

The Normal School Herald

CATALOGUE NUMBER  
THIRTY-SIXTH SCHOOL YEAR

OF THE

CUMBERLAND VALLEY  
STATE NORMAL SCHOOL

Located at

SHIPPENSBURG, PENNA.

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1907-1908

## BOARD OF TRUSTEES.

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G. S. McLEAN, *Secretary.*

### Trustees Elected by the Stockholders.

W. E. REDDIG, 1906,

G. B. COLE, 1907,

JOHN L. BARNER, 1906,

M. C. KENNEDY, 1907,

E. C. McCUNE, 1908,

F. E. HOLLAR, 1906,

J. E. BOHER, 1908,

W. A. NICKLES, 1908,

REV. S. S. WYLIE, 1907.

### Trustees Appointed by the State.

R. L. MYERS, 1906,

GEO. H. STEWART, 1905,

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G. S. McLEAN, 1905,

W. A. ADDAMS, 1906,

A. W. HIMES, 1907,

JAS. A. STEESE, 1908.

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## School Officers and Committees.

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### Committee on Houses, Buildings and Grounds.

GEO. H. STEWART,

G. B. COLE,

M. C. KENNEDY,

F. E. HOLLAR.

### Committee on Discipline and Instruction.

REV. S. S. WYLIE,

J. E. BOHER,

G. S. McLEAN,

W. A. NICKLES,

Q. T. MICKEY.

### Committee on Finances and Accounts.

J. L. BARNER,

E. C. McCUNE,

M. G. HALE,

W. A. ADDAMS,

W. E. REDDIG.

J. McCORD MEANS, *Treasurer.*

**FACULTY, 1907-1908.**

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S. A. MARTIN, D. D., *Principal*,  
Psychology.

\*W. M. RIFE, A. B.,  
Rhetoric.

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

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

J. S. HEIGES, A. B.,  
History of Education, Arithmetic.

M. IRENE HUBER,  
Drawing, Penmanship.

ETHEL M. DAVIE, M. E.,  
Principal Model School.

HARRIET A. WYLIE, A. B.,  
Assistant Principal Model School.

MAUDE BALDWIN,  
Physical Director.

J. F. NEWMAN, A. B.,  
Natural Sciences.

JOHN K. STEWART, A. B.  
Latin, Greek.

L. ETHEL GRAY,  
Vocal Music.

H. Z. GOAS, A. B.,

†H. H. ADAMS, B. S.,  
Civil Government, History.

\*Resigned February 1, 1908.

†Retired June, 1908.

**FACULTY—Continued.**

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ELIZABETH BELLE NOBLE, B. S.,

German, English Grammar.

AGNES MATTHEWS,

Instrumental Music.

ALICE C. HARTLEY, B. E.,

Reading, Elocution.

L. D. CRUNKLETON, A. B.,

History.

C. H. GORDINIER, Ph. D.,

Rhetoric, English Literature.

S. ALICE HUBER, M. E.,

Geography.

JOHN W. CURE, Ph. B.,

Latin, History.

SARA IRWIN, A. B.,

Assistant in Music.

IDA B. QUIGLEY, M. E.,

Librarian.

ADA V. HORTON, M. E.,

Preceptress, Stenography, Typewriting.

HELEN S. DYKEMAN, M. E.,

Assistant Librarian.

E. N. KIRKPATRICK,

Steward.

MRS. M. K. WOLF,

Matron.

## CALENDAR—1908-1909.

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### Fall Term, 1908.

Registration Day . . . . .	Monday, August 31.
Organization of Classes . . . . .	Tuesday, September 1.
Model School Opens . . . . .	Wednesday, September 2.
Thanksgiving Day . . . . .	Thursday, November 26.
Fall Term Closes . . . . .	Friday, December 18.

### Winter Term, 1909.

Registration Day . . . . .	Monday, January 4.
Class Work Begins . . . . .	Tuesday, January 5.
Model School Opens . . . . .	Tuesday, January 5.
Washington's Birthday . . . . .	Monday, February 22.
Winter Term Closes . . . . .	Friday, March 19.

### Spring Term, 1909.

Registration Day . . . . .	Monday, March 29.
Class Work Begins . . . . .	Tuesday, March 30.
Model School Opens . . . . .	Tuesday, March 30.
Anniversary Normal Literary Society .	Friday, April 23.
Reunion Philo Literary Society . . .	Friday, May 7.
Model School Entertainment . . . .	Monday, June 14.
Baccalaureate Sermon . . . . .	Sunday, June 20.
Musical and Literary Entertainment .	Monday, June 21.
Class Day . . . . .	Tuesday, June 22.
Alumni Meeting . . . . .	Tuesday, June 22.
Commencement Day . . . . .	Wednesday, June 23.



CAMPUS AND STUDENTS

### General Statement.

The purpose of the Cumberland Valley State Normal School is to prepare young men and woman for the office of teacher in our public schools. To this end the course of study, the methods of instruction and the equipment of the school are most carefully adapted.

Thorough knowledge of the fundamental branches of study is the first thing. Without this no one is prepared to teach, no matter what may be his attainments in other branches.

Many of our students find our course of study well suited to their needs, as a practical preparation for business, or as a solid foundation for more advanced work in college or university. With the growing appreciation of thorough training in the fundamental branches we shall no doubt have an increasing number of students of this class seeking the thorough grounding in these branches that we give, and we welcome all such students and feel confident that they will not be disappointed.

Still, the supreme object of our efforts is to prepare good teachers. To this end, we have, year by year, added to our teaching force, and have improved our equipment. We have profited by the experience of thirty-five successful years, and feel sure that every feature of the school is well adapted to the work.

The growing efficiency of our high schools in Pennsylvania and the adjoining states is enabling us to secure students better prepared for the work of our classes, and we are thus able to secure a higher grade of work from them.

Our course of study gives an opportunity for some insight into the more advanced subjects of study, such as Psychology and the sciences. We offer also good opportunities for the study and training in Music and Fine Art, but these are not given to our regular students till they are thoroughly grounded in the fundamentals.

English Grammar and Composition, Arithmetic and Algebra, U. S. History and Geography are the ground work of all education. Latin is essential to a good knowledge of English. These are the substantial studies of the first year, and must not only be known but made familiar.

Then the more technical studies of the teaching profession are given careful attention.

Chemistry and Physics are presented in such a way as to give accurate and practical acquaintance with the principles of these sciences—a safe and sure foundation for any course of study in these subjects however advanced or specialized.

Other Sciences, other History, Civil Government, Literature and Languages are included in the course of study, but our aim is not to extend our course to cover the whole field covered by a college curriculum, but to put our best energies into the complete mastering of the fundamentals mentioned above.

#### **Faculty.**

The teaching force of the school consists of twenty-one members. Every one is not only well educated, but has had experience in teaching. Most of them have taught in the public schools of this State, and are familiar with the practical problems and duties of that office. They are selected with great care, not only as to their scholarship and experience, but also as to their personal character and common sense. The work is distributed into ten departments, as follows : English, Mathematics, History, Science, Philosophy, Pedagogics, Latin, Modern Languages, Music and Art. At the head of each department is a professor who is responsible for all the work of that department, though he may have one or more colleagues in the work.

In addition to the theoretic studies of the course, the Model School conducted by the Pedagogical Department offers valuable opportunities for the practical application of principles taught in the class room, and experience in active teaching.

#### **Equipment.**

Our equipment compared to that of the large colleges is not extensive, but for our purpose it is adequate and of the best quality.

The Class-rooms, Library, Chapel, Gymnasium and Studios are thoroughly good and well fitted for their respective purposes.



A Laundry costing over ten thousand dollars ; a bright and well equipped infirmary ; a large stable for the accommodation of students who drive to school from the neighborhood, have been recently added.

The Athletic field is the finest in the Cumberland Valley.

The Ladies' Dormitory is a beautiful and convenient building, well heated, lighted and kept. The Men's Dormitory in the main building is very comfortable and well kept. In fact, nothing is lacking in our provision for the comfort and welfare of our students.

#### Location

The Cumberland Valley is famous for its beauty and its climate. Nothing in this latitude east of the Rocky Mountains is equal to it as a place for schools. Shippensburg is a town of some three thousand people, renowned for its churches and its prohibition. There are no saloons within ten miles of the town.

The Cumberland Valley, the Reading and the Western Maryland railroads make it easy of access from all points.

The school buildings are situated on the edge of the town, in a large campus, beautifully kept. The water supply is from mountain springs, clear and pure and wholesome.

#### Students

Our students are for the most part from the substantial families of Central Pennsylvania. They come from good homes and almost without exception are well taught in scripture truth and Christian morals. They are a sturdy and diligent class of young people, bent on getting the worth of their time and money. The tone of the school is remarkably earnest, but none the less bright and merry and sweet.

Everything that can be done is done to make the school days the best days, fullest of pleasant memories and freest from all that may bring sorrow or remorse.

It is the constant effort of the faculty to co-operate with the students in maintaining a bright and refined home life, and to help them in the cultivation of that grace and dignity of deportment that marks the real lady or gentleman.

The students are invited to suggest any changes in the rules that may seem to them expedient. The discipline of the school

is as free as possible from irksome rules or unnecessary restrictions of individual freedom.

But the few rules which the faculty enact they endeavor to enforce with perfect fairness and absolute inflexibility.

### **Requirements for Admission.**

1. Candidates for admission to the Junior class must be well versed in all common school branches, including Grammar, U. S. History and the elements of Algebra and Physiology.

2. A certificate of high school graduation will be accepted in lieu of examinations in the foregoing subjects for admission to the Junior class.

3. Students may be admitted at any time during the year, but it is very much better if possible to begin at the opening of the Fall term.

4. Students will not be permitted to board outside the school except with parents or near relatives.

### **Admission to the Middle and Senior Classes and Rules for Final Examinations.**

(For all the Normal Schools of Pennsylvania.)

1. Admission to the Senior and Middle classes shall be determined by the State Board of Examiners at the annual examination by the Board.

2. In order to be admitted to the Middle class at any State Normal School, persons must be examined by the State Board in all the Junior studies (except English Grammar and Arithmetic), and this examination shall be final. Persons who desire to be admitted to the Middle class without having previously attended a State Normal School, must pass an examination by the Faculty and State Board of Examiners in the academic studies of the Junior year (except the Senior review studies), and Plane Geometry or the first Book of Cæsar, and must complete School Management of the Middle year.

3. In order to be admitted to the Senior class, students must be examined by the State Board in all the Middle year studies (except Methods), and this examination shall be final. Persons who desire to be admitted to the Senior class without having previously

attended a State Normal School, must pass an examination by the Faculty and State Board of Examiners in the academic studies of the entire course, except the review studies of the Senior year ; and must devote their time during the Senior year to the professional studies of the course, and the review studies.

4. If the Faculty of any State Normal School, or the State Board of Examiners, decide that a person is not prepared to pass an examination by the State Board, he shall not be admitted to the same examination at any other State Normal School during the same school year.

5. If a person who has completed the examination required for admission to the Middle or Senior class at any State Normal School, desires to enter another Normal School, the Principal of the school at which the examination was held shall send the proper certificate to the Principal of the school which the person desires to attend. Except for the reason here stated, no certificate setting forth the passing of the Junior or Middle year studies shall be issued.

6. Candidates for graduation shall be examined by the State Board in all the branches of the Senior year, including English Grammar and Arithmetic. They shall have the opportunity of being examined in any higher branches, including vocal and instrumental music and double-entry book-keeping ; and all studies completed by them shall be named in their certificates.

7. Persons who have been graduated may be examined at any State examination in any higher branches, and the Secretary of the Board of Examiners shall certify on the back of their diplomas to the passing of the branches completed at said examination.

