the analogy does not hold. The book is not neutral in its influence—the reader is stronger or weaker intellectually; better or worse morally because of what he has read. He who reads promiscuously or in haphazard fashion, who goes to a library for something to read, and having read one book, selects another at random, is weakening his intellectual faculties by the process. The mind is not stimulated to healthful, vigorous action, and ere long it will not be possible to fix the attention upon any book or writing. The omnivorous newspaper reader is seldom a

person of vigorous intellect; he reads to forget and the powers of the mind become dormant. One of the abuses connected with modern fiction is the purposeless reading that characterizes so many persons.

But upon what principle shall a judicious selection from the mass of fiction be made? What are the tests of a good novel? These are easily stated. In the first place, every good novel must be a good story well told. It must be a work of art. As such it has nothing to do with teaching morals or political theories. The characters in its pages are real men and women, living in a real world. We are surrounded by and mingle with just such persons, but we are one of the crowd and we cannot see their actions or understand their motives. The novelist takes us to the summit of the mount of the imagination and shows us how men and women look when they are seen clearly. Not only are actions revealed, but the heart with its motives and impulses is laid bare. We are enabled to understand the reason for a course of conduct, to appreciate the beauty of noble and disinterested action, the baseness of selfishness and the folly of pride and presumption. Event follows cause in a natural order, and we appreciate the force and power of the inexorable laws of God and nature as we see their workings illustrated. Every great work of art is moral because it represents truthfully the working out of part of a great divine plan.

How different is the plan of the so-called purpose novel! The author starts out with a certain preconceived purpose and he bends all his energies to teaching his doctrines. His characters are not flesh and blood, but pasteboard figures to be moved about as the author wishes. He frames their speech for them, for they must say just what he wishes or he cannot hope to carry conviction. The purpose novel is therefore inane, unreal, lifeless. The scheme on which all these are constructed is very simple. In the religious novel the heroine after being subjected to numberless trials meets the hero who is of an opposite faith. She argues doctrinal questions so ably that he is vanquished. He speedily accepts the faith of the heroine who in recognition of the intellectual and moral worth displayed by the hero, in allowing himself to be converted by her arguments, gives herself as a prize to the vanquished. The novels constructed on this plan

are legion, from "Theodosia, the Heroine of the Faith," to Barrett's "Sign of the Cross." Another class is that in which the unnaturally good boy or girl figures; the boy who is continually rescuing distressed dogs and cats from the hands of his cruel companions, only to be bitten by the unappreciative animals; the boy who delivers moral lectures to his companions, and who in spite of cruel treatment by them, goes on irradiating goodness until they are convinced of the error of their ways. This class of books with its priggish and unnatural heroes, still occupies a prominent place in our libraries. The Socialistic novel, represented by Bellamy's "Looking Backward," with its hundreds of imitations and its individualistic anti-type, Pary's "Scarlet Empire," of very recent date, are represented by an enormous tribe of modern novels. In every case the characters are wooden, and the only interest is in the dialogue the author puts into their mouths. Such works owe their prominence to the fact that many persons must take their socialistic or individualistic doctrine in diluted form. The "purpose novel" having for its end the reformation of wrong has had and still has a wide popularity, but as a class of writing it is to be vigorously condemned. It exaggerates existing conditions in order to arouse the public, hence it is unreliable and untrue. It tells but one side of the story, hence it is unfair. It appeals to the passions and not to the calm, deliberate judgment of mankind, hence it is dangerous. To this class belongs "Uncle Tom's Cabin," a book that, because of the historical interest centering around it, has attained a prominence far beyond its merits. To this class also belong most of Dicken's works, but so broad is Dicken's humanity, so rollicking his humor, so pleasing his caricatures, that they have maintained their hold upon the public in spite of most glaring faults of plot, construction, characterization and style. The latest book of this very numerous class is Upton Sinclair's "The Jungle," concerning which there can be but one opinion. If the facts, and it is valuable only for the facts—the story is weak—set forth are true, the packers of Chicago and certain government officials deserve the severest punishment that can be meted out to them; if they are not true, the work in the interest of law and order should be suppressed, and the author punished.

The novels belonging to the classes just named are faulty and defective. They are not true to life as we know it—they are unhistorical, they color the judgment and appeal to prejudice. When they are not harmful they are insipid and lifeless, useless—consuming time that might be spent to better advantage.

Compare with these the work of the masters. America has given one great novel to the world, "The Scarlet Letter." The story is simple; no straining after effect; event follows cause and all without the slightest improbability. The story once read lingers with us. There is but one Arthur Dunnesdale, but one Hester Prynne; nowhere is there a suggestion of a moral, but who does not realize that the moral is written in every chapter. Then, too, the style of Hawthorne is that of the master in words—not a word too many, not a word too few. His sentences are clarity itself. His paragraphs are at once the marvel and the despair of those who desire to cultivate a simple, plain, lucid style. Read Hawthorne.

Why concern ourselves about the vagaries of modern writers, when we have Fielding—strong, vigorous, human, with his immortal creations, "Lou Jones," "Parson Adams," and "Thwackum." Jane Austen, neglected by the reading public, slowly emerging from her undeserved neglect and coming to be recognized as what Macaulay, with that insight that seldom deserted him, declared her to be "the greatest literary artist since Shakespeare." Thackeray, whose "Becky Sharpe" is one of the most inimitable creations in literature stands unapproached. Would you know how in real life a spoiled girl may become a noble woman, and a priggish boy a gentleman, read the story of Ethel Newcome in "The Newcomes," and Arthur Pendennis in "Pendennis." If there be those who question the intellectual stimulus of a great work of fiction let them read the "Egoist," and if not sufficiently convinced, "Diana of the Crossways," with its brilliant scintillating dialogue, will remove lingering doubts. It is unfortunate that there are those who do not know the scene between Richard and Lucy in Richard Feveral the finest pastoral picture since Perdita gathered her flowers at the shearing in the "Winter's Tale." The ability to read and appreciate a work of George Meredith is as much a proof of intellectual power as is the ability to solve an abstract problem in higher mathematics. George Eliot is our great philosophic

novelist; she knew life and her pictures are true. What a wealth of humor, pathos and satire her works contain. Her single glaring fault is the tendency to preach—an unwillingness to let her characters tell their own story. The men and women just named are great novelists because their characters are modern in all but the accidental and the unessential. They wear the dress of the time in which they lived, they speak the speech of their own age, but they love and hate and are moved by conflicting passions and ambitions, as are the men and women of this age, as men and women will be in future ages. The great novelist is not ignorant of the force of environment in the development of character; he studies the period of which he writes most carefully. He describes the dress of his creations minutely and accurately; he knows what views men and women held on political and religious questions in those days. Hence his narrative is historically true. Language is undergoing change—he has made that a study; his characters speak the language of their time. The pasteboard characters of the careless author are impossible socially, and historically, often physiologically. Contrast two modern novels as illustrative of this difference. "When Knighthood was in Flower," and "The Chaplain of the Fleet." The former, exaggerated, unhistoric, unreal, seeking to give an appearance of the time of which it treats by making its characters utter at frequent intervals, "Gadzooks," "Sdealh," "Marry," the latter historically accurate, convincing, real. Many novels are written apparently for the sake of a single scene. A notable instance of this kind is Lew Wallace's "Ben Hur." Strike out the chariot race and there is nothing left to be remembered a year afterward. The story is disjointed, the style faulty. A great novel may have one great striking scene, but it is there because all that goes before has paved the way for it and made it inevitable.

A large class of novels deal with the problem of sex, and many well meaning persons condemn all such works indiscriminately and would forbid their being placed in public and school libraries. Thomas Hardy is the most distinguished novelist of this school. His works probably deserve much of the condemnation heaped upon them, not because they dare to discuss problems not usually discussed, but because they select the vile, the base and the low in human nature and treat it as typical of the

thought and actions of men and women. These books are therefore false and unreal, and as such are to be sharply criticised. A novel is not to be condemned for treating the problem of sex openly, boldly, and courageously, as Henry Fielding and George Eliot have done. It is only when a writer introduces a topic for no other reason than that it deals with the nasty and the impure, that we have a right to protest.

One kind of novel yet remains. The child lives in a world of enchantment, peopled with fairies and creatures that exist not in earth or sea or air. There are those happy beings who never outgrow their childish love for him who can wave the enchanter's wand and bid this humdrum existence cease, and transport them into the region of "The Ought To Be" in "The Never-Never-Land." For these came a mighty magician from the north, steeped in the lore that grandmothers and grandfathers courted in the days when the earth was young. He waves his wand and Saxon and Norman, Crusader and Saracen, Cavalier and Puritan, pass in review. The clash of arms resounds, and the big bow-wow strain fills the air. And yet Scott has thrown around his characters such an air of reality as to make them almost flesh and blood. When he passed away his mantle could be worn by none of all the crowd that essayed to wear it, and it was not till fifty years had passed that another came from those self-same hills, and again romance came into her kingdom. The strain was not so loud but the touch was surer, and the "Master of Ballantrae," "Catriona" and "Kidnapped" are a heritage that the world will not let die. And just to show what he could do in other realms he wrote essays that touch the high-water mark of style. Let not the student who would improve his language give his days and nights to Addison, but to Robert Louis Stevenson—the master stylist of the nineteenth century. But he did not linger and romance mourned her deserted throne. But another of Caledonian heritage has arisen who tantalizes us with the promise of successful achievement, but hesitates in its complete fulfillment. Let us hope that J. M. Barrie will not break the promise to our hope, but that he may prove a worthy successor to Scott and Stevenson.

Members of the literary societies, I say to you finally, that you can no more afford to be ignorant of the world's great

fiction than of its history and its science. The problems of life are unfolded to you here as they are no where else. For the development of the imagination, for the cultivation of the reasoning faculties, for enriching your minds with facts pertaining to past ages there is nothing superior to good fiction. But when you read select that which has stood the test of time—the book of the century—not that of a day; the thought of a master mind, not that of the sensationalist of the moment. Read modern fiction if you will, but let it be from writers of the class of Conan Doyle, Walter Besant, and J. M. Barrie, who have sat at the feet of the great masters. Remember, that it is a far greater shame to be ignorant of "Ivanhoe," "Pride and Prejudice," "Vanity Fair" and "Adam Bede," than of "The Gambler" and "The Pink Typhoon." Hall Caine, Marie Correlli and Mrs. Thurston may be immortalized when Fielding, Thackeray and George Eliot are forgot—but not till then.

Ezra Lehman, Ph. D.



Y. W. C. A.

With the opening of the Spring term and the coming of a large number of new girls, it was necessary for the Association to take up its work with renewed vigor. On the second Sunday of the term, Easter Day, the new cabinet officers were installed with the usual ceremony. On the same night, the new girls, with few exceptions became active members of the Association. The Bible study classes of the preceding term were continued, several new classes being formed for the new members. In like manner, the Thursday evening prayer meetings were continued.

In the beginning of May, Miss Batty, our State Secretary of the Y. W. C. A., made her annual visit to the Association. The time of her visit was most opportune because the need of inspiration and guidance of the new cabinet in assuming their duties. The significance of this visit was especially appreciated by the girls, since it was the last time Miss Batty will come among us as our secretary. In September Miss Batty will go to Buenos Ayres to assume her work there in founding a Christian Association for girls.

On June 21, the president and vice-president started for Silver Bay to attend the annual conference of the College Associations of the Eastern States.

When we return to our work in the fall, we shall miss the faces of the senior girls who have rendered such efficient work in the Association. The prayers of those remaining go with them to their new fields of work, and we wish for them the highest success attainable. We know that the Father's protection and guidance is with them, wherever they may be.

MYRTLE MAYBERRY, President,
BESS IRWIN, Secretary.



The Y. M. C. A.

The object of our association is to bring the fellows into a closer relationship with Jesus Christ. The meetings during the year were well attended and have proved helpful.

We have been successful in getting nearly all of the men, who entered the school during the Spring term, to join either as active or associate members.

The interest shown in the study of the Bible is very encouraging. More than thirty men studied "The Life of Christ according to St. Mark," while eight others studied "Great Men of Israel." This study was carried on by the young men separating into groups of eight or twelve; the meetings being held in the fellows' rooms. Each group elected its own leader and a member of the faculty gave instruction to the leaders' class.

The corridor prayer meetings, held on Thursday evenings, between the first and third bells at the close of study period, were helpful, and the reverence shown by the ones who attended them leads us to hope that seed may have been sown which will spring up and bear fruit for the Master.

We aim to do even better work next year. We desire to have every young man join the Association; join a Bible study group, and accept Jesus Christ as a personal Savior. To this end we pray for guidance.

PORTIS A. SMITH, '07, President.
U. D. RUMBAUGH, '07, Secretary.

Philo.

At the close of another school term, we are delighted to see the progress Philo society has made.

The programs of our regular Friday evening meetings have been of a high order and very entertaining. Each member has shown a decided interest in the welfare of the society and has responded promptly to all his duties.

Quite a number of new members have been received during the term, an indication that Philo is still growing.

The Philo reunion was the most successful ever held in the history of the Normal. The following was the program :

MUSIC.....	ORCHESTRA
ADDRESS, (President).....	DR. EZRA LEHMAN
VOCAL DUETT—Maybell and Flowers.....	<i>Mendelsshon</i>
MISSES STAMBAUGH AND BARRATT.	
RECITAL—"Betsy Hawkins Goes to the City".....	CORA A. BRUNER
PIANO SOLO—Valse Arbesque.....	<i>Theo. Lack</i>
GRACE JOHNSON.	
MUSIC.....	ORCHESTRA
DECLAMATION—"Penn's Monument".....	<i>Burdette</i>
HUGH H. McCULLOCK.	
MUSIC—"Blow Soft Winds".....	<i>Vincent</i>
LADIES' CHORUS.	
VIOLIN SOLO—Spring Song, Opp. 62. No. 6.....	<i>Mendelsshon</i>
ZORA M. GETTEL.	
RECITAL—"The Swan Song".....	<i>Katherine Ritter Brooks</i>
LIZZIE E. HOFFNER.	
MUSIC.....	ORCHESTRA
"REVERIES OF A BACHELOR."	
A Pantomime.	
A BACHELOR.....	SAMUEL L. DONER
REVERIES.	
The Belle of the Ball	The Girl from Paris
The College Girl	The Colonial Girl
The Girl Who Jilted Me	A Memory of Egypt
The Summer Girl	"The Coming Woman"
MUSIC.....	ORCHESTRA
CLAUDIA E. STAMBAUGH, Secretary.	



Teacher—Johnny, I don't believe you've studied your geography. Johnny—No, mum; I heard pa say the map of the world was changin' every day, an' I thought I'd wait a few years till things get settled.—Milwaukee Wisconsin.

Normal.

With the end of this year's work closes one of the most successful years in the history of Normal Society. In the beginning of the school year the Seniors and Middlers took such a great interest in the work that every one felt success was assured. This anticipation has been more than realized.

Great advancement has been made in the literary and musical features. This is partly due to the great interest in the progress of the society which most of the members manifested by their willingness to perform the duties allotted to them.

Friday evening, April 29th, the Society held its 33d anniversary which was largely attended. The program showed a great deal of talent and exhibited to some degree the excellent work being done by the society. The program was rendered as follows:

Music	Orchestra.
President's Address	Mr. John W. Baish.
Piano Solo—Menuet, a l' Antique, Op. 14, No. 1	<i>Paderewski</i> Melvin Baish.
Reading—Experience with European Guides	<i>Mark Twain</i> Mattie Clark.
Music—Spring Song	<i>Joseph Neutwich</i> Glee Club.
Music	Orchestra
Oration—"Mustered Out"	Hugh Craig.
Vocal Solo—Dainty Dorothea	<i>Reginald De Koven</i> Anna Hartman.
Piano Duet—Valse Caprice in Eb	<i>A. Rubinstein</i> Reba Emmert Besse Myers
Sketch	"A Love Game." CHARACTERS
Jack May	Mr. Starry
Rosa Leigh	Miss Eichinger
Music	Orchestra. LAURA KRABER, Secretary.



Two Germans met in San Francisco. After an affectionate greeting the following dialogue ensued: "Fen you said you hev arrived?" "Yesterday." "You came dot Horn around?" "No." "Oh! I see: you came dot Isthmus across?" "No." "Oh! den you come dot land over?" "No." "Den you hev not arrived?" "Oh, yes; I hef arrived. I come dot Mexico thru."

Junior Society.

In accordance with the usual custom, the Junior Literary Society was organized by Dr. Barton, Friday evening, April 6.

Prof. Gress was chosen president, and through his co-operation with the other officers and members of the society, literary work was soon begun.

A glee club was organized, Miss Stambaugh being the instructor. This club and a male quartette rendered the music for the society. Although the members were all new to the society, and many of them to literary work, yet nearly all of them took the parts assigned to them, and did their work in a manner commendable to themselves and to the society.

The attendance was very good, notwithstanding the large amount of school work each one had to do. Our only regret is that we cannot meet again as a Junior Society; but yet we hope that the training which we have received in it, although brief, may help us not only in the other literary societies, but also in that great society, the world.

MAURICE A. HESS.



Alumni Loan Fund of the C. V. S. N. S.

At the business meeting of the Alumni Association the question of the loan fund to assist worthy students in the payment of their expenses for the Senior year was presented for consideration by Principal G. M. D. Eckels. Dr. Eckels spoke of the generosity of the classes in the granting of gifts to the school, and he thought the time had come in the history of the school when the establishment of a loan fund would be a most laudable enterprise for the Alumni to inaugurate. The members of the Alumni present took hold of the matter in great earnest and on motion of one of their number voted unanimously in approval of the project. The executive committee was authorized to devise a plan for the raising of this fund and take such other steps as they deemed necessary for the promotion of the enterprise. The class of 1904 has taken the initiative in the movement, and at their meeting on Tuesday evening Mr. W. H. Gray, on behalf of this class, presented to the school the funds which they had collected, amounting to \$46, to start the proposed fund. Dr. Eckels received the fund for the school in a few words of thanks and earnest appreciation.

Of the many good things the Alumni has done for the C. V. S. N. S., this is one of the most worthy. Every year a number of deserving students are obliged to stop their Normal course because of lack of funds. In the language of one of our noted educators "We have thousands of dollars for buildings, hundreds of dollars for equipment, and only dollars for brains." It is time that attention be given to claims of students needing help in order that they may complete their Normal preparation for teaching. Many of our graduates know the privations they have endured in obtaining a Normal School education, and they no doubt will be among the first to respond to this call for a loan fund.

The plan of the executive committee will undoubtedly be to put this matter in the hands of the several classes, and to request each class to endow a scholarship. This will require under the new rates about \$160. It will be a great pleasure for each class to realize that a worthy student is being permitted to continue his course through their generosity. The appeal for this fund will be made some time during the coming year. In the meantime it is hoped that the friends of this movement, which we believe will include every living graduate of the school, will consider the matter carefully and be prepared to give substantial aid to the plan when the appeal is made.



Banquet of the Class of '96.

The class of '96 had a very enjoyable time at their banquet on Tuesday evening of Commencement week. Between thirty and forty members of the class were present. Among the invited guests from the Faculty were Dr. Eckels, Dr. Barton, Dr. Lehman, Prof. Hughes, and Prof. Clever. Mr. H. H. Baish, '95, of the Altoona high school, was present by special invitation of the class 1896. The banquet was held in the Sherman House and the menu was arranged in Mrs. Dunlap's best style. Dr. Barton, by request of Mr. Gress, president of the class, acted as toast master. After acknowledging the honor of being called upon to preside Dr. Barton called upon Mr. Frank Starry of Atlanta, Ga. Mr. Starry stated that he had traveled all the way from Atlanta to Shippensburg to be present at the tenth reunion of his class and

he proposed to do the same thing ten years hence at the twentieth reunion. Mr. Gress, Mr. Shepp, Mr. Gulden and Mr. Baish were called upon in turn and each responded in a very pleasant manner. Dr. Eckels, Dr. Lehman, Prof. Hughes and Prof. Clever responded in a cheerful manner when their names were called by the toastmaster. Each expressed himself delighted with the good cheer of the occasion and the wish was oft expressed that the class of '96 might be fortunate enough to enjoy many similar occasions together. Time has dealt gently with the members of this famous class of '96. A handsomer lot of young men and women have seldom been permitted to greet each other around the banquet table. The class of '96 was distinguished in many ways while at Normal. It was the largest class in the history of the school up to the time of graduation and only one class has exceeded it in number since. The beautiful fountain in front of the building was the gift of this class. Many members of the class are holding responsible positions in teaching and in business. Welcome to the class of '96. May the sunshine of prosperity and joy continue to beam on the pathways of its members.



Obituary.

Mr. Lloyd A. Gray, '00, died April 23, 1906. We print the following tribute from one of his classmates :

Again the Grim Reaper Death has entered the folds of the class 1900 and taken our classmate, Mr. Lloyd A. Gray.

During the first week of April Mr. Gray was stricken with typhoid fever, but no one thought him seriously ill until Sabbath, April 22, when he suddenly became worse and gradually sank until the end came peacefully at eleven o'clock the following day.

Those who knew Mr. Gray in his school days, remember him as a hard working, genial student, well liked by all. After graduating he taught for a year and then went to East Pittsburg, Pa., entering the employ of the Pittsburg Meter Co., and continuing in their employ until the time of his death.

For two years past Mr. Gray has been an elder in the Calvary Presbyterian church of Wilkinsburg, and in the funeral address

his pastor, Rev. Miller, paid a glowing tribute to his sterling worth to his family, to his church, and to the community in which he lived.

The funeral services were held at his late home, 1221 Mill St., Wilkinsburg, on Wednesday evening, April 25, and the body was buried at Newton Hamilton the following day.

The deceased was 26 years of age, and is survived by an aged father and mother, his wife, formerly Miss Carrie Hays, of Shipensburg, and his infant son, Melvin.

Mr. J. Albert Baxtresser, '91, died April 2, 1906. We clip the following from an Elizabethtown paper:

This community was shocked to learn of the death of Mr. J. Albert Baxtresser, a young attorney-at-law, of Brooklyn, which occurred last Sunday, after one week's illness from pneumonia. The deceased was born in this place, where he resided until about ten years ago, when he moved to Brooklyn and practiced law. He is a son of Mr. and Mrs. G. M. Baxtresser, of this place, who with one brother, George, of California, survive him. The deceased was a popular and highly esteemed young man, and many friends here regret to learn of his death. The remains were brought to this place and funeral services were held in St. Peter's Catholic church at ten o'clock yesterday morning. Interment was made in the Catholic cemetery.

The daily *Brooklyn Citizen* says: "Mr. Baxtresser was an attorney associated in business with John R. Kuhn, attorney, No. 26 Court street. He had many warm friends and acquaintances who will be shocked and grieved to learn of his sudden death."

Mr. W. H. Klepper, '94, died June 1, 1906. We print the following from the *Carlisle Volunteer*:

DIED IN GEORGIA.

Last fall Prof. William H. Klepper, son of William Klepper, of Mt. Holly, went to Georgia to become principal of the schools of Fitzgerald, that state. On Friday news came that he was dead. He was one of a family of teachers, Prof. J. E. Klepper, principal of the Coalport schools, being a brother, and Miss Rebecca Klepper, also a teacher, is a sister. John A. Klepper, of Philadelphia, is a brother. The deceased was an able teacher and was rapidly coming to the front. He is survived by a wife.

H. C. Greenawalt, member of Board of Trustees, died April 22, '06:

The Board of Trustees at their meeting April 27, 1906, adopted the following minutes:

Resolved, That in the death of Hon. H. C. Greenawalt, the Cumberland Valley State Normal School has lost a warm friend; his family a kind husband and father; the town of Fayetteville a useful and respected citizen; and the state an honored and honest official.

Resolved, That the Board of Trustees of the Cumberland Valley State Normal School hereby express their feeling of personal loss that has come to them through the death of Mr. Greenawalt, and their appreciation of his valuable services as a trustee of the school.

Resolved, That these resolutions be communicated to the family of the deceased, and also published in the local papers.

G. R. DYKEMAN,

G. B. COLE,

S. S. WYLIE,

G. M. D. ECKELS.

Committee.

The Herald wishes to extend its sincere sympathy to all the friends of these persons who have passed away since the last issue.



Alumni Personals.

'89—Dr. Ezra Lehman, who has been with the Lippincott Publishing Company for a few years, and who this Spring term taught in the Cumberland Valley Normal School, may go to Brooklyn where he has been elected as head of the English Department in the High School.

'91—Prof. George H. Eckels, who has been Principal of the Atlantic City High school for the past two years, has resigned to become Principal of the West Jersey Academy at Bridgeton, N. J.

'96—Mr. B. N. Palmer has been elected Principal of Salix Academy, Johnstown, Pa.

'99—Mr. G. L. Zimmerman graduated this year at Baltimore Medical College.

'01-'02—Mr. E. H. Reisner won first prize in a recent Junior Oratorical contest at Ursinus College and Mr. J. C. Myers second prize in the same contest.

'02—Mr. J. F. Kob, Principal of the High school at Elizabethtown, graduated a class of six this spring. The school acknowledges an invitation to the Commencement exercises.

'02—Mr. Charles A. Knupp was one of the Commencement speakers at the Commencement of Bucknell University.

'05—Mr. Garry Myers is attending a summer session at Ursinus College.



Cupid's Column.

BRUNNER—LIGHT. Mr. Morris A. Brunner, '95, was married to Miss Light, of Lebanon, recently. Mr. Brunner is a physician in Lebanon and they will reside in that town.

ALTLAND—DECKER. At York, Pa., by Rev. Adam Stump, Mr. K. W. Altland, '97, a lawyer of York, was married to Miss Gertrude Decker, of Glen Rock, Pa. They will reside at 345 North Beaver street, York, Pa.

WALTERS—MILLER. At Ridge Avenue Methodist parsonage, Harrisburg, Pa., May 21, Mr. Blaine Walters, of Shippensburg, Pa., to Miss N. Grace Miller, '02, of Waynesboro. Mr. and Mrs. Walters will reside in Shippensburg.

MATTHIAS—HAFER. At Shippensburg, Pa., May 24, Mr. Melville Matthias, of New Cumberland, Pa., and Miss Jane G. Hafer, '00, were married by Rev. J. C. Gardner. They will reside at New Cumberland, Pa.

CRAMER—MACLAY. At Middle Spring, Pa., June 21, Mr. Herbert L. Cramer, '00, to Miss Mary Maclay.

OMWAKE—GEIGER. At Shippensburg, June 20, by Rev. Edgar Heckman, Mr. Howard R. Omwake, '93, to Miss Frances Geiger, '97.

TROUP—DETWEILER. At Middletown, Pa., Mr. W. L. Troup, '01, of Newport, Pa., to Miss Lydia B. Detweiler, '01.

STRINE—EHRENFELT. At Greensburg, Pa., April 5, Mr. Howard F. Strine, '96, of Brooklyn, N. Y., to Miss Lorene Ehrenfelt. Mr. Strine is a surgeon in the Brooklyn Navy Yard.

LINN—BAUMY. At Pittsburg, Pa., Mr. William Arthur G. Linn, '01, to Miss Lillie E. Baumy. They will be at home after July 15 at 112 Beatty street, Pittsburg, Pa.

GREENAWALT—HOAK. At Lucknow, Pa., May 16, Mr. Louis Philip Greenawalt to Miss Blanche Juliet Hoak, '02. They will reside at Lucknow, Pa.

BOOTS—KYNER. At Carlisle, Pa., April —, by Rev. S. S. Wylie, Mr. Samuel Boots to Miss Eleanor V. Kyner, '89. They will reside at Moore, Pa.

PITTMAN—BENNER. At Hopewell, Pa., June 25, Mr. Howard Pittman to Miss M. Leota Benner, '98. They will be at home after July 15, at Latrobe, Pa.

COBLE—SPARROW. At West Fairview, Pa., by Rev. C. C. Gohn, Mr. Earl W. Coble, a former student of the Normal, was married to Miss Elizabeth O. Sparrow.



Stork Column

To Mr. and Mrs. Frank Fleming, April 17, a son. Mrs. Fleming was Miss Mary T. Wagner, '92.

To Mr. and Mrs. L. M. Shepp, Millersburg, Pa., twins (son and daughter.) Mr. Shepp was a member of the class of '96.

To Mr. and Mrs. W. H. Nell, February, a daughter. Mr. Nell was once a student of the Normal and Mrs. Nell was Miss Helen Crilly, '96.

At Wheeling, W. Va., September, 1905, to Mr. and Mrs. Queen, a son. Mrs. Queen was Miss Mame Wetzal, '96.

Athletics.

The baseball team of the C. V. S. N. S. ended its season at Hagerstown on the 16th of June. The first nine played a schedule of seventeen games. This is the largest schedule ever arranged for a Shippensburg team and was made possible because of unusual strength in the pitching department. Captain Craig opened the season and for a time alternated with Cowan, who twirled regularly in the last games. We shall miss Craig and Berry. They have been star athletes and have frequently turned frequent defeat into joyous victory. S. Cook goes, too; but we shall meet him on the Dickinson team next year. May his fame for two baggers continue. Guyer, J. Cook and Early remain as a nucleus for the team of 1907.

Prof. Clever had charge of the second team and developed a strong team. Only four out of the six games scheduled were played. Two were victories, one a tie and one a defeat.



Miscellaneous.

"My son," said the strict mother at the end of a moral lecture, "I want you to be exceedingly careful about your conduct. Never under any circumstances do anything which you would be ashamed to have the whole world see you do." The small boy turned a handspring with a whoop of delight "What in the world is the matter with you? Are you crazy?" demanded the mother. "No'm," was the answer. "I'm jes' so glad that you don't spec me to take no baths never any more."



The Rev. Sam Jones, the noted Georgia revivalist preacher, is at all times very personal in his speech. On one occasion he had taken for his text "vanity," and for illustration and moral said: "Now, if there is a woman in the congregation this morning who didn't look into the mirror before coming to the meeting, I want to see her; I want her to stand up." A single woman arose and stood. She was very homely. The Rev. Mr. Jones rested his eyes upon her. "Well God bless you, sister," he said. "It certainly is a pity you didn't."

As the young man was taking leave for the night, his voice, as he stood at the door, rose passionately on the still night air. "Just one," he pleaded, "just one." Then the young girl's mother interrupted, calling from her bedroom window. "Just one?" she cried. "No it ain't quite that, but it's close on to 12, and so I think you'd better be goin' just the same."



A simple-hearted, ingenuous young German, by name Louis Schultz, living in Hoboken, became engaged after a brief acquaintance to a young maiden whose reputation as a coquette was well known. One of Louis's friends on meeting him one day said: "You don't mean to tell me that you are going to marry Minnie Blacke?" "Sure," replied Louis, "for vy not?" "Why, she's been engaged to every young man in Hoboken." "Vell," slowly answered Louis, "Hoboken ain't such a big place."



As You Make It.

We have often heard the "sweet girl graduate," in her white slippers and beautiful dress, read long essays on "Life is what you make it," but the following poem which appeared in a recent issue of the Chicago Record Herald, seems to be about the best we have heard on that subject:

To the preacher life's a sermon,
 To the joker it's a jest;
 The miser life is money,
 To the loafer life is rest.

To the lawyer life's a trial,
 To the poet life's a song;
 To the doctor life's a patient
 That needs treatment right along.

To the soldier life's a battle,
 To the teacher life's a school;
 Life's a good thing to the grafter,
 It's a failure to the fool.

To the man upon the engine
 Life's a long and heavy grade;
 It's a gamble to the gambler,
 To the merchant life is trade.

Life's a picture to the artist,
 To the rascal life's a fraud;
 Life perhaps is but a burden
 To the man beneath the hod.

Life is lovely to the lover,
 To the player life's a play;
 Life may be a load of trouble
 To the man upon the dray.

Life is but a long vacation
 To the man who loves his work;
 Life's an everlasting effort
 To shun duty to the shirk.

To the heaven-blest romancer
 Life a story ever new;
 Life is what we try to make it—
 Brother, what is life to you?



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 tomorrow—
 Every day begin again.

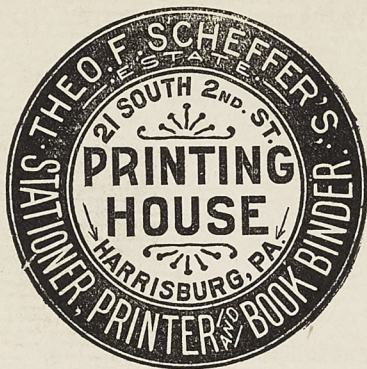
Every hour that fleets so slowly,
 Has its task to do or bear;
 Luminous the crown, and holy,
 If thou set each gem with care.

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.*

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