

NORMAL SCHOOL HERALD.

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Aims of the Study of Latin and Greek in the High School.

DR. W. A. ECKELS, DEPARTMENT OF ENGLISH.

A recent writer in the *New York Latin Leaflet* (Brooklyn, Nov. 19, 1906) makes a helpful contribution to this much vexed discussion by frankly recognizing that there are *several* more or less distinct ends which the study of Latin in our secondary schools subserves. The fact that different advocates of the classics emphasize, some one, some another, of the reasons for studying Latin is sometimes treated as evidence that no valid and satisfactory reason for the study exists—a kind of logic which should find favor only with those who are wedded to cut-and-dried formulas and convenient catchwords in the domain of educational discussion.

After enumerating some of the chief uses which are claimed for Latin, the writer just referred to observes: "But after all it is by no means indispensable that we come to an exact agreement on this point, [i. e. as to the *pre-eminent* USE OF LATIN]. So long as Latin study does *any one* of the above things thoroughly well and better than does any other study, it will retain, and rightly, a place in our scheme of education. If it can do two or more of them thoroughly well, so much the stronger its position." This sounds, to one reader at least, like a common-sense view of the matter. But the author is also right in insisting that, in order to make the subject yield its legitimate fruits, the teacher must realize clearly what the most useful results of Latin study are, decide which of them are most attainable in the several classes which he has to teach, and then shape his work consciously and intelligently toward securing these results. Definiteness of aim we must have, whether our weapon be a single-barreled one or a six-shooter.

The purpose of the present writer is to stimulate to fresh thinking along these lines by suggesting what seem to him some of the ends most worth striving for in the teaching of Latin in High Schools; and incidentally, what attitude the teacher may reasonably take with regard to the question of teaching the subject at all.

1. The first service of a study of Latin to the mind of the young student to which I would direct attention is one which the beginner himself, as well as the older person who has no knowledge of the language, is, from the nature of the case, least likely to appreciate. But it is the one which, I believe, the man of mature mind, reviewing the question of what a rigid linguistic training has done for him, generally thinks of first. I mean the training in analyzing the fundamental thought-relations as expressed in language. One awakens most fully to consciousness of these thought-relations when he is compelled, as in learning a foreign language, to abstract them from the form, to recognize them in their essence, in order to reproduce them in other forms. The more the foreign language differs in structure from his own the better. The more highly inflected it is, the better. Latin, differing widely from English, requires the student to so analyze and grasp the relations of the thought with which he deals that he can recognize them under, or reproduce them into these quite different forms of expression; and not only different, but more concise and condensed forms. That is, he must recognize them by a slighter external indication; he does not have them spelled out large, so to speak, by the use of several words, but is dependent on a mere inflectional change; he must have the relation so clearly held in mind that a single inconspicuous label shall suffice to call it up, quickly and surely, before him. This is a very different thing from simply having to replace the words of one language by the words of another, with little difference of structure. While the close observation of forms trains the mind for scientific studies, the close analysis of thought quickens the faculties requisite for philosophical studies. Perhaps the best thing which a thorough study of Latin gives the student is the ability to *read intelligently* in any language—not to “skim” and carry away the more or less disconnected ideas which separate words and phrases suggest, but to grasp the organization of the thought as a whole by a process of observation and conscious

analysis. This is the power which the lawyer or legislator needs in interpreting the terms of a statute, the preacher in expounding a text, the man of business in understanding a contract, the advanced student in following a scientific or philosophical discussion, the serious reader in any sphere of language above the simplest.

2. A second advantage to be expected and aimed at is a more obvious one and one almost universally recognized,—viz., the help given by a knowledge of the Latin vocabulary toward an understanding of English derivatives. A large part of our words are of Latin origin, and this the less familiar part, the more abstract part, the words which especially need defining. A knowledge of Latin saves looking up and learning definitions. And the mere dictionary definition will never give the accurate notion which he has who has met the word in its context, knows its various shades of meaning, its historical associations and connotations. Many words represent ideas which are distinctively Roman and can only be carried away by one who has been in contact with the Roman mind in its literature, has breathed the Roman atmosphere.

The gain in knowledge of English derivatives is not measured by the number of separate Latin words the boy knows. Single roots become the parents of whole families of English words. The student who knows one of these roots in the several forms which roots often assume in Latin, and who knows the value of the prefixes and suffixes commonly employed in the parent speech, often commands at a glance the meaning of a half-dozen words in English which the student without Latin has to look up, as so many different words, in a dictionary.