8. A certificate setting forth the proficiency of all applicants in all the studies in which they desire to be examined by the State Board of Examiners shall be prepared and signed by the Faculty and presented to the Board. The certificate for the studies of the Junior year shall also include the standing of applicants in the review studies of the Senior year.

9. Graduates of State Normal Schools in the Normal Course and graduates of accredited colleges may become candidates for the degrees of Bachelor of Pedagogics and Master of Pedagogics.

To obtain these degrees, candidates must be examined by the Faculty and the State Board upon the studies of the Supplementary Course. Three years' successful teaching in the public schools of the State since graduation (or two years in the case of candidates who taught in Model School) will be required of all candidates for the degree of Master of Pedagogics, in addition to the branches of study indicated above.

10. Attendance at a State Normal School during the entire Senior year will be required of all candidates for graduation; but candidates for the pedagogical degrees may prepare the required work *in absentia*.

#### **Supplementary Course.**

(In addition to the Normal Course.)

##### *Leading to the Degree of Bachelor of Pedagogics.*

Philosophy of Education, Advanced Psychology.

Discussion of Educational Questions; School Supervision, including School Law; Devices for Teaching; Educational Theories, etc.

School Apparatus and Appliances; Description, Use, Preparation.

##### *Leading to the Degree of Master of Pedagogics.*

Two years' teaching after graduation in the Normal course.

Professional Reading, with abstracts; History of Education in the United States (Boone), European Schools (Klemm), Systems of Education (Parsons).

Sanitary Science, School Architecture, etc.

Thesis.

A full equivalent will be accepted for any of the text books named above. The courses in reading and classics for all the courses shall be determined by the Board of Principals at their annual meeting, and shall be the same for all normal schools.

#### **Certificates and Diplomas.**

A student who is graduated in any one of the courses will receive a certificate, in which will be named the branches of the



INFIRMARY

course, and which will confer upon him the right to teach in the public schools of the State two years without examination.

A regular graduate who has continued his studies for two years, and has practiced his profession during two full annual terms, in the common schools of the State, will receive, upon presenting to the Faculty and Board of Examiners a certificate of good moral character and skill in the art of teaching from the Board or Boards of Directors by whom he was employed, countersigned by the proper Superintendent of Schools, a second diploma or certificate, which will give him the privilege of teaching in the public schools of the State without examination.

### State Certificate.

Practical teachers who have not attended a Normal School as students may obtain a Teacher's State Certificate on the following conditions:

1. All applicants must be twenty-one years of age, and must have taught in the common schools during three full annual terms.
2. They must present certificates in regard to moral character and skill in practical teaching, similar to those presented by the regular graduates and have them signed by the same school officers.
3. They must be examined in all the branches in the course in which they desire a certificate by the faculty and Board of Examiners at the time of the annual examination at the school where application is made.
4. A thesis on some educational subject will be required as part of the examination.

The certificates gained in accordance with these conditions will enumerate the branches of study in which the holder was found proficient, and confer upon him the professional degree to which the extent of his knowledge may entitle him.

All diplomas and certificates are authorized and furnished by the State, and exempt those who hold them from any further examination by authorities acting under the provision of our common school laws.

**Courses of Study for Pennsylvania State Normal  
Schools as Revised by the Principals at their  
Annual Meeting, Nov. 10, 1905.**

**NORMAL COURSE.**

(Studies marked with (\*) are to be reviewed in Senior Year.)

**Junior Year.**

PEDAGOGICS—School Management.

LANGUAGE—\*English Grammar, Reading and Orthography,  
Latin to Cæsar.

MATHEMATICS—\*Arithmetic, Algebra.

NATURAL SCIENCE—Physiology.

HISTORICAL SCIENCE—Geography, U. S. History, Civil  
Government of the United States and Pennsylvania.

ARTS—Penmanship (an approved system, with a fair hand-  
writing), Drawing (daily lessons for at least 20 weeks), Vocal  
Music (elementary principles and daily exercises for at least 10  
weeks), Bookkeeping (single entry, with a knowledge of common  
business papers).

PHYSICAL CULTURE.

**Middle Year.**

PEDAGOGICS—Psychology, Methods of Teaching.

LANGUAGE—Rhetoric and Composition, with elocutionary  
exercises ; three books of Cæsar.

MATHEMATICS—Plane Geometry.

NATURAL SCIENCE—Elements of Chemistry, Elements of  
Zoology, Botany.

HISTORICAL SCIENCE—General History.

ARTS—Manual Training.

PHYSICAL CULTURE.

**Senior Year.**

PEDAGOGICS—History of Education, Methods of Teaching,  
Practice of Teaching in Model School at least 20 weeks, forty-  
five minutes daily, Thesis,

LANGUAGE—Literature and Classics, three Orationes of Cicero, three Books of Virgil, Review English Grammar.

MATHEMATICS—Solid Geometry, Plane Trigonometry and Surveying, Review Arithmetic.

NATURAL SCIENCE—Physics, Elements of Geology.

PHYSICAL CULTURE.

#### Substitutions.

The following substitutions may be made:

JUNIOR YEAR—German or French for Latin.

MIDDLE YEAR—German or French for Latin; Greek, German or French for Chemistry.

SENIOR YEAR—English History, Ethics, Astronomy or Logic for Latin; Greek, German or French for Solid Geometry, Trigonometry and Surveying.

#### Junior Curriculum.

1.	Drawing	Drawing	Drawing
2.	Reading	Reading	Reading
*	Spelling	Spelling	Spelling
	History	Civ. Gov.	Bookkeeping
	Arithmetic	Arithmetic	Arithmetic
	Latin	Latin	Latin
	Algebra	Algebra	Algebra
	Grammar	Grammar	Grammar
3.	Geog. (Pol.)	Physiology	
1.	Sch. Man.	Sch. Man.	Sch. Man.
2.	Music	Music	Music
	Gymnastics	Gymnastics	Gymnastics

1. Three days per week.

2. Two days per week.

\*. Spell in all classes.

3. Combine with Political Geography such chapters of Physical Geography as are not covered in Botany, Zoology, and Geology.

#### Middler Curriculum.

Rhetoric and History

Zoology and Botany

Caesar



Elocution	Methods 4	Methods 4
Chemistry or German		
Geometry		
Psychology 3		
Gymnastics		

Figures indicate the number of recitations per week.  
No figures, daily recitations.

#### Senior Curriculum.

Literature and Grammar		
Methods 3	Hist. of Ed. 3	Hist. of Ed. 3
Arithmetic and Geology 2		
Mathematics or German		
Physics		
Teaching		
Gymnastics		

Figures indicate the number of recitations per week.  
No figures, daily.

#### Special Studies.

The following studies are not included in the regular Normal Course:

Excellent facilities for their pursuit are provided, and students having talent for these arts are encouraged to cultivate them.

Instrumental Music (piano and organ), Vocal Music, Stenography and Typewriting.

The charges for tuition in these subjects are very moderate—see Expense, page 20.

#### Government and Discipline.

All school government should have for its end the development of character in the individual student. Any method of government which does not secure this important end is wrong in principle.

In a Normal school where the student is being trained to govern other students, there can be no excuse for loose government. No person is qualified to teach in the public schools until he has attained a complete mastery over himself. The individual



ATHLETIC FIELD

who has been trained in school to habits of self-control and a wise self-direction has received the best training which any school can give him.

We rely largely upon the honor and self-respect of our students in our efforts to control. A Normal school is not a reformatory, and parents and guardians are requested not to send vicious or immoral students to our institution to be educated. A few such students, if retained in a boarding school, vitiate the entire moral atmosphere of the school, and make it an unsafe place for even the well-behaved student to undertake his education.

We notify the parents when we find their children are not attentive to their studies, and if this course does not remedy the matter, the parents will be asked to withdraw them from the school. Students who are not making good use of their opportunities to receive an education, will not be retained in school.

Obedience on their part to the following rules and regulations necessary to the successful management and control of a Normal School, and also for the best interests of the students themselves. No regulations are made which we do not regard as important:

### Time Regulations.

1. Students will rise at 6 A. M. and retire at 10 P. M.
2. Recitation hours from 8.00 to 12.00 A. M. and 1.00 to 4.00 P. M.
3. Chapel services at 8.45 A. M.
4. Prayer meeting on Wednesday evening. Attendance voluntary.
5. "Normal" and "Philomathean" Literary societies meet Friday evenings at 7.30.
6. Breakfast at 7.00 A. M., Lunch at 12.00 P. M., and Dinner at 5.30 P. M.
7. Principal's office hours for students immediately after meals.
8. Y. W. C. A. and Y. M. C. A. meetings on Sunday at 6.00 P. M.
9. Study hour from 7.00 to 10.00 P. M.

### Class Regulations.

1. Students must be regular and prompt in their attendance upon classes unless detained by sickness or absence from the school.
2. Music pupils will have regular hours assigned for practice, and during that time no visitors will be permitted to be present.
3. No student will be allowed to take more studies than he can pursue profitably, nor fewer than are necessary to keep him sufficiently employed.
4. Students must attend classes up to the time of their leaving school.
5. All students must be present at the daily chapel exercises, unless excused.
6. Ladies are expected, when exercising in the gymnasium, to wear the adopted suit of two pieces, blouse and divided skirt of dark blue flannel.
7. Both ladies and gentlemen must wear the regular gymnasium shoe—rubber sole shoes are not allowed.

### Building and Room Regulations.

1. Each student will be held responsible for the condition of his room and its furniture, and he will be charged with any loss or unnecessary damage.
2. No changes or alterations must be made in the permanent parts of fixtures of the room; nor nails driven into the walls without permission of the steward.
3. Students are requested to provide themselves with slippers for the building.
4. Students furnish their own towels, napkins, rings, soap and brushes. All articles of clothing sent to the laundry must be distinctly marked with the student's full name.
5. Students may be required to change their rooms or to board out of the building if deemed best by the Principal of the school.

### Social Regulations.

1. Day students will not call at the rooms of boarders, nor stop in their rooms over night, unless by permission of the Prin-

1. Boarding students will be held responsible to the Principal for the observance of this rule.

2. Boarding students will not be permitted to visit in town on Sunday, nor remain in town over night, excepting with near relatives.

3. Visitors to the building will be regarded as under the same regulations as the students.

4. Lady students will not be permitted to leave the campus unless by permission of the Principal or a member of the Faculty.

5. Visiting the buildings or grounds on Sunday will not be permitted, nor will students be allowed to make or receive calls during study or school hours.

6. Ladies and gentlemen will not be permitted to hold prolonged conversations with one another, either in the building or upon the grounds, unless in connection with school duties, and then only by permission of the Principal or member of the Faculty.

7. Students will receive visits from relatives or friends in the reception room only; an exception will be made in the case of parents, who will be permitted to visit in their children's rooms.

8. Students are under the regulations of the school going to and coming from their homes.

9. Students will select their own physician without recommendation from any member of the Faculty.

10. Students wishing to visit their homes or other places during the term must present written permits from the parents to the Principal.

### **Health Regulations.**

1. Students upon entering school must present physicians' certificates showing that they have been successfully vaccinated.

2. Students during vacation, or at any time when they are absent from school, must avoid exposure to contagious or infectious diseases.

3. Students will be expected to observe proper hygienic rules during the time they are enrolled as members of the school.

### **Sabbath Regulations.**

1. Students are required to be present at the Sunday morning services of one of the churches in the town, unless excused by the Principal. The selection of the church is left to the parent.

2. Students are required to attend the Sunday school held in the Normal chapel every Sunday morning, unless properly excused.

3. From 2.00 P. M. to 5.00 P. M. will be observed as a quiet period. During this time no singing, loud talking or other unnecessary noise will be allowed in the building.

It must not be understood that the foregoing regulations embrace all the duties and obligations devolving upon the individual student. No list of rules can be made which would cover every duty of the student under all the possible contingencies of Normal School life. And, on the other hand, there are many habits and forms of conduct so obviously out of harmony with the obligations of the person who is preparing to teach that it is not deemed necessary to prohibit them by formal rule.

Our standard of conduct for those who are preparing to teach under the tuition of the Cumberland Valley State Normal School is so high that it would preclude anyone from looking to the profession of teaching for a life calling whose habits and conduct are not worthy the imitation of the children who may be placed under his instruction.

### Expense.

Enrollment Fee . . . . .	\$5.00 per year
Tuition, \$1.50 per week . . . . .	60.00 per year
Board, Room and Laundry, \$4.00 per week	160.00 per year

The enrollment fee is paid by all students once a year, and is not refunded.

All students entitled to State aid—see note--receive free tuition.

There are no other fees for any part of the regular course.

The entire school bill for the year is . . . . .	\$225.00
To those receiving State aid it is . . . . .	165.00
To those not residing in the school . . . . .	65.00
To those not residing in the school and receiving State aid . . . . .	5.00

The charge for Board and Room includes furnished room, light and heat.

The charge for laundry is for twelve plain pieces per week. Starched goods, such as shirt waists, men's shirts, collars and cuffs are not included, but such articles will be laundered by the school laundry at very moderate rates.



LADIES' DORMITORY

**Special Studies.****MUSIC.**

Extra charges will be made for music, as follows :

Two lessons per week with two periods of practice each day.

Lessons on piano for Fall Term . . . . . \$24.00

Lessons on piano for Winter Term . . . . . 16.50

Lessons on piano for Spring Term . . . . . 19.50

Students taking but one lesson per week with but one period of practice each day :

For Fall Term . . . . . \$12.00

For Winter Term . . . . . 8.25

For Spring Term . . . . . 9.75

Lessons in voice culture 50 cents per lesson.

**ELOCUTION.**

A uniform charge of fifty cents per lesson is made for training in Elocution.

Students preparing for any public appearance, on class day or commencement programs, receive four rehearsals free of charge.

**STENOGRAPHY AND TYPEWRITING.**

Stenography . . . . . \$15.00 per term

Typewriting . . . . . 5.00 per term

**Payments.**

The enrollment fee is to be paid when the student enrolls for the year, and is the same whatever the time of enrollment may be—\$5.00 for the year or part year.

The bill for Board and Tuition is payable by the term—one half at the opening of the term and the balance at the middle of the term.

Bills for Music or other special studies are payable at the end of the term.

No deduction will be made for absence during term except in cases of serious and prolonged sickness. In such cases the full charge for boarding during the time of absence.

No deduction will be made for absence during either the first two or last two weeks of a term unless by special arrangement made beforehand.

Students are not received for less than one term, and will be charged for the full term unless special arrangement has been made before entering, or unless interrupted by sickness or such



special providence as may be recognized by the Principal as a valid reason for leaving school.

The use of the infirmary is free to all students, but doctor's and nurse's bills must be paid by the student.

COPY OF CLAUSE IN THE GENERAL APPROPRIATION BILL RELATING TO FREE TUITION IN STATE NORMAL SCHOOLS.

For the support of the public schools and Normal Schools of this Commonwealth for the two years commencing on the first day of June, one thousand nine hundred and five, the sum of eleven million dollars. \* \* \* \* \* And provided, further, That out of the amount hereby appropriated there shall be paid for the education of teachers in the State Normal Schools the sum four hundred and seventy-five thousand dollars, or so much thereof as may be necessary, to be applied as follows, For each student over seventeen years of age who shall sign an agreement binding said student to teach in the common schools of this State two full annual terms, there shall be paid the sum of one dollar and fifty cents a week in full payment of the expenses for tuition of said student, provided that each student in a State Normal school drawing an allowance from the State must receive regular instruction in the science and art of teaching in a special class devoted to that subject for the whole time for which such allowance is drawn, which amount shall be paid upon the warrants of the Superintendent of Public Instruction.

### Text Books.

#### Junior Year.

- Arithmetic—*Durell and Robbins—Advanced Practical.*  
 Algebra—*Wentworth's Elementary.*  
 Bookkeeping—*Messervey—Single Entry.*  
 Drawing—*Prang.*  
 Grammar—*Marrow—Steps in English.*  
 Geography (Political)—*Morton.*  
 Geography (Physical)—*Dryer.*  
 History—U. S.—*Morris.*  
 Latin—*Collar and Daniell's First Book and Allen and Greenough's Grammar.*  
 Physiology—*Blaisdell—Life and Health.*  
 School Management—*Seeley.*  
 Civil Government—*Shimmell—Pennsylvania Citizen.*  
 Reading—*Interpretive Reading.*  
 Spelling—*Rice—Rational.*  
 Music—*Loomis.*

#### Middle Year.

- Rhetoric—*Gardner, Kittredge and Arnold.*  
 General History—*Myers.*  
 Botany—*Bergen.*  
 Zoology—*Linville and Kelly.*

Caesar—*Harkness and Forbes.*  
 German Grammar—*Duerr.*  
 French Grammar—*Frazer and Squaires.*  
 Chemistry—*Remsen—Laboratory Manual.*  
 Psychology—*Putnam.*  
 Geometry—(Plane)—*Wentworth.*  
 Elocution—*Emerson—Vol. II.*

#### Senior Year.

Literature—*Halleck.*  
 History of Education—*Seeley.*  
 Cicero—*Allen and Greenough.*  
 Virgil—*Greenough and Kittridge.*  
 Geometry (Solid)—*Wentworth.*  
 Trigonometry—*Wentworth.*  
 Surveying—*Wentworth.*  
 German—*Gluck Auf—Muller.*  
 Physics—*Hoadley.*  
 Arithmetic—*Wentworth and Hill.*  
 Grammar—*Steps in English.*  
 Geology—*Tarr.*

NOTE.—Students should bring with them such standard text books as they have for the purpose of reference.

### Departments of Instruction.

#### I. PHILOSOPHY.

DR. MARTIN.

##### Psychology.

The study of Psychology is intended as a foundation for the study of Pedagogy.

Three hours a week throughout the Middle year is devoted to this subject.

The course consists of a comprehensive survey of the whole field of mental activities, with some special attention to the psychology of childhood. The practical application of the principles thus learned is discussed and worked out in the study of Methods.

## II. PEDAGOGICS.

PROF. WYLIE.

### Methods.

The latest improved methods of teaching the various subjects are given to the Senior class by specialists in the different departments of teaching. Both the science and art of teaching are most fully dealt with, and the student-teacher is made acquainted with the very best ideas upon the subject of instruction. The various methods given are fully exemplified before the Senior class, so that the members may fully understand how to apply them. In this department care is taken not to make the student-teacher a mere imitator, but he is left to a certain extent to work out his own special devices and methods, thus developing originality in his work.

### School Management.

The art of managing and conducting a school is made a prominent part of the teacher's professional training. He is given approved plans concerning the location, arrangement and ornamentation of school grounds, and the latest and best plans for the construction of school buildings. He is given the best experience in the heating, lighting, ventilating and furnishing of school-rooms. He is taught how to organize and govern successfully, how to conduct recitations, how to keep pupils profitably employed, how to classify an ungraded school, and how to arouse an interest among parents in school work.

The importance of making moral training the primary end in school government is fully emphasized. The value of a school requirement is measured by its effects upon the moral nature of the pupils. That school is best controlled where the pupils are gradually gaining increased power of self-control and a safer self-direction.

### History of Education.

In the History of Education the student is given the development of the educational ideal among the leading nations of history. The various theories of education practiced in different countries at different times are clearly presented, and the student



INTERIOR OF LADIES' DORMITORY

is given the data necessary in order that he may arrive at a safe judgment as to the comparative value of the leading theories made use of by these countries.

The lives of the leading educational reformers are given in such a manner as to inspire the teacher with greater earnestness and zeal in his work.

#### **Model School.**

The Model School is the most distinctive feature of a Normal School course. The Cumberland Valley Normal School has always emphasized the importance of Model School work. The State law requires twenty weeks of training in teaching during the Senior year, but this school requires daily work in the Model School during the entire Senior year.

The pupils of the Model School are given a nine years' course of instruction, similar to that of a good public school. There is an enrollment of over one hundred pupils. The classes are large enough to have the enthusiasm that comes from numbers, and yet not so large as to impede the progress of either teacher or pupil.

The student teacher, who has studied methods of teaching previous to his Senior year, is given a chance to apply these methods under careful supervision. He is encouraged to be original in his presentation of work. He is shown how to adapt his work to a certain grade, or to an individual pupil. Neatness, accuracy and thoroughness are emphasized in connection with the daily preparation of his work, and he in turn emphasizes these in his class-room.

Systematic reading of standard pedagogical works and current literature pertaining to the special subject being taught is required of all those taking the Model School training.

A large percentage of our students succeed as teachers. For this as much credit is due to the work of the training department as to the instruction given in any other department of the school. We employ as critic teachers those who have had special training for this kind of work. They are live teachers who work to keep in touch with the progressive schools of the country.

### III. ENGLISH.

DR. GORDINIER.

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#### Orthography.

Orthography, including Etymology, Pronunciation and Definition, is an important subject of the curriculum. Poor spelling is often due to carelessness, but what can be expected when lack of knowledge combines with carelessness? In addition to formal lessons in Orthography, attention is given to spelling in all classes.

#### Grammar.

The Study of Technical Grammar develops the mental powers and affords excellent drill in logical thinking. This is especially true of oral analysis, and "any one that can analyze the English sentence is well prepared to analyze anything else." Scientific and Technical Grammar is essential to clear expression in composition.

#### Rhetoric and Composition.

Rhetoric and Composition, as a formal study, occupies the first half of the Middle Year—recitations and themes daily. Composition is continued with the Seniors in fortnightly themes. The themes chosen are such as lie, for the most part, within the student's experience and observation. Here thoughts are abundant and composition thus becomes "synthetic and constructive."

#### English Literature.

The primary aim in teaching Literature should be to cultivate a love for the beautiful and the true through the best thoughts of great authors. The study of masterpieces of Literature enables the pupil to discriminate between what is elevating and instructive, and what is trivial or harmful.

This course consists of a brief historical outline of English and American Literature with illustrative studies. Unit selections by representative authors, and wide reading with a view to appreciation is the aim and method of this department.

## IV. MATHEMATICS.

PROF. ELDON.

PROF. HEIGES.

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**Arithmetic.**

In Arithmetic the aim is to make the subject thoroughly practical. Students are given to understand the importance of having pupils trained to rapid and accurate work in the fundamental rules. Considerable time is spent in teaching the subjects which have a direct bearing upon the every-day affairs of life. A great deal of time is given to the methods of treating common and decimal fractions and percentage, as these subjects enter into many of the business problems of daily life.

As far as possible, we adhere to the inductive method of teaching the subject. Suggestions for the construction of original problems are frequently given throughout the course.

**Algebra.**

It is the aim in this subject to give the student a clear and complete knowledge of what is embraced in a standard work on Elementary Algebra. An effort is made to develop the subject gradually enough to make the pupil feel that he is mastering the subject as he proceeds.

Rules are deduced from processes given in order that the student may get the principles involved. Particular attention is paid to factoring, as a thorough knowledge of this subject is necessary to success in the solution of many algebraic problems.

**Geometry.**

The purpose of teaching Geometry is first to discipline the mind in sound reasoning. The following principles laid down by Pascal are closely followed: "To have no obscure terms undefined; to assume nothing not perfectly evident; to prove everything at all doubtful, by reference to admitted principles."

Great care is taken to have the definitions correctly given and accurately learned.

The subject of Geometry is introduced by lessons in geometrical drawing in the Junior year. The familiarity thus gained with geometrical concepts will assist the student when he comes

to make use of these concepts in his demonstrations, and will also help him to a fuller comprehension of the definitions of geometrical terms.

In order that the teacher may be certain that students do their own reasoning, a great deal of attention is given to the demonstrations of original theorems.

#### **Trigonometry and Surveying.**

The subject of Trigonometry has increased in its scope until it has become a practical subject. The work of calculating has been made easier by the computation of the numerical values of the trigonometric functions and the creation of a serviceable system of logarithms. An effort is made to familiarize thoroughly the student with the principles of this subject as well as with a ready use of the tables. Besides this, interesting and practical problems are selected with a view to awaken a real love for study.

The subject of Surveying is presented in a clear and intelligible way, according to the methods in actual use at the present day.

### **V. HISTORICAL SCIENCES.**

PROF. GOAS.

#### **Geography.**

Physical and Political Geography are included in this course. Less attention is given to insignificant natural and political divisions than they have received heretofore, and more time applied to the study of the manufactures, commerce and farming and mine products.

Comparative Geography is made prominent in dealing with this important subject. By comparison the pupils get clearer ideas of geographical divisions and places, and they are able to retain their impressions longer. The railways and commercial routes are definitely traced, and numerous imaginary trips are made to different parts of the globe. The geographical information of the pupils is often drawn upon to furnish material for composition writing.





GYMNASIUM

The home geography of the pupil is carefully and accurately given as the first step in teaching this interesting subject. The primary concepts of position, direction, distance, soil, climate and natural productions are learned by the pupil as part of his first geographical knowledge.

#### **History of the United States.**

History is taught primarily to impart to the student a knowledge of events and the causes which have produced them. Unless the relation of cause to effect is carefully traced, the student fails to get any real benefit from the study of the subject.

The proper teaching of United States History will develop a deeper love of country in the mind of the student, and lead him to appreciate more fully the blessings of the government under which he lives.

The study of the great lives in the history of our nation has a tendency to develop character in the pupil as well as devotion to liberty and union.

#### **Civil Government.**

The proper instruction of the student in Civil Government includes a clear exposition of the great principles underlying the Constitution, with a summary of the legislative provisions in which they have been embodied. As the details of a government are usually more interesting and more important to the average student than the theories of government that may be obtained from its written Constitution; the agencies of government and its machinery are very fully presented.

#### **General History.**

The work in this subject is limited to an intensive study of the history of Greece, Rome and England, and a brief consideration of the Protestant Reformation. The movement in history, and the "logically germinal facts" of history with their determining force, is the ideal of instruction.

**VI. SCIENCE.**

PROF. NEWMAN.

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**Physiology.**

The work in Physiology and Hygiene is designed to give the student such a knowledge of the structure and functions of the principal organs of the body as will enable him to understand the conditions under which these organs best perform their respective offices. The subject of Hygiene is presented with special fullness, embracing the subjects of ventilation and warming, exercise, clothing, the organs of special sense, the effects of alcohol and narcotics on the system, and the essential conditions for health in the school-room.

**Botany.**

Latter half of Middle Year.

By laboratory study careful attention to plant structure, growth and physiology is given. This work is supplemented by the study of text lectures, the assignment of topics for investigation, requiring much use of the library and frequent class-room quizzes. Toward the close of the spring term the members of the class are encouraged to do as much work as possible in the field, when particular emphasis is given to the habitat of the plants and the result of their environment.

**Physics.**

In this department the plan of work is three-fold :

1st. Experimental, in which natural phenomena are studied by aid of good apparatus, the students being aided by the instructor individually or in groups.

2nd. The phenomena noted are interpreted by aid of a standard text and much supplementary reading, with frequent quizz.

3rd. By practical examples, an effort is made to illustrate and fix the various laws.

In addition to the inductive study of the phenomena of physics, the students are further trained in accurate physical

observation and measurement by the performance of not less than twenty-five experiments from the International Physics Course, thus qualifying for admission to colleges.

The manufacturing plants in Shippensburg and vicinity are visited for the purpose of noting the actual application of physical principles. The history of the science is carefully treated.

#### **Zoology.**

First half of Middle Year.

Much time is given to the study of the structure, habits and distinctive characteristics of the different phyla and orders, and an effort is made to trace the development of the types from simplicity to their highest generalization.

The laboratory work consists of the external examination of one or more examples of each order of the arthropoda, with more detailed dissection of many of the higher types below the vertebrata, and careful study of the vertebrate forms.

Variation and development of animal functions are carefully treated by lecture; by frequent reference to the library and the preparation of articles on the economic importance of animal life. Students are encouraged to use all means at their disposal for acquiring wide knowledge of animal life. Constant quizzing accompanies all class work.

#### **Geology.**

The students of the Senior year study Geology two terms. The method used is the laboratory and field method. The school is now in possession of a large collection of geological specimens which will be arranged and classified for the instruction of next year's class and the classes following. The country around Shippensburg is a very excellent one for geological excursions. The rock formations of the surrounding country afford a good field for the collection of geological specimens.

#### **Chemistry.**

Chemistry may be pursued by the students for a whole year. To meet the demands of the new course of study, the school has recently fitted up a very fine chemical laboratory. Part of the

time of the class is devoted to instruction in the theory of chemistry, but most of it is devoted to individual work, the students making their own experiments and tests and carefully recording the results of their labor.

## VII. LATIN.

PROF. STEWART.

In the Latin department the Junior work consists of a thorough drill in the common forms of the declensions and conjugations and the simple rules of Syntax, with written translations of English into Latin. Then harder exercises, Roman fables and history are read. Upon the completion of this course, the student is thoroughly prepared to read Cæsar intelligently.

In the Middle year Cæsar is read. During this year the student is required to put into practice his knowledge of Syntax and inflectional endings. The greatest effort is made to secure an elegant rendering of the text into idiomatic English, and to furnish the student with a good vocabulary derived from the Latin. Latin prose composition is also studied one day each week, the exercises being based on Cæsar.

Cicero and Virgil are read during the Senior year. It is the aim of the department in the study of these classics to introduce supplementary work on Mythology, Roman Customs and History. Latin prose composition is studied during the first half of the year, exercises being based on Cicero. During the entire course particular stress is laid upon pure English translations and particular attention is paid to English derivatives.

### Greek.

Greek may be elected in the Middle and Senior years. During the first year the student is well grounded in elementary forms and common rules of Greek Grammar. A good vocabulary and an introduction to the Anabasis is required.

During the second year the study of the Anabasis is continued. Also portions of the Iliad or the Odyssey are read.



INTERIOR OF GYMNASIUM

## VIII. MODERN LANGUAGE.

PROF. HUGHES.

German and French.

In this department great stress is laid upon the fact that the student is benefited more by learning how to translate easy texts at sight than in the acquisition of a slight ability to speak either language. Therefore easy works are selected in order to acquaint the student with the idioms and elements of grammar, and enable him to read rapidly.

## IX. DEPARTMENT OF READING AND EXPRESSION.

MISS HARTLEY.

“Reading is the chief of all the arts.” To be an intelligent reader is no mean attainment. It is the open sesame to all culture. “When thou readest look steadfastly with the *mind* at the things the words symbolize.” Reading without is not reading.

Above all else the aim of this department is to train the student to read with intelligent sympathetic interpretation the best literature. Every effort is made to assist him to a better expression of himself and to make him not only a good reader but a good teacher of reading.

## X. MUSIC.

MISS MATTHEWS.

Pianoforte.

Constant efforts are being made to reach and maintain higher standards of excellence in the Pianoforte Department.

The facilities for practice have been immensely improved during the past few years, by the addition of new pianos of standard make, and the gradual exchange of the old instruments for new, until now eleven pianos all in good condition are available.

The Leschetitsky Method in technique has been followed in the teaching of the Piano. As Leschetitsky stands as the most famous teacher of the age, and has brought forth the most noted artists like Paderewski, Madame Bloomfield-Zeigler and others, his method stands pre-eminent for thorough and effective work.

## COURSE OF STUDY.

## ELEMENTARY GRADE AND GRADE I.

Foundation Studies—Stephen B. Emery.  
 Finger Training.  
 Writing and Practice of Major Scales.  
 Writing and Practice of Tonic Chords and Triads.  
 Studies from Kühler—Duvernoy—Lemoine.  
 Melody Studies—Easy Pieces selected.

## GRADE II.

Finger Training.  
 Writing and Practice of Major and Minor Scales in various motions.  
 Writing and Practice of Dominant and Diminished Seventh Chords—Arpeggio Practice.  
 Studies from Lemoine, Czerny, Loeschhorn, Heller, Bertine, Vogt and so on.  
 Sonatinas by Clementi, Kuhlan, Kullak, Haydn.  
 Pieces of Corresponding Difficulty.

## GRADE III.

Finger Training.  
 Major and Minor Scales and all Chords in the more difficult forms and combinations.  
 Studies from Czerny 299, Bk. IV.  
 J. B. Cramer's Etudes.  
 Hach's Lesser Preludes and Two-Part Inventions.  
 Haydn—Mozart—Beethoven.  
 Selections from Schubert, Schumann, and Mendelssohn, and pianoforte repertoire from the other great masters.

## GRADE IV.

Finger Training.  
 Continuation of all Scales and Chords—Etudes from Cramer—Czerny, op. 740—Moscheles, op. 70—Bach's Three-Part Inventions and Well-tempered.  
 Clavichord—Clementi (Gradus Ad Parnassum).  
 Sonatas from Mozart and Beethoven.  
 Sonatas, Fantasies and Selections from Standard Composers.



**Voice Culture.**

MISS GRAY.

In the vocal department are given, free of charge, class lessons, in which the pupils are taught the rudiments of music and the theory of sight singing. Practice in singing the best part songs and choruses furnish not only the necessary drill in reading music, but also a knowledge of good music.

The Course in Voice Culture has been arranged to cover three years and comprises studies from Concone Vaccai Marchesi and songs from the best composers.

A special course is given for those preparing to teach music in public schools with the opportunity for actual teaching in all grades of the Model School under the direction of the supervisor. Particular attention is given to this line of work, as the demand for teachers is rapidly growing.

The Glee Clubs and choruses furnish an opportunity for drill in sight reading and becoming acquainted with the compositions of the best writers of music.

**XI. ART.**

MISS HUBER.

Manu-mental training being the object of art education to-day, our art course has a two-fold aim: to train the hand to delicacy, grace and speed of execution; to instill ideas of beauty, and to cultivate habits of observation, good judgment and originality of thought.

The student who arrives at these ends will, as a teacher, have ability to illustrate lessons. As a practical man of affairs, he will possess a rapid and accurate means of thought expression. Socially, he will be known as a person of cultivated taste.

**Normal Art Course of the Junior Year.**

(Based upon the Prang system of Form Study and Drawing.)

FREE-HAND PERSPECTIVE.—From geometrical solids.

PENCIL SKETCHING.—From still life. From nature.

CONSTRUCTIVE DRAWING.—Working drawings from type forms.

CLAY MODELING.—From nature. From casts.

CHARCOAL DRAWING.—From casts. From still life.

HISTORY OF ART.—From talks relating to Architecture and Sculpture.

DESIGN.—Surface Patterns. Book covers, etc.

## XII. TECHNICAL STUDIES.

MISS QUIGLEY.

### Bookkeeping.

In earlier days only those who expected to become accountants and merchants thought it necessary to study bookkeeping; but public sentiment in this respect, in recent years, has been rapidly changing. It is now generally admitted that every person should be able to record properly common business transactions. The simpler forms of bookkeeping must, therefore, be taught in the public schools to meet the public demands for this kind of knowledge as a part of the education of every child who reaches the grammar school.

To prepare teachers to teach this subject is therefore an important part of the work of every Normal school.

### Penmanship.

A poor penman is at almost as great a disadvantage as he who speaks with a stammering or lispng tongue. The difficulty of recognizing the words of a poor writer interferes with the quick grasping of the thought. We aim to secure rapidity and legibility, and we use the Spencerian system as a guide in practice. The student is expected to understand the theory of an approved system, and to be able to explain it intelligently to a class of children.

### STENOGRAPHY.

MISS HORTON.

“To save time is to lengthen life,” says the author of one of the best systems of stenography.

The advantages of shorthand are so many and so manifest that only a few years will elapse until it will become the universal medium for correspondence. The principles of shorthand are so simple that any ordinary child can learn them. The time has come



LIBRARY

when every writer, teacher, lawyer and clergyman should acquire this art. It saves time. It saves space. It saves paper. It quickens the mind as well as the hand.

Stenography and typewriting when combined, offer fine business opportunities to young men and women, with fair compensation.

#### PHYSICAL TRAINING.

MISS BALDWIN.

The Physical Department is equipped with a fine gymnasium, athletic field, tennis courts and ground for out-door games. It aims during the pupil's three years' stay to give a graded course in gymnastic work, including military tactics, exercises, both hygienic and corrective, together with folk dances and various kinds of rhythmic work for muscular coordination. This is supplemented by basket ball, base ball and other forms of athletics. Each student has access to the gymnasium every day, and during the course school hygiene and material for use in public school work is presented.

#### RELIGIOUS SOCIETIES.

Our students are furnished excellent opportunities for spiritual growth and development. We have a prayer and lecture service every Wednesday evening conducted by a member of the Faculty, to which all the students are invited. The service is attended by a large number of students, and is full of interest and profit.

We have a Sabbath School organized among the students. This service is held every Sabbath morning, and the exercises are highly appreciated and greatly enjoyed by the school. The school is divided into classes, each class being taught by a member of the Faculty. The International Lesson is used.

Students, unless excused by the Principal, are required to attend the church of their choice every Sabbath morning. The church attendance in connection with the religious services at the school, offers to them all the spiritual advantages that they would receive at their own homes. In all proper ways Christian influences are thrown around the pupil, making his school life to conform as nearly as possible to home life in a Christian family.

A Young Men's Christian Association and a Young Women's Christian Association have been formed among the students. These societies have been doing a great work for the growth of religious sentiment in the school. These associations are non-denominational in character.

#### LITERARY SOCIETIES.

Among the most valuable auxiliaries to a Normal School or College are its literary societies. The Normal and Philomathean societies are strong, vigorous associations, and in their growth are keeping equal pace with the growth of the school. They meet in separate halls every Friday evening for the rendering of carefully prepared programs. These programs are highly entertaining and instructive, and those who take part in rendering them bestow ample labor and care on their preparation.

The libraries of the two societies have been donated to the school and now form part of the general school library. As the school library is in charge of a librarian, the books donated by the societies will be much more serviceable to the students since they have been classified and placed on the shelves of the school library. The societies are to be commended for their generosity in making a gift of their libraries to the school.

#### READING ROOM.

The Reading Room of the Cumberland Valley State Normal School is one of its most important features. All the prominent magazines, periodicals, and many newspapers, daily and weekly, are found upon the shelves and on the files in the handsome room fitted up for library and reading-room purposes.

The students are encouraged to make good use of its privileges, and the results are most gratifying. A librarian is always in charge of the room when it is open, in order that perfect quiet may reign, and that the students may get the largest profit possible from their hours spent in the reading-room. The student who has graduated from a Normal School without having acquired a taste for good literature, and a knowledge of how to read with the greatest profit, is but poorly equipped for the work of teaching.

#### ADVANTAGES.

1. A lecture course of six numbers will be given by the Normal School during the coming year. These lectures will be free to all students in attendance at the time the lectures are given. None but high-class lecturers will be selected.

2. The training our graduates get in the Model School is not surpassed and scarcely equaled by any of the other Normal Schools of the State. Our Seniors do actual teaching in the Model School under the direction of expert teachers throughout the entire Senior year.

3. Our students all come under the instruction of the heads of departments in all the subjects of the course. This is a great gain to the student as it guarantees to him high class teaching in all the subjects he is required to pursue.

#### SUGGESTIONS.

1. Come at the opening of the term and remain until its close.

2. The Fall term is the best time to commence your Normal Course.

3. Take at least a year to the Junior Course.

4. Give each subject in the course its full amount of attention.

5. Establish a reputation for character as well as scholarship.

6. Make up your mind to be a close and dilligent student.

7. Be prompt and regular in your attendance upon classes.

8. Do not be satisfied with anything less than the highest standing your ability will enable you to obtain.

9. Determine when you enter school to win the good-will and respect of the entire faculty.

10. Read as many good books as possible during the time devoted to your Normal Course.

11. Regard all the regulations of the school as intended for your benefit.

### Examining Committee.

Prof. W. S. HERTZOG, Department Public Instruction.  
Dr. D. J. WALLER, Jr., Bloomsburg State Normal School.  
Prof. H. S. PUTNAM, Bradford, Pa.  
Prof. T. B. SHANK, Jeannette, Pa.  
Prof. ELMER B. ZIEGLER, Conshohocken, Pa.  
Prof. C. W. STINE, York County.  
Prof. JAMES J. BEVAN, Carbon County.  
Prof. B. C. LAMBERSON, Fulton County.

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### Baccalaureate Sermon.

Sunday evening, June 21, 1908.  
Rev. S. A. MARTIN, D. D., Principal Cumberland Valley State Normal  
School.

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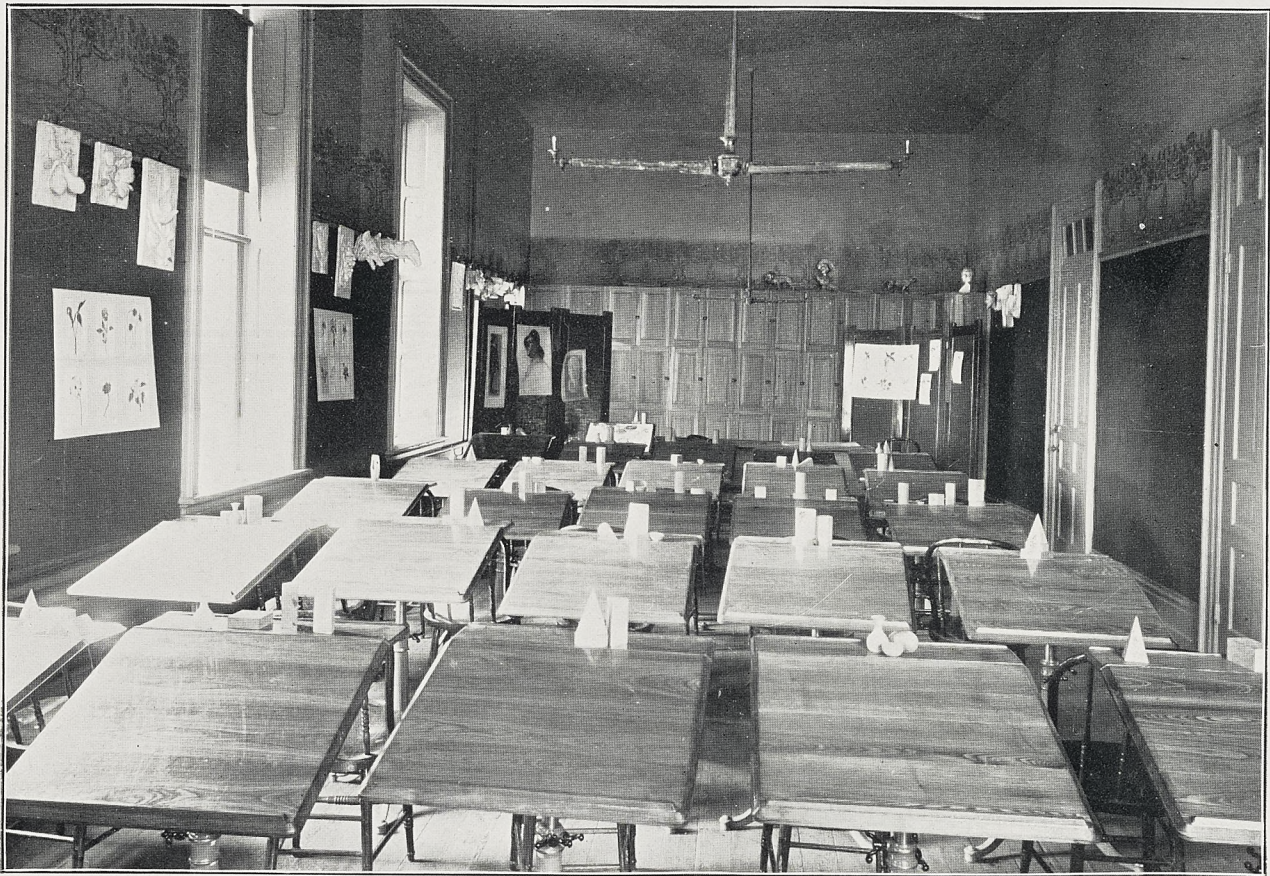
### Commencement Address.

The Rev. JAMES D. MOFFAT, D. D., LL. D.

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### Commencement Appointments.

Honor Oration—ROY D. KNOUSE .....Biglerville, Pa.  
Commencement Essay—SUE J. TOLAN.....Catasauqua, Pa.  
Commencement Declaration—EARLE H. SCHAEFFER..York Springs, Pa.



ART STUDIO



## Senior Class of 1908

## NORMAL COURSE

## Ladies

Brindle, Emma	Hockenberry, Myrtle	Sauble, Carrie E.
Brindle, Mary E.	Hollar, Rhea	Scouller, Helen
Boher, Nellie J.	Hollar, Julia	Senseney, Edna
Byers, Ada M.	Hoon, Iva	Sollenberger, Sue
Conn, Mary C.	Hoover, Grace	Squires, Lenna S.
Cope, Anna	Huston, Elizabeth	Sterner, Ursula
Cremer, Margaretta	Jones, Kathryn F.	Stine, Lottie I.
Dale, Ella E.	Kuhn, Jennie	Stough, Helen A.
Dunkle, Margie I.	Lawall, Marion L.	Stouteagle, Jeanette
Eldon, Lydia	LeFever, June	Stumbaugh, Grace
Eyster, Jane C.	LeVan, May J.	Stumbaugh, Sadie
Falk, Dora M.	Leonard, Bertha E.	Sweigard, Estella V.
Ferree, Mary E.	Light, Ruth	Tolan, Sue J.
Fogelsanger, Kathryn E.	McClelland, Eleanor	Underwood, Lydia M.
Follmar, Anna G.	McClelland, Winifred	Urich, Laura
Follmar, Edith E.	McCullough, Mary D.	Walhey, Charlotte M.
Freed, Bertha G.	Macbeth, Blanche	Wingerd, Ruth
Gettel, Mabel F.	Martin, Ella F.	Wingerd, Maude
Gift, Neadia P.	Miller, Minnie B.	Wise, Helen P.
Hays, Ethel V.	Myers, Janet	Wolf, Maude
Hays, Alice M.	Reagle, Emily B.	Wolfort, Ethel R.
Hedding, Margaret M.	Rice, Blanche	Wonders, Grace M.
Hempt, Grace	Robinson, Eva	
Henneberger, Minnie B.	Robinson, Jean C.	

## Gentlemen

Auker, E. H.	Hoss, H. A.	Pearson, R. W.
Bair, M. H.	Hoffman, Thomas	Schaeffer, E. H.
Cowan, A. W.	Hoyert, J. H.	Shoap, Loyd B.
Elicker, W. G.	Jackson, J. Roy	Smith, Earl B.
Fahs, B. H.	Knouse, Roy D.	Smith, Clayton I.
Gingrich, Irvin R.	Morrison, Geo.	Smith, John A.
Good, John L.	Noonan, D. C.	Weaver, Alvin L.
Helt, C. F.	Palmer, A. C.	Young, James G.

## Catalogue of Students

1907-1908

### NORMAL SCHOOL

#### Ladies

<i>Name</i>	<i>Post Office</i>	<i>County</i>	<i>State</i>
Adams, Viola B.....	Duncannon.....	Perry .....	Pa.
Albert, Alice G.....	York Springs.....	Adams.....	"
Allen, Florence.....	Shippensburg.....	Cumberland.....	"
Allison, Florence .....	Shippensburg.....	Cumberland.....	"
Ausherman, Naomi.....	Chambersburg.....	Franklin.....	"
Baer, Edna R.....	Shermansdale.....	Perry.....	"
Bailey, E. Grace .....	Dauphin .....	Dauphin.....	"
Baker, Cora E.....	Fairfield.....	Adams.....	"
Bare, Minerva I.....	Cly.....	York.....	"
Beattie, Carrie.....	Shippensburg .....	Cumberland.....	"
Becker, Ruth A.....	Berrysburg.....	Dauphin.....	"
Bellows, Mary A.....	Steelton .....	Dauphin.....	"
Bender, Huldah S.....	Dillsburg.....	York.....	"
Benner, L. Blanche.....	Gettysburg .....	Adams.....	"
Benner, Carrie V.....	Gettysburg .....	Adams.....	"
Billow, Florence M.....	Shermansdale. ....	Perry.....	"
Bitner, Ethel B.....	Shippensburg.....	Cumberland.....	"
Bixler, Laura M.....	Millerstown.....,	Perry .....	"
Boher, Nellie J.....	Shippensburg.....	Cumberland.....	"
Border, Mamie M.....	Hampton .....	Adams.....	"
Bowling, Lucy M.....	Fairfield.....	Adams.....	"
Boyd, Nellie D.....	Gettysburg, R.F.D. 3	Adams.....	"
Brandt, Anna.....	Newport .....	Perry.....	"
Braucht, Bessie.....	East Waterford.....	Juniata.....	"
Braught, Jessie B.....	Carlisle Springs .....	Cumberland.....	"
Brady, Maud V.....	Shippensburg.....	Cumberland.....	"
Brindle, Emma.....	Huntsdale.....	Cumberland.....	"
Brindle, Mary E.....	Carlisle Springs.....	Cumberland .....	"
Brinkerhoff, Lulu.....	Lees X Roads.....	Cumberland .....	"
Brough, Mary G .....	East Berlin.....	Adams.....	"
Burke, Grace M.....	Shippensburg.....	Cumberland .....	"
Burns, Sara.....	Shippensburg .....	Cumberland .....	"

Byers, Adeline M.....	Milton .....	Northumberland..Pa.
Carothers, Blanche.....	Huntsdale .....	Cumberland .....
Cassell, Celia .....	Steelton .....	Dauphin .....
Charlton, Marion.....	Williamsport.....	Washington.....Md.
Clippinger, Nelle.....	Shippensburg .....	Cumberland.....Pa.
Cook, Carrie I.....	Waynesboro, R. F. D. 2,	Franklin.....
Conn, Mary C.....	McCulloch's Mills....	Juniata.....
Cope, Nell M .....	Shippensburg .....	Cumberland .....
Cope, Anna.....	Shippensburg.....	Cumberland .....
Cremer, Margaretta S .....	Saxton.....	Bedford.....
Cressler, Grace .....	Shippensburg.....	Cumberland .....
Crissey, Flora.....	Schellsburg.....	Bedford.....
Currens, Jennie B .....	Gettysburg, R. F. D. 3,	Adams.....
Currens, Alice I.....	Virginia Mills.....	Adams.....
Dale, Ella E.....	Loudon.....	Franklin .....
Daugherty, Laura E.....	Cashtown.....	Adams.....
Davison, Evalyn.....	Chambersburg .....	Franklin .....
Deardorff, Isabella.....	McKnightstown .....	Adams.....
Detwiler, Bertha E.....	Middle Spring.....	Cumberland .....
Dewalt, Kathryn B.....	Finleyville .....	Allegheny.....
Dick, Grace.....	York .....	.....
Dimm, Floy E.....	Millerstown.....	Perry .....
Dittenhafer, Myrtle.....	Arendtsville .....	Adams.....
Diven, Emma V.....	Shippensburg .....	Cumberland .....
Duffield, Nellie A .....	Mt. Alto, R. F. D. 1....	Franklin .....
Dunkle, Margie.....	Steelton .....	Dauphin .....
Dunkle, Mary L.....	Steelton .....	Dauphin .....
Earley, Mary .....	Shippensburg.....	Cumberland.....
Eberly, Florence.....	Mechanicsburg.....	Cumberland.....
Ebersole, Blanche.....	Penbrook, R. F. D. 1....	Dauphin.....
Eby, Lena E.....	Middletown.....	Dauphin.....
Ehrhart, Bess .....	York Springs .....	Adams .....
Elder, Gwendolyn G.....	Lemoyne.....	Cumberland.....
Eldon, Lydia .....	Shippensburg.....	Cumberland.....
Elicker, Bertha A.....	Rossville.....	York .....
Etter, Esma.....	Shippensburg.....	Cumberland .....
Etter, Ethel.....	Marion.....	Franklin .....
Eyster, Jane C.....	Shippensburg, R. F. D. 2	Cumberland, .....
Falk, Dora M.....	Williamstown .....	Dauphin.....
Fenstermacher, Marie.....	Shippensburg.....	Cumberland.. .....
Ferree, Mary E.....	Highspire.....	Dauphin.....
Fisher, Lela.....	Waynesboro .....	Franklin .....
Flickinger, Mary.....	Dry Run.....	Franklin .....
Fogelsanger, Ruth .....	Shippensburg.....	Cumberland .....
Fogelsanger, Nellie.....	Shippensburg.....	Cumberland .....
Fogelsanger, Kathryn.....	Shippensburg.....	Cumberland .....
Fogelsanger, Eva.....	Shippensburg.....	Cumberland .....

Fogelsanger, Bessie.....	Shippensburg.....	Cumberland.....	Pa.
Fogelsanger, Mary.....	Shippensburg.....	Cumberland.....	"
Follmar, Anna G.....	Hanover.....	York.....	"
Follmar, Edith E.....	Hanover.....	York.....	"
Fortenbaugh, A. Romaine....	Balfour.....	Cumberland.....	"
Frantz, Mary.....	Waynesboro.....	Franklin.....	"
Freed, Bertha G.....	York.....	York.....	"
Fulton, Edna.....	Saxton.....	Bedford.....	"
Fuss, Ethel M.....	Kauffman.....	Franklin.....	"
Garber, Nellie J.....	Chambersburg.....	Franklin.....	"
Gates, Margaret.....	Shippensburg.....	Cumberland.....	"
Gettel, Mabel F.....	Shippensburg.....	Cumberland.....	"
Gift, Neadia P.....	Greencastle.....	Franklin.....	"
Good, Albie.....	Waynesboro.....	Franklin.....	"
Green, Jennie K.....	Steelton.....	Dauphin.....	"
Hargleroad, Lillian I.....	Shippensburg.....	Cumberland.....	"
Harlan, Ella.....	Newville.....	Cumberland.....	"
Harrison, Elsie V.....	Shippensburg.....	Cumberland.....	"
Hays, Alice M.....	McConnellsburg.....	Fulton.....	"
Hays, Ethel V.....	McConnellsburg.....	Fulton.....	"
Hedding, Margaret M., 316 Lex'ton ave., Altoona, Blair.....			"
Heiges, Bertha A.....	Biglerville.....	Adams.....	"
Heintzelman, Louise.....	Fayetteville.....	Franklin.....	"
Hempt, Grace.....	Camp Hill.....	Cumberland.....	"
Henneberger, Minnie B.....	Greencastle.....	Franklin.....	"
Henry, Jess E.....	Clear Ridge.....	Fulton.....	"
Herring, Elizabeth.....	Fairfield.....	Adams.....	"
Herman, Viola C.....	New Kingston.....	Cumberland.....	"
Hicks, Jennie M.....	Linglestown.....	Dauphin.....	"
Hileman, Gertrude.....	Hollidaysburg.....	Blair.....	"
Himes, Cecelia.....	Shippensburg.....	Cumberland.....	"
Hockenberry, Myrtle.....	East Waterford.....	Juniata.....	"
Hoffer, Elsie Mae.....	Mt. Joy.....	Lancaster.....	"
Hollar, Julia.....	Shippensburg.....	Cumberland.....	"
Hollar, Rhea.....	Shippensburg.....	Cumberland.....	"
Hoon, Iva M.....	Newville.....	Cumberland.....	"
Hoover, Grace.....	St. Thomas.....	Franklin.....	"
Huston, Elizabeth.....	Carlisle, R. F. D. 8.....	Cumberland.....	"
Huston, Mary M.....	McConnellsburg.....	Fulton.....	"
Jackson, Margaret.....	New Buffalo.....	Perry.....	"
Johnston, Helen.....	Webster Mills.....	Fulton.....	"
Johnston, Mary J.....	McConnellsburg.....	Fulton.....	"
Jones, Helen G.....	Richmond Furnace.....	Franklin.....	"
Jones, Ethel M.....	Richmond Furnace.....	Franklin.....	"
Jones, Kathryn F.....	Wisconisco.....	Dauphin.....	"
Jordan, Florence R.....	Mercersburg.....	Franklin.....	"
Karns, Edna.....	Everett.....	Bedford.....	"

Keefer, Margaret S .....	Carlisle.....	Cumberland .....	Pa.
Keenportz, Laura.....	Carlisle .....	Cumberland .....	"
Kelley, Bertha A.....	Newville.....	Cumberland .....	"
Kendig, Lillian .....	Mowersville.....	Franklin.....	"
Kendall, Hattie B.....	McConnellsburg .....	Fulton.....	"
Kendall, Martha .....	McConnellsburg .....	Fulton.....	"
Kendall, Ruth I.....	McConnellsburg .....	Fulton.....	"
Kerr, Lottie.....	McVeytown .....	Mifflin.....	"
Kerr, Ruth.....	McVeytown.....	Mifflin.....	"
Killian, Lacy D.....	Shippensburg.....	Cumberland .....	"
Kline, Grace.....	Shippensburg.....	Cumberland .....	"
Kniley, Florence.....	Lykens .....	Dauphin .....	"
Kreider, Emma E.....	Lebanon.....	Lebanon .....	"
Kugler, Anna Mae .....	Fairfield .....	Adams.....	"
Kuhn, Jennie .....	Greencastle.....	Franklin.....	"
Kurtz, Maude.....	Spruce Hill .....	Juniata.....	"
Kyner, Elsie.....	Shippensburg.....	Cumberland .....	"
Lawall, Marion L.....	Catasauqua.....	Lehigh.....	"
LeFevre, June .....	Huntsdale, R. F. D. 1 .....	Cumberland .....	"
Lehman, Carrie A.....	Shippensburg.....	Cumberland .....	"
Lehman, Besse.....	Fayetteville .....	Franklin .....	"
Leonard, Bertha .....	Marysville, .....	Perry.....	"
Lerew, Beatrice E.....	Dillsburg .....	York.....	"
Lesh, Laura M.....	Millerstown .....	Perry .....	"
Levan, Mae J.....	Penbrook.....	Dauphin.....	"
Lichtenwalner, Viola .....	Steelton .....	Dauphin.....	"
Lichtenwalner, Edith.....	Steelton .....	Dauphin.....	"
Light, Ruth A.....	813 Maple St., Lebanon, .....	Lebanon.....	"
Linn, Stella.....	Orrtanna.....	Adams .....	"
Lindsey, Winona .....	Carlisle .....	Cumberland .....	"
Lindsey, Jane .....	Big Spring.....	Cumberland .....	"
Lindsey, Edna F.....	Mowersville .....	Cumberland.....	"
Long, Esther M.....	Shippensburg.....	Cumberland.....	"
Loy, Mary .....	Newville.....	Cumberland .....	"
McCleaf, Pearl L.....	Virginia Mills .....	Adams .....	"
McClelland, Winifred.....	Shippensburg.....	Cumberland.....	"
McClelland, Eleanor.....	Shippensburg.....	Cumberland.....	"
McClelland, Liberty .....	Shippensburg .....	Cumberland.....	"
McElroy, Florence.....	Fayetteville .....	Franklin .....	"
McCulloch, Mary D.....	Shippensburg.....	Cumberland.....	"
McMeen, Edith J.....	Reed's Gap .....	Juniata .....	"
McNair, Carrie .....	Emmitsburg .....	Washington .....	Md.
McNeal, Mary L.....	Mifflintown .....	Juniata .....	Pa.
Macbeth, Blanche.....	Aspers.....	Adams .....	"
Marshall, Janet.....	Gettysburg ..	Adams .....	"
Martin, Ella F.....	Shippensburg.....	Cumberland.....	"
Martin, Flossie .....	Newville.....	Cumberland.....	"

Martin, Cora H .....	Carlisle, R. F. D. 1.....	Cumberland .....	Pa.
Masemer, Herma J.....	York Springs.....	Adams .....	"
Means, Jeannette E.....	Shippensburg.....	Cumberland.....	"
Means, Mary C.....	Shippensburg.....	Cumberland.....	"
Mehring, Mary .....	Littlestown .....	Adams .....	"
Mellott, Maye.....	Mercersburg.....	Franklin .....	"
Messinger, Susie B.....	Mechanicsburg.....	Cumberland.....	"
Miller, Tressa B.....	Chambersburg.....	Franklin .....	"
Miller, Minnie.....	Concord.....	Franklin .....	"
Moore, Ruth.....	Fairfield.....	Adams.....	"
Morrow, Ruth.....	Shippensburg.....	Cumberland.....	"
Murtoff, Effie.....	Idaville.....	Adams.....	"
Myers, Blanche E .....	Dillsburg.....	York.....	"
Myers, Janet.....	Marion .....	Franklin.....	"
Myers, Effie.....	York Springs.....	Adams.....	"
Myers, Zula.....	York Springs.....	Adams.....	"
Neely, Belle.....	Shippensburg.....	Cumberland.....	"
Neff, Ruth.....	Fayetteville.....	Franklin.....	"
Negley, Hester.....	Newville.....	Cumberland.....	"
Newman, Ava.....	Fayetteville.....	Franklin.....	"
Nickey, Gertie.....	Allen.....	Cumberland.....	"
Nickles, Florence.....	Shippensburg.....	Cumberland.....	"
Noftsker, Claire T.....	Shippensburg.....	Cumberland.....	"
Orndorff, Anna.....	Wiconisco.....	Dauphin.....	"
Oyler, Bertha Mae.....	Fayetteville.....	Franklin.....	"
Peiffer, Vera C.....	Newville.....	Cumberland.....	"
Peightel, Lucy L.....	McConnellsburg.....	Fulton.....	"
Plough, Lottie M.....	Newville.....	Cumberland.....	"
Rahouser, Catharine.....	Guilford Springs.....	Franklin.....	"
Ramsey, Ethel M.....	Lehmaster.....	Franklin.....	"
Randolph, Ethel J.....	East Waterford, R. F. D. 1, Juniata.....		"
Reagle, Emily B.....	Northampton .....		"
Reeder, Helen E.....	Shippensburg.....	Cumberland.....	"
Reichley, Martha.....	Carlisle, R. F. D. 6.....	Cumberland.....	"
Reindollar, Maude.....	Webster Mills.....	Fulton.....	"
Rhodes, Anna.....	Lebanon .....	Lebanon.....	"
Rice, Blanche.....	Shippensburg.....	Cumberland.....	"
Robinson, Jean C.....	Shippensburg.....	Cumberland.....	"
Robinson, Helen D.....	Markleville .....	Perry.....	"
Robinson, Eva M.....	Markleville .....	Perry.....	"
Robertson, Martha.....	Shippensburg.....	Cumberland.....	"
Roth, Alora E.....	Gettysburg.....	Adams.....	"
Russell, Nellie .....	Shippensburg.....	Cumberland.....	"
Sauble, Carrie E.....	Melrose.....	Carroll.....	Md.
Scott, Helen J.....	Gettysburg.....	Adams.....	Pa.
Scouller, Helen .....	Newville.....	Cumberland.....	"
Seabrook, Marion.....	Fairfield.....	Adams.....	"

Senseney, Edna.....	Ft. Loudon.....	Franklin.....	Pa.
Shimer, E. Grace.....	McConnellsburg.....	Fulton.....	"
Shive, Ruth.....	Shippensburg.....	Cumberland.....	"
Shriner, Cathryn.....	Linglestown.....	Dauphin.....	"
Shoap, Rosa N.....	Shippensburg.....	Cumberland.....	"
Shupp, Edna.....	Carlisle, R. F. D. 6..	Cumberland.....	"
Shutt, Beula I.....	Elizabethville.....	Dauphin.....	"
Smith, Hettie R.....	Newport.....	Perry.....	"
Smith, Minnie E.....	Shippensburg.....	Cumberland.....	"
Smith, Esther.....	Bermudian.....	Adams.....	"
Snively, Mary L.....	Greencastle.....	Franklin.....	"
Snoke, Ruth.....	Mowersville.....	Cumberland.....	"
Snyder, Erma J.....	Carlisle, R. F. D. 4..	Cumberland.....	"
Sollenberger, Sue.....	Newville.....	Cumberland.....	"
Souder, Mabel E.....	Mechanicsburg, R. F. D. 4.	Cumberland.....	"
Squires, Lenna.....	Shippensburg.....	Cumberland.....	"
Stewart, Melinda.....	Concord.....	Franklin.....	"
Sterner, Ursula.....	Idaville.....	Adams.....	"
Stine, Lottie I.....	Elizabethville.....	Dauphin.....	"
Stouffer, Mary E.....	Newville.....	Cumberland.....	"
Stough, Helen A.....	Shippensburg.....	Cumberland.....	"
Stouteagle, Jeannette E.....	McConnellsburg.....	Fulton.....	"
Stumbaugh, Sadie A.....	Shippensburg.....	Cumberland.....	"
Stumbaugh, Grace.....	Shippensburg.....	Cumberland.....	"
Stutenroth, Emily K.....	Shippensburg.....	Cumberland.....	"
Sweigard, Estella.....	Linglesiown, R. F. D. 2,	Dauphin.....	"
Tolan, Sue J.....	Catasauqua.....	Lehigh.....	"
Tritt, Eleanor.....	Newville.....	Cumberland.....	"
Troxell, Mary E.....	Gettysburg.....	Adams.....	"
Underwood, Lydia M.....	Grampian.....	Clearfield.....	"
Urich, Laura.....	625 N. 15th St., Harrisburg,	Dauphin..	"
Wagoner, Agnes M.....	Mechanicsburg, R. F. D. 6,	Cumberland.....	"
Walhey, Charlotte M.....	Aspers.....	Adams.....	"
Walker, Ruby A.....	Gettysburg.....	Adams.....	"
Weaver, M. Blanche.....	York.....	York.....	"
Weber, Alma M.....	Mechanicsburg.....	Cumberland.....	"
Weigle, Stella.....	Shippensburg.....	Cumberland.....	"
Weigle, Anna.....	Shippensburg.....	Cumberland.....	"
Wenger, Anna.....	Valley View.....	Schuylkill.....	"
Wenger, Elizabeth.....	Valley View.....	Schuylkill.....	"
Widney, Effie.....	Shippensburg.....	Cumberland.....	"
Wingerd, Ruth.....	Chambersburg.....	Franklin.....	"
Wingerd, Maude.....	Chambersburg.....	Franklin.....	"
Wise, Helen P.....	Marysville.....	Perry.....	"
Wolf, Mary.....	Shippensburg.....	Cumberland.....	"
Wolf, Maude.....	Abbottstown.....	Adams.....	"
Wolf, Elinor.....	Abbottstown.....	Adams.....	"

Wolf, Dorothy .....	Shippensburg.....	Cumberland.....	Pa.
Wolf, Gertrude.....	Shippensburg.....	Cumberland.....	"
Wofort, Ethel R.....	Two Taverns .....	Adams .....	"
Wonders, M. Grace .....	Shippensburg.....	Cumberland.....	"

#### Gentlemen.

Arnold, Harrison M.....	Dillsburg .....	York .....	Pa.
Asper, Merle W.....	York Springs.....	Adams.....	"
Auker, E. H.....	Millerstown.....	Perry.....	"
Aungst, Clarence W.....	Oberlin .....	Dauphin.....	"
Aushman, Harry.....	Chambersburg .....	Franklin .....	"
Baker, Chas. A .....	Piketown .....	Dauphin.....	"
Baker, Harry E.....	Dillsburg .....	York .....	"
Bard, Stewart.....	Chambersburg .....	Franklin .....	"
Bailey, Eugene S.....	Dillsburg .....	York .....	"
Bair, Milton H.....	Littlestown.....	Adams.....	"
Beard, Ralph.....	Elliottsburg .....	Perry .....	"
Bistline, O. J.....	Markleville.....	Perry .....	"
Bowman, Edgar E.....	Newville.....	Cumberland .....	"
Bowling, Leslie.....	Fairfield .....	Adams.....	"
Boyer, John R.....	Mechanicsburg .....	Cumberland .....	"
Brenize, Z. S.....	Mowersville.....	Cumberland .....	"
Brenize, Arthur.....	Mowersville.....	Cumberland .....	"
Breneman, John.....	Siddonsburg, R. F. D. 1, York.....		"
Cassell, Floyd F.....	Hummelstown .....	Dauphin.....	"
Charles, J. O.....	New Bloomfield.....	Perry .....	"
Cloyd, Herman.....	Carlisle.....	Cumberland .....	"
Cowen, Archibald D.....	Fannettsburg.....	Franklin .....	"
Coyle, Jos. M.....	Carlisle.....	Cumberland .....	"
Craig, Sharpe.....	Shippensburg .....	Cumberland .....	"
Cutshall, John.....	Three Springs, R. F. D. 1, Fulton.....		"
Deardorff, O. F .....	Hampton.....	Adams.....	"
Deckman, Samuel H.....	Camp Hill, R. F. D. 1, Cumberland.....		"
Diebler, Mark T.....	Berrysburg.....	Dauphin.....	"
Doyle, Harry G.....	Dry Run.....	Franklin .....	"
Dum, J. F.....	Elliottsburg.....	Perry .....	"
Dum, Wm. M.....	Elliottsburg .....	Perry .....	"
Eichelberg, C. H.....	Aspers.....	Adams.....	"
Elicker, Walter G.....	Rossville.....	York.....	"
Etzwiler, Wm. B.....	Halifax, R. F. D. 2.....	Dauphin.....	"
Fahs, Bruce H.....	Dillsburg .....	York .....	"
Faust, J. Frank.....	Mowersville.....	Cumberland .....	"
Fenton, John E.....	Newville.....	Cumberland .....	"
Fisher, Chas. R.....	Marion.....	Franklin.....	"
Floyd, Rodney J.....	Dillsburg.....	York.....	"
Fluke, William G.....	Saxton.....	Bedford.....	"



Fogelsanger, Christa .....	Shippensburg.....	Cumberland .....	Pa.
Fogelsanger, C. W.....	Shippensburg.....	Cumberland .....	"
Fogelsanger, M. R.....	Shippensburg.....	Cumberland .....	"
Foreman, Murrill.....	Wells Tannery.....	Fulton.....	"
Gingrich, Irvin R.....	Derry Church, R. F. D. 2,	Dauphin.....	"
Gingrich, Clayton.....	Derry Church, R. F. D. 2,	Dauphin.....	"
Good, John L.....	New Cumberland....	Cumberland .....	"
Greenfield, Murray.....	Siddonsburg.....	York.....	"
Grove, John F.....	Greencastle, R. F. D. 4,	Franklin.....	"
Grove, J. Seth.....	Greencastle.....	Franklin.....	"
Hale, Robert B.....	Scotland.....	Franklin.....	"
Hanlin, E. H.....	Newburg.....	Cumberland .....	"
Harman, Joseph H.....	Penbrook, R. F. D. 2,	Dauphin.....	"
Hassler, F. S.....	Linglestown, R. F. D. 2,	Dauphin.....	"
Heiges, P. M.....	Siddonsburg, R. F. D. 2,	York.....	"
Helt, C. F.....	Loyalton.....	Dauphin.....	"
Helman, C. E.....	Roxbury.....	Franklin.....	"
Hendershot, Walter S.....	Lashley.....	Fulton .....	"
Hertzler, Christian.....	Allen.....	Cumberland .....	"
Hess, M. A.....	Mt. Alto .....	Franklin .....	"
Hoch, Clarence E.....	Newburg.....	Cumberland .....	"
Hoffman, Geo. I.....	Halifax, R. F. D. 2...	Dauphin.....	"
Hoffman, Thomas.....	Carlisle.....	Cumberland .....	"
Hoke, John B .....	Penbrook.....	Dauphin.....	"
Hollinger, Jacob.....	Carlisle, R. F. D. 8...	Cumberland .....	"
Hosfeld, George.....	Shippensburg .....	Cumberland .....	"
Hoyert, J. Harry.....	Piketown.....	Dauphin.....	"
Howe, Oscar .....	York Springs .....	Adams.....	"
Husler, Thurman.....	Lees X Roads.....	Cumberland.. .....	"
Igartua, Juan S.....	Quebradillas .....	Porto Rico .....	
Jackson, J. R.....	New Buffalo .....	Perry.....	Pa.
Jobe, Chas. R.....	York Springs .....	Adams.....	"
Johns, Wm. M.....	Duncannon .....	Perry.....	"
Johnston, Fred.....	Harrisburg.....	Dauphin.....	"
Jones, J. Russell.....	Millerstown.....	Perry.....	"
Keener, John F.....	Gratz.....	Dauphin.....	"
Keith, Grover C.....	Eagle Foundry.....	Huntingdon .....	"
Kendig, John R.....	Newville.....	Cumberland .....	"
Kimmel, Ira M.....	Dillsburg .....	York.....	"
Kirk, Grover C.....	Warfordsburg.....	Fulton.....	"
Knouse, Roy D.....	Biglerville .....	Adams.....	"
Kob, John F.....	Shippensburg.....	Cumberland.. .....	"
Kraber, Roy F.....	Hampton.....	Adams.....	"
McCleaf, Harry.....	Fairfield.....	Adams.....	"
McLanathan, Herman.....	Kauffman.....	Franklin.....	"
Macbeth, Leroy .....	Aspers.....	Adams.....	"
Macbeth, Reynolds.....	Aspers.....	Adams.....	"

Matthews, R. Eber.....	Lees X Roads.....	Cumberland.....	Pa.
Markley, G. Hayes.....	Warfordsburg.....	Fulton.....	"
Matter, Ralph P.....	Wiconisco.....	Dauphin.....	"
Messinger, Geo. M.....	Hogestown.....	Cumberland.....	"
Middour, J. Emory.....	Quincy.....	Franklin.....	"
Miller, Clarence E.....	Newville R. F. D. 3....	Cumberland.....	"
Miller, Evers S.....	Shippensburg.....	Cumberland.....	"
Miller, J. Daniel.....	Shippensburg.....	Cumberland.....	"
Morrison, Geo. W.....	Shippensburg.....	Cumberland.....	"
Myers, Raymond A.....	Siddonsburg, R. F. D. 2, York.....		"
Myers, Zel E.....	Newville, R. F. D. 3....	Cumberland.....	"
Naugle, G. Harold.....	Lees X Roads.....	Cumberland.....	"
Nelson, Jacob L.....	Dillsburg.....	York.....	"
Nelson, Russell.....	McConnellsburg.....	Fulton.....	"
Niesley, Howard G.....	Allen.....	Cumberland.....	"
Noonan, Denny C.....	Metal.....	Franklin.....	"
Palmer, Alonzo C.....	Warfordsburg.....	Fulton.....	"
Pearson, Raymond W.....	York Springs.....	Adams.....	"
Pease, M. P.....	Siddonsburg, R. F. D. 2, York.....		"
Peffer, Elmer F.....	Elliottson.....	Cumberland.....	"
Peffer, Parker S.....	Elliottson.....	Cumberland.....	"
Plyler, Samuel F.....	Summerville.....	Jefferson.....	"
Railing, Wm. A.....	Shippensburg.....	Cumberland.....	"
Rohrer, Anthony.....	Chambersburg.....	Franklin.....	"
Royer, Geo. A.....	Mercersburg.....	Franklin.....	"
Russell, R. Blaine.....	Shippensburg.....	Cumberland.....	"
Schaeffer, Earle H.....	York Springs.....	Adams.....	"
Schug, Peter R.....	Hughesville.....	Lycoming.....	"
Scriever, John E.....	Buck Valley.....	Fulton.....	"
Shive, Clyde S.....	Shippensburg.....	Cumberland.....	"
Shoap, Loyd B.....	Shippensburg.....	Cumberland.....	"
Slagle, G. Nevin.....	Gettysburg.....	Adams.....	"
Smith, Adam.....	Penbrook.....	Dauphin.....	"
Smith, John A.....	Dickinson.....	Cumberland.....	"
Smith, Edgar J.....	York Springs.....	Adams.....	"
Smith, Clayton I.....	Ft. Hunter.....	Dauphin.....	"
Smith, Earle B.....	New Cumberland.....	Cumberland.....	"
Snider, Floyd H.....	Altenwald.....	Franklin.....	"
Starry, Norman D.....	York Springs.....	Adams.....	"
Starry, Raymond.....	York Sprihgs.....	Adams.....	"
Stock, Claude.....	New Oxford.....	Adams.....	"
Umpierre, Jose C.....	Bayamin.....	Porto Rico	
Weaver, Alvin L.....	Lemoyne.....	Cumberland.....	Pa.
Weikert, Fdward L.....	Gettysburg.....	Adams.....	"
Wenger, T. Mark.....	Valley View.....	Schuylkill.....	"
Westerhoff, Rutger G.....	Ephrata.....	Lancaster.....	"
White, James W.....	Shermansdale.....	Perry.....	"

Witherspoon, Andrew.....Guilford Springs.....Franklin.....Pa.  
Young, James G.....Carlisle.....Cumberland ..... "  
Ziegler, J. Clyde.....Carlisle.....Cumberland ..... "  
Zimmerman, McCulloh.....Sylvan.....Franklin..... "  
Zimmerman, Chas. H..... Elizabethville.....Dauphin..... "

**Model School.****FIRST GRADE.**

Eshleman, Myrtle  
 Heberling, Ruth  
 Kitzmiller, Bessie  
 Kitzmiller, Dana  
 Martin, Drew  
 Neff, Verna  
 Reed, Walter  
 Rhone, Ruth

Salmon, Pearl  
 Seavers, Mary  
 Shive, Helen  
 Suders, Ethel  
 Stutenroth, Nellie  
 Varner, Guy  
 Wingerd, Clara

**SECOND GRADE.**

Clough, Lena  
 Fitzgerald, Bessie  
 Nehf, Helen  
 Neff, Byron  
 Nickolson, Mary

Rine, Clarence  
 Shirley, Richard  
 Shive, Susie  
 Wingerd, Sadie  
 Wingerd, Velva

**THIRD GRADE.**

Cope, Georgia  
 Fitzgerald, Mabel  
 Guyer, Lottie  
 Horton, Richard  
 Hosfeld, Mary  
 Kelley, Grethel  
 Klenzing, Walter  
 McElhare, Harry

Mowery, Mary  
 Nehf, Rebecca  
 Plasterer, Roy  
 Shirley, Alice  
 Shive, Dorothy  
 Suders, Daniel  
 Tarner, Ruth

**FOURTH GRADE.**

Craig, Charles  
 Craig, Mack  
 Crawford, Blanche  
 Divan, Irene  
 Earley, Rachel  
 Emory, Ross  
 Glessner, Irvin  
 Graham, Mabel

Henry, Lucy  
 Horton, Milton  
 Horton, Wilbur L.  
 Kitzmiller, Bernice  
 Lindsay, Carrie  
 Reed, Edith  
 Ward, Hudson  
 Wolf, Viola

**FIFTH GRADE.**

Allen, Josephine  
 Angle, Herold  
 Baker, Wilbur  
 Baker, Carl  
 Burns, Harry  
 Clough, George  
 Dykeman, Welby  
 Earley, Helen

Hock, Alice  
 Hosfeld, John  
 Klenzing, Nellie  
 McElhare, Mary  
 Martin, William  
 Mowery, Merlie  
 Nehf, Ray  
 Phillippy, Frank

Fogelsonger, Paul  
 Gilbert, Izetta  
 Gilbert, William

Rine, Martin  
 Seavers, Nellie

## SIXTH GRADE.

Crabill, Ralph  
 Craig, John  
 Graham, Velva  
 Himes, Cecelia  
 Lindsay, Ruth  
 McClelland, Liberty  
 Means, Chalmers

Plasterer, Ruth  
 Shive, Naomi  
 Stutenroth, Carlton  
 Suders, Lena  
 Suders, John  
 Turner, Lester  
 Hubley, Fred

## SEVENTH GRADE.

Bowermaster, Susan  
 Campbell, Ethel  
 Clippinger, Ruth  
 Cope, Mary  
 Hosfeld, Elsie  
 Divan, Marie

Hosfeld, Susie  
 Lindsay, Rose  
 Nehf, Zora  
 Wolff, Dorothy  
 Zern, Roscoe

## EIGHTH GRADE.

Hosfeld, Mary E.  
 Hosfeld, Walter  
 Martin, William C.  
 Railing, William  
 Smith, Grace

Steele, Katie  
 Stutenroth, Earl  
 Weigle, Charles  
 Wolff, Gertrude

## NINTH GRADE.

Bingham, Scott  
 Glessner, Nora

McElhare, Viola  
 Martin, Clinton

## TENTH GRADE.

Heiges, Spencer  
 Nye, Florence

Reese, John

# NORMAL SCHOOL HERALD.

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

VOL. XII.

JULY, 1908

No. 5

[The following speech was delivered by Prof. J. K. STEWART on Memorial evening.  
We print it by request.]

## Abraham Lincoln.

I propose to speak of Abraham Lincoln as man, magistrate and martyr. The first question about every man, whether famous or infamous, is, what is he? The personality explains the life. Just as the oak is in the acorn so the career is in the man. It is simply the unfolding of what lies hidden in his nature.

What then were the characteristics of Abraham Lincoln? Of what manner of spirit was he?

First. He was a plain man from beginning to end; he was born of humble parentage in obscurity and poverty. No glory illumined the past of his family. No promise of glory spanned the cradle in which he was rocked. He came from the lowest condition, as so many great men have done. He knew from the first what the struggle for existence means. His father and mother had little learning themselves, and hence, could impart but little to their children. There were no books in the family. His "schooling", as we say, was meager in the extreme. Thus he began at the lowest round of the ladder. He knew every step of the ascent by heart, hence he could sympathize with all classes and conditions of men. He loved the common people, because he knew by experience what they had to suffer and overcome. There was no spark of latent aristocracy in his nature; he cared not for wealth or titles of honor. He respected no man because of his circumstances or position. Like Burns, whom he resembled in many respects, he felt that

"The rank is but the guinea's stamp,  
A man's a man for a' that."