3. I would place next the opportunity which the practice of translation from Latin and Greek affords for training in English. By translation, I do not, of course, mean the same thing as reading. Reading is mental interpretation; and as the student gains command of the facts and laws of the language he should be encouraged to read directly—to let the language speak immediately to his mind, as it did to the original hearer or reader, without any intervening medium. Nor do I refer here to that somewhat bald and literal rendering of a Latin or Greek construction by the construction most closely analogous in English which the teacher may require, especially in the earlier stages of the study, as a

practical way of keeping track of the analytical processes of his pupil—as a guarantee that he has correct data of interpretation and as a safeguard against mere guesses, more or less happy, at the meaning. By translation, in this place, I mean a superadded discipline, a distinctly literary exercise, in which we attempt to convey as nearly as possible, the thought, form and total effect of a Latin passage through the medium of English. Such translation is, like that spoken of above, a test of knowledge of the original. But it is also a test of the student's power of expression, his command of resources, in English; and much more than a test—it is a highly effective means of developing that power and enlarging those resources. When the student attacks this problem, it means that, for his Latin word, he must marshal the possible more or less exact equivalents which English affords and choose from these the one which most nearly hits the conception. In like manner, in order to render the force of the Latin construction, he must think of the approximately equivalent constructions and choose the one which would be most likely to be used in that place by a writer of natural and idiomatic English. And in all this he must seek to convey correctly not only the exact meaning, but the general effect—the emotional and aesthetic elements, as well as those which appeal directly to the understanding. In essaying this task, under competent guidance, he will develop exactness, taste, and judgment in the use of English and will catch some notion of what that elusive and indefinable thing is which we call style. Of course, translation from any language will serve these ends to a degree, but the advantages will be greatest in translating from languages, like Latin and Greek, which seek to express by form the most subtle distinctions, and whose forms of expression differ most widely from our own. And not the least of the benefits reaped from the study will be the clear perception arrived at of the impossibility of absolute translation and the immense importance of reading a literature in the original.

4. This brings us naturally to our fourth point. The crowning good of a knowledge of Latin and Greek lies, of course, in the first-hand acquaintance afforded with the immortal literatures embodied in these languages. It is needless to repeat here what every intelligent person knows. Modern thought, modern civilization, modern literature are rooted deep in the soil of

Greece and Rome. We are largely what the past has made us. To seek to comprehend the present with the door of the past barred behind us is to work in the dark and narrow hopelessly our field of vision. No recognition of new factors that have arisen, no pressing of the claims, however deserving, of modern literatures, can alter the plain facts of history. Nothing has happened, nothing can happen, to weaken the claim of the classics. Some sort of acquaintance with the Latin and Greek literature every cultured man or woman must have, to-day, as always. The only question is, shall it be a first-hand or a second or a third hand acquaintance? Why a first hand acquaintance is vastly preferable has been partly suggested above. In the best translation something, even of the essential meaning, is lost; of the form immeasurably more. And the mere element of time and attention counts for something. The average person who reads a classic in translation, apart from the specialist with a keen interest in some particular subject, is not likely to carry away so deep an impression of its content, to have it so fixed in his memory, as he who has lingered long over it in the effort to extract the meaning from the original. Reading the ancient classics in translation is highly desirable for those to whom nothing better is possible; it is not an ideal with which one who has enjoyed opportunities for a liberal culture in his early years should rest content.

Recognizing thus fully that an acquaintance with classic authors is the richest fruit of classical studies, I have yet chosen to rest my argument for Latin chiefly on the incidental advantages enumerated above—on what have been happily called “the by-products” of the study of Latin.

I have done this because I am speaking primarily to high school teachers, because I wish to recognize fully existing conditions, and to give advice that can reasonably be followed. We have to face the fact that, with the claims of new and important studies and the introduction of the elective principle into college curricula, a far smaller number than formerly of our students who go to college will carry on their Greek and Latin studies there. For those who do not, acquaintance with classic literature will probably, though by no means necessarily, be limited to the portions read in the high school. And these portions, say many critics of these studies, are so small as to be not worth considering as a study of literature. Lamentably small they indeed are.

Even so, I am not at all sure that their worthlessness as a literary study should be so readily assumed. There is a good deal of wisdom underlying the old adage "Fear the man of one book." There are many men now living who believe that a close study of a few orations of Cicero, a few books of Vergil, Xenophon, or Homer have been worth to them all the labor spent in learning to read Latin and Greek. But, waiving this point, there is another question that is worthy of serious consideration. If we may not regard our pupils as *actual*, ought we not to consider their interests as *potential*, students of classical literature? In view of the great importance of the field, it would seem reasonable to give high school students the preliminary instruction which will at least make it possible for them to choose it when the time for choice comes. We teach mathematics in the lower school, as we should teach Latin, partly for the peculiar mental training it imparts; but we teach it partly also, if I mistake not, because we recognize that a considerable number of our students will, in their higher studies or life calling, wish to pursue subjects for which mathematics form an indispensable preparation. If the *chance*, so to speak, that any given student may hereafter elect a group of studies dependent on mathematics warrants us in exacting of him a prolonged preparatory course in that subject, why does not the chance that he may decide to enter another important sphere of studies, for which Latin and Greek furnish the best preparation, warrant us in seeing to it that he acquires at least the elements of those languages? What fairness is there in sending him up to the point where the main avenues of learning diverge furnished with the key which will enable him to enter the portals of the one, deprived of the key which is needful to admit him to the other?

But, if we are to abandon the theory of an all-around elementary preparation in the great outstanding departments; if the elective policy, already carried down from the graduate school to the college, is to be pushed down into the secondary school; if the teacher must assume the responsibility of ascertaining the aptitudes and intentions of his pupil and shape his course with a view to helping on his probable future studies—what then? The very least he can do is, when he finds a pupil who seems destined for professional—in the older and narrower sense of the word—humanistic, or literary studies, to encourage and influence him in

every way in his power to undertake the study of at least one of the ancient languages.

As to which of these languages should be studied, where only one is considered possible, the question is hardly an open one under existing conditions. Common practice has fixed on Latin as the favored sister, and the linguistic preparation of the teacher to-day often comes in to confirm the limitation. The more practical question then is, what are the claims of Greek as a second ancient language in our schools? And this can be conveniently answered by a comparison with those made for Latin. As to the advantages enumerated above under the first and third heads—which are naturally closely related—Greek and Latin stand on much the same footing; though the somewhat greater flexibility of the Greek, and its consequent power of expressing by the form in, some instances, more exact shades of relation in thought, give it some points of superiority. It is the second consideration in the list, doubtless—the far closer contact of the Latin vocabulary with that of English—which has inclined the balance in favor of Latin as a school study. Yet the influence of Greek even on the general vocabulary of English is by no means inconsiderable. And in the technical vocabulary of certain departments of study the Greek elements are more important than the Latin.

In respect to the fourth point—the study of the Literature—Greek as the more original and, on the whole, the more significant literature, has stronger claims than Latin. Indeed, it would be easy to show that one can not fully appreciate the Latin literature without an acquaintance with the Greek. To conclude, then, with a word of practical counsel on this point also. I should say that, where it is possible to have a course that will admit both ancient languages and where a teacher of Greek is available, school authorities should see to it to the extent of their influence, that those students who seem likely to pursue literary or philosophical studies in their later careers—and especially those who plan to become special students or teachers of English literature—take a thorough preparatory course in Greek, and for those who propose to work in certain technical lines whose vocabulary draws largely on Greek, a briefer course in the language should be strongly advised.

In view of the great value of the study to these groups of

students, a liberal attitude might well be taken in the matter of allowing Greek to be given even to very small classes. The number of applicants required in order to justify the formation of a class in Greek in many schools is now so high as practically to exclude the study.



Lecture Course.

The Lecture Course this year is a most fascinating and instructive one. We have already had three lectures and the remaining three will be given during the present term. Dr. Schmucker, of the West Chester Normal School, delivered the first lecture on "The Spider." It was much enjoyed. The Doctor is an excellent speaker and his subject matter was most pertinent.

The second lecture was delivered by Dr. Spaeth, of Princeton University. His subject was "Tennyson." Never has there been a better lecture delivered at Normal. The eloquence of the speaker and his graceful use of English greatly impressed his audience.

The third lecture was given by Dr. Schmucker on "Birds." It was simply fine. At its conclusion, the audience applauded for several minutes. We hope to have the genial Doctor back again next year.



Faculty Notes.

Dr. W. A. Eckels, who has been substituting for Dr. Gordnier during the latter's absence, has been elected a regular member of the faculty for the remainder of the year. Dr. Eckels is a deep scholar, a thorough gentleman and a fine instructor. His charming personality and his kindly ways have already endeared him to the faculty and student body. We feel that we are very fortunate in securing the services of such a well educated, competent, Christian man.

Miss Hattie Wylie, the popular assistant of the Model School, spent part of the Christmas vacation on a delightful trip South.

Prof. J. S. Heiges, Dean of the faculty, was recently promoted to the station of Senior Warden, in Cumberland Valley Lodge No. 315. We congratulate Bro. Heiges on his deserved promotion.

Dr. C. H. Gordinier has just closed a most successful season as an Institute Instructor. He has been constantly engaged since September. From all sections of the State come words of praise for his good work.

At the annual Founders' Day exercises of Lafayette College, held on Oct. 21, the honorary degree of Master of Arts was conferred on Prof. J. K. Stewart. Dr. Martin accompanied him to Easton to receive his degree, and made the opening invocation at the exercises.



A Charming Recital.

The students of the musical departments under the direction of Misses Matthews and Gray, rendered a most charming recital in Normal Chapel on Monday evening, December 14. Each one acquitted herself nobly and the large audience thoroughly enjoyed every number. Too much praise cannot be given to Misses Matthews and Gray for the excellent work that they are doing in their respective departments.

THE PROGRAMME

PART I

- Piano Duo—Die Marionetten Walzer *F. Lynes*
 1st Piano—Cecelia Himes, Liberty McClelland
 2nd Piano—Gertrude Wolff, Dorothy Wolff
- Piano Duett—Tarantelle *Lower*
 Florence Nickles
 Helen Segner
- Piano Solo—Child's Study *Kohler*
 Katherine Fleming
- Vocal Solo—Elias' Dream from "Lohengrin" *Wagner*
 Bertha Oyler
- Piano Duett—Twinkle, Twinkle *Engleman*
 Nancy McCreary
 Gaylan Gates
- Piano Duett—Valse Elegante *Krug*
 Dorothy Wolff
 Gertrude Wolff

- Vocal Solo—Slumber Song *F. Lynes*
Jennie Hicks
- Piano Solo—Papillon (Butterfly) *Lavalee*
Margaret Gates
- Piano Duett—Festival March *Teilman*
Liberty McClelland
Cecelia Himes

PART II

- Piano Duett—Vivance : Symphony 3 *Haydn*
Bertha Elicker
Florence Nickles
- Vocal Solo—Gebet der Elisabeth from "Tannhauser" . . *Wagner*
Helen Wise
- Piano Solo—Tarantelle *Hahn*
Helen Segner
- Piano Duett—Allein *Biedermann*
Gaylan Gates
Margaret Gates
- Quartette—Doan Ye Cry Ma Honey *Smith*
Orpheum Quartette
- Piano Solo—Valse A^b *Chopin*
Helen Wise
- Piano Duett—With Wind and Tide March *Hewett*
Helen Jones
Ethel Jones
- Vocal Solo—Blow, Winter Wind, Blow *Sargeant*
Esther Long
- Piano Duett—With Whip and Spur *Spindler*
Mary Christopher
Mary Gish



"What is a synonym, dad?"

"A synonym, son, is a word that you can use when you don't know how to spell the one you thought of first."

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Alumni and former members of the school will favor us by sending any items that they may think would be interesting for publication.

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JANUARY, 1909.

Editorials.

With this issue of the HERALD, we vacate the editorial chair that we have tried to fill for the past two years and a half. We desire to thank our faithful assistants, our principal, our co-workers of the faculty, the student body, and all who have helped us in any way in the publication of the paper. We feel that if we have pleased our readers in any slight way that it has been due to the willing and excellent assistance and co-operation which we have received.

Dr. Gordinier, who some years ago was editor, will resume the position with the next issue, and we feel sure that under his leadership the HERALD will improve and will be regarded as one of the best school papers in Pennsylvania.

To all our friends and readers we say with deep feeling *Vale Vale*.



We trust that every one of our readers will read carefully the excellent article by Dr. Eckels in this issue of the HERALD. It sets forth clearly and concisely the aims of the study of the classical languages in secondary schools. The Doctor is an authority on the subject and writes from years of experience and a deep knowledge of these branches.



The committee to revise the school laws of our State has completed its work. They recommend a great many changes, all of which will tend to the advancement of our Public School system. We trust that the Legislature, now in session, will accept their recommendations and pass the new laws that are so clearly necessary for the welfare of our schools.

Hallowe'en Social.

The annual Hallowe'en Social this year was perhaps the most enjoyable one ever held at Normal. The first part of the evening was spent in attending a county fair. The dining room was transformed into a fair ground, and all the attractions of the "Midway" as well as the exhibits of a fair were presented. There were fortune tellers, Mrs. Wiggs and her family, a trip along the river Styx, fish pond, trained animals, red lemonade, pop corn balls, taffy, and numerous other things to please the eye and delight the palate. Rare old specimens were presented to view, and merriment reigned supreme as the valiant lads and fair lassies enjoyed the attractions of the fair. The latter part of the evening was spent in an old fashioned dance and everyone thoroughly enjoyed himself.

The entire committee who had the affair in charge are deserving of great praise, and especially Miss Huber who had charge of the decorations.



Thanksgiving Day.

Thanksgiving Day was most delightfully observed at Normal. The weather was lovely and all seemed to be filled with the Thanksgiving spirit of praise and cheer.

The service was held in the Chapel at 9 o'clock in the morning. It was a most helpful and inspiring one. The music, under the direction of Miss Gray, was excellent. The sermon by Dr. Martin was simply beautiful. His subject was, "The Secret of a Happy Life," and his text 1st Peter, 3rd chap., 10-11 verses. He said that in order to have a happy life one must have a sweet tongue, a helpful hand, and a peaceful heart. We regret that we cannot publish the entire sermon. It was one of the finest that we have ever listened to.

Dinner was served at 12.30 o'clock and what a repast! It was food fit for the Gods. It embraced all the delicacies of Thanksgiving and was served in five courses. We are told it was the best ever given at Normal, and it was certainly worthy of the Waldorf-Astoria or the Bellevue-Stratford. All thoroughly enjoyed it and peals of laughter and animated conversation could be heard at all the tables.

The day closed with a play "Pygmalion and Galatea," given in the chapel, and presented under the personal direction of Miss Alice K. Hartley of the department of elocution. It was the best play we have ever witnessed at Normal. Each young lady did herself proud and the costumes and stage-setting were magnificent. Miss Hartley is certainly to be congratulated on the success of her play. The large audience stamped its approval by hearty and frequent applause.

Truly Thanksgiving Day will long be remembered by all the students and teachers of the C. V. S. N. S.

SYNOPSIS OF DRAMA

ACT I. Scene—Pygmalion's Studio.

ACT II. Scene—Pygmalion's Studio.

ACT III. Scene—Pygmalion's Studio.

Cynisca, a beautiful Greek maiden, weds Pygmalion, an Athenian sculptor. The gods endow them with the power to call down blindness each upon the other, should either prove false to the other, and sightless must the faithless one remain until expressly pardoned by the wronged one.

CAST OF CHARACTERS

Pygmalion—An Athenian Sculptor Miss Barner
 Galatea—An Animated Statue Miss Wolff
 Leucippe—A Soldier Miss Hoffman
 Cynisca—Pygmalion's Wife Miss Duke
 Chrysos—An Art Patron Miss Benner
 Daphne—Chrysos' Wife Miss McNeal
 Myrine—Pygmalion's Sister Miss Garver
 Agesimos—Chrysos' Slave Miss Cook
 Mimos—Pygmalion's Slave Miss Johnston



Dr. Martin's Birthday.

On Sunday, Nov. 1, Dr. Martin, the popular and beloved principal of our school, was 55 years of age. On Monday evening, Nov. 2, the faculty took him by surprise at his beautiful residence and tendered him a birthday party. Charming refreshments were served and a most delightful evening spent.



Philo.

The Philo members of the alumni will be pleased to learn that our society is doing excellent work and that we have advanced both in numbers and in interest.

The meetings have been well attended and the programs as a whole have been very good. The Glee Club has furnished some excellent music during the term.

The new members are deserving of commendation for their activity and willingness to help Philo to reach the goal of excellence. We are glad to note this, because the future success of Philo depends on their efforts.

May Philo continue with the motto, "No Excellence Without Labor."

BEULA I. SHUTT, Sec'y.



Normal.

Throughout the term our society has maintained the high standard of excellence which has always characterized its work.

One of the most commendable features has been the spirit shown by the girls in the debates.

During the term a large number of students were received into the society, most of whom are active members and seem to feel the responsibility of being members of the society.

The members of the Glee Club have worked earnestly to keep up the musical standard of the society.

May the remainder of the year prove as successful and even more so, than the past term.

EDNA FULTON, '10, Sec'y.



Y. W. C. A.

The work of the Young Women's Christian Association for the Fall Term has been carried on with a great deal of interest on the part of the girls. The meetings are well attended and very helpful.

Our visit from Miss Dyer, State secretary, in October, was helpful and inspiring, as her visits always are. While with us she arranged for Bible study classes among the girls. A large number of the girls have taken up this work and find it most

interesting. Arrangements were made also for a Mission study class to be carried on during the Winter Term. This will be open to both boys and girls.

Our interest in and knowledge of missions and missionary life was aroused by a visit from Miss Alice Wishart, a returned missionary from India.

Miss Wishart gave a very interesting talk to the two Associations on her work there and showed how each one of us, though not a missionary, might aid those who are, in carrying the message of salvation to those less fortunate than we.

HATTIE B. KENDALL.



The Y. M. C. A.

Among all nations and in all times there have been beautiful legends and glorious memories of a brightness that once shone on the earth with the fullness of Heavenly light. It has always been supposed that everything was fair and lovely in the fresh morning of the world, and every voice sang for joy when the heir of earth entered upon his great habitation. The sun shone upon beautiful landscapes and gentle homes. The silent stars looked down upon sleeping innocence and secure rest.

These faint beams of a glory that has passed away from the earth are found among the traditions of all nations, are traced to earliest periods of human history. That better state which seemed so brief in duration, so far away in the past, is fully described by the meaning of one word "Eden," a garden of delight, a Paradise of loveliness and purity. So may the Y. M. C. A. in the glorious New Year before us, and the many golden opportunities in store for us, strive to create an Eden in each and every life. Last term was a successful term in Y. M. C. A. work. Four Bible study classes were organized and most all of the students are in attendance. The work is progressing very nicely and we hope to enroll new students this term. During the week of prayer we had heart to heart talks by both the professors and the boys. Rev. Heathcote, of Chambersburg, addressed us one evening in an interesting manner, which was much enjoyed by all. He had that straightforwardness of address that his words found their point and made their impression felt. May we strive to develop them as the hour glass is turning in new opportunities.

As we stand on the mountain of time and look forward into the glorious future with its promises, and then turn and take a last glimpse of the fading past taking with it our lost opportunities, let us take advantage of the opportunities as they present themselves, cherish them, cling to them, use them to some better end, so that when the bar is crossed our dreams may be realized, and that we, too, may repeat with Tennyson :

“For though from out our bourn of time and place
The flood may bear me far,
I hope to see my pilot face to face,
When I have crossed the bar.”

O. F. DEARDORFF, Pres.



Arbor Day.

Arbor day was fittingly observed at the Normal. Trees were planted by the Middle and Junior classes and interesting exercises held. The Middle class first planted their tree. After singing their class song, President Witherspoon delivered an address, after which Prof. Heiges, Dean of the class, spoke most interestingly. The class yell was given with zeal and then all wended their way to the spot where the Juniors were to plant their tree. Their exercises opened with the class song, then John Reese made the address, and after the tree was planted the Junior yell was given with fervor.



Our Alumni Associations.

A proper alumni spirit is the glory of any school. But what is a proper alumni spirit? It certainly is not the blind partisanship that sees no good in other schools; nor the selfish jealousy that rejoices in the misfortunes of a rival.

Neither is it the foolish pride that vaunts itself on the accident of a good group of students happening to belong to one school.

As one may put it, it is not being devoted to ourselves as a body, but being devoted to each other as members of one body. This is the dominant note in our Alumni Association, as is shown by their successful efforts to establish a Loan Fund to help students. To use our advantages to help others to secure the same advantages is the true fraternal spirit.

The General Alumni Association meets annually during Commencement week, at the school. This meeting is year by year becoming a more prominent feature of the Commencement season.

The following Branch Associations have been organized :

Cumberland County Branch,

President—W. C. Bowman, '90.

Vice-President—John Smith, '08.

Secretary-Treasurer—Miss Jane McCulloch, '99.

Adams County Branch,

President—M. J. Cook, '95.

Vice-President—Raymond Pearson, '08.

Secretary-Treasurer—Miss Martha Witherow, '88.

Franklin County Branch,

President—Prof. J. H. Reber, '91.

Vice-President—O. H. Little, '93.

Secretary—Miss Lulu N. Grove, '95.

Treasurer—E. T. Bitner, '05.

The York County Branch has met regularly and had a programme for seven years, but we have not received any report from it this year.

The Bedford County Branch has also been established for several years, but have sent no report of this year.

Next year, Branch Associations will probably be formed in each of the other counties of the Seventh District, and the whole work more completely organized.

It is capable of being made exceedingly helpful to the members by mutual aid in bringing suitable teachers into communication with schools. It is also a pleasant means of retaining the associations of school days.



Model School Entertainment.

On December 11, at 2 P. M., the Model School held exercises. An exhibition of Model School gymnastics was first given in the gymnasium under the direction of Miss Baldwin. The various exercises were superbly rendered and showed the careful training that Miss Baldwin had given.

After the gymnastics, Christmas exercises were held in the Model School under the direction of Misses Harris and Wylie. These were excellent, and reflect great credit on the two accomplished heads of the Model School.

THE PROGRAMS

FIRST, SECOND AND THIRD GRADES

PART I

- | | |
|---------------------|-------------------------|
| 1. IMITATION GAMES: | 1. Basket Ball Game |
| | 2. Christmas Morning |
| | 3. Snow Game |
| | 4. See-Saw |
| 2. SINGING GAMES: | 1. Lovely Loo |
| | 2. Greeting |
| 3. GAMES: | 1. Rabbit in the Hollow |
| | 2. Cat and Mouse |

THIRD, FOURTH AND FIFTH GRADES

- | | |
|-----------------------------------|--------------------------|
| 1. TWO MINUTE SETTING-UP EXERCISE | |
| 2. SINGING GAMES: | 1. The Muffin Man |
| | 2. In and Out the Window |
| 3. DANCES: | 1. Tantola—Swedish |
| | 2. The Brownies |
| 4. GAMES: | 1. Number Ball |
| | 2. Tag |

SIXTH, SEVENTH, EIGHTH AND NINTH GRADES

- | | |
|-----------------------------|-----------------------------|
| 1. RUN AND GYMNASTIC LESSON | |
| 2. DANCES: | 1. Barn Dance |
| | 2. Hopp Mora Annika—Swedish |
| | 3. Galop |
| | 4. Pop Goes the Weasel |
| 3. GAME: | 1. Dodge Ball |

PART II

- | | |
|---------------------------------------------------------|-----------------------------------|
| Piano Duet | Liberty McClelland, Cecelia Himes |
| Motion Songs, Mother Goose Rhymes, Christmas Selections | Beginners in First Grade |
| Song—"It's Christmas, Baby" | First and Second Grades |
| Recitation—"If You're Good" | |

Pupils Selected from Second Grade

- Song—"The Heavenly Child" Third and Fourth Grades
 Recitation—"Looking for Santa Claus" Mary Nicholson
 Song—"Old Christmas" Fifth and Sixth Grades
 Dialogue—"What Do You Do at Your House on Christmas
 Eve?" Four Girls of Fourth Grade
 Song—"Ring the Christmas Bell" . . Seventh and Eighth Grade
 Recitations—"I Heard the Bell on Christmas Day"
 By Liberty McClelland and Carrie Lindsay
 "It Came Upon the Midnight Clear"
 By Elsie Hosfeld
 "O! Little Town of Bethlehem" . By Susie Hosfeld
 Song—"Hurrah For Merry Christmas" . Ninth and Tenth Grades
 Talks on "Christmas in Other Lands" By Ninth Grade
 "France" By Katie Steele
 "Germany" By Mary Hosfeld
 "Italy" By Walter Hosfeld
 "Denmark" By Chas. Weigle
 "Switzerland" By Harry Shearer
 "Norway" By Earl Stutenroth
 Piano Duet Gertrude and Dorothy Wolff



Formal Announcement.

On Wednesday evening, Dec. 16, Dr. and Mrs. Martin entertained the members of the faculty at their home, to announce the engagement of Prof. J. F. Newman and Miss Maud E. Baldwin, two of our most popular professors. THE HERALD extends heartiest congratulations.



Basket Ball.

The basket ball season has opened most auspiciously. So far we have played six games and lost only two. Coach Heiges is rapidly securing a winning team. Full reports of each game of the season will appear in the April issue of THE HERALD. Craig is captain of the team and is ably assisted by Railing, Cutchall, Jove, Grove, Jones and several good substitutes.



Personals of Former Students.

Mr. A. G. Crist, who was a student at Normal a few years ago, has since taken a business course, has graduated, and is married. He says he has the finest pair of twins in Adams county. He is at present teaching in Adams county.

Mr. J. A. Hamacher, of 1017 W. Nevada St., Urbana, Ill., was a student with us a few years ago. He is now attending the University of Illinois and is getting along nicely.

Mr. C. A. Mummart, since leaving Normal, has graduated at the U. B. College, Huntingdon, Indiana, and is now attending the University of Michigan at Ann Arbor, Mich.

We take the following from a Franklin county paper:

A Franklin County native, Samuel B. Donnelly, on Tuesday, Nov. 29, 1908, became Public Printer—the head of the United States Government Printing Office—one of the most remarkable and complete plants of the kind in the world. Mr. Donnelly was selected for the important position by President Roosevelt, to succeed John S. Leech, resigned, and there is believed to be no doubt that his selection has the approval of President-elect Taft, who also knows Mr. Donnelly and his unusual fitness for the position. After a rest Mr. Leech will return to his former place as head of the public printing offices in the Philippines.

Samuel B. Donnelly is well known, both to organized labor generally, and to printers especially. He is in the prime of life, having been born in Concord, Franklin county, Pa., the son of J. Marshall Donnelly, 43 years ago. He learned the printing trade in a country town in Pennsylvania, and, going to New York took an active interest in the work of the organization with which he had identified himself. It was Mr. Donnelly, while serving as a member of one of the committees of "Big Six," who unionized the book and job trade, and his efforts in that direction were so warmly approved that he was subsequently elected president of that famous typographical union. He ultimately was elected president of the international union.

Mr. Donnelly first came to the front in New York through his secretaryship of the New York building trades. Following this, under Mayor Seth Low, Mr. Donnelly was appointed a member of the New York board of education and was reappointed by Mayor McClellan. He also is a member of the civic federation. When President Roosevelt wanted the labor conditions in the canal zone investigated he selected Mr. Needham, of Washington, and Mr. Donnelly as his personal representatives to make the inquiry. Residents of Franklin county will note with pleas-

ure the distinguished honor conferred upon one of the young men who went out into the world and achieved a full measure of success.

Mr. Donnelly attended Normal in '85 and '86.

We are always glad to hear of the success of any old Normal student and any one having any interesting information, will confer a favor on the Personal Editor by letting her know.



Alumni Personals.

'74. Miss Ada Kershaw writes from 4055 Spring Garden St., Philadelphia, that she is still enjoying single blessedness and that she would like very much to visit the old Normal.

'78. Mrs. Sue B. Kauffman (Ely) is living in Chambersburg and writes that her only son is married and has a little girl. Mrs. Ely seems to enjoy being a grandmother. We hope she will send the little girl to Shippensburg when she is old enough.

'78. Miss Emma Gracey is living at Newville, Pa. She taught for eight years after graduating, but has since been devoting herself to housekeeping.

'79. Dr. W. L. DeLap writes from 525 Monmouth Street, Gloucester City, N. J. "I know nothing about any of the ancient class of '79 except myself. I am practicing medicine and have been since '86. Am also medical examiner for a Life Insurance Co." We are pleased to send the Doctor a copy of THE HERALD.

'80. Mrs. Clara E. Keefauver (Ricker) is married and has four sons. She lives in Huntingdon, Pa., and is still interested in old Normal.

'83. Miss Sadie A. Myers is not teaching this year. She lives near Shippensburg.

'84. Miss Maggie McElhaire of Strasburg, Pa., visited her old home, Shippensburg, during the summer. While here she sang in both the Methodist and Presbyterian churches. Her voice is as sweet as ever and she delighted those who heard her.

'86. Mr. J. E. Myers, former superintendent of McKean county, is now principal of schools in Clarion, Pa. We wish him great success.

'87. Mr. J. P. Gluck has recently removed from Ft. Loudon, where he taught for a number of years, to Chambersburg, and is now engaged in store keeping.

'87. Mr. W. Boyd Morrow is a coal merchant in Shippensburg. He has a son and daughter attending Normal this year, the former a Junior and the latter a Senior.

'87. We learn from a Chambersburg paper that Dr. B. F. Myers of Chambersburg has been appointed physician to the Franklin county jail, to succeed Dr. Seibert, whose death occurred recently.

'89. Mrs. May Landis (Morrow) is living near Landisburg. She sends best wishes to the Normal.

'91. Prof. W. M. Rife, one of our former teachers, is enjoying his work and getting good results as principal of the public schools of Reynoldsville, Pa. He still keeps in touch with Normal.

'92. Dr. C. E. Greason, President of the Board of Education at Skykomish, Washington, writes that he notes with pleasure the many improvements at Normal since he was a student. He says Washington is a fine State for teachers. Where he is located they pay the principal of schools \$120 per month and the other teachers \$75. The term is 10 months. Teachers of ability command good salaries. The town has 400 inhabitants, 60 pupils and 4 teachers and a regular high school course. Dr. Greason encloses his subscription for another year and would like to hear from more of the Alumni.

'93. Dr. James Kennedy writes from Ganado, Apache Co., Arizona: "THE NORMAL SCHOOL HERALD reached me a few days ago, being sent from Denver, Colorado, where I resided for three years. I came here last June as the outlook is better for me than in the 'Queen City of the West.'

"I always appreciate anything from old Normal. I hope the school may continue to grow in numbers and influence and retain a first rank among the educational institutions of the State." Mr. Kennedy also renews his HERALD subscription.

'93. Mr. A. J. Harbaugh (State Certificate) writes "I am engaged in Civil and Mining Engineering at Bellaire, Ohio, since 1902. Our firm's name is Harbaugh & Althar, Civil and Mining Engineers, and we have offices in the P. O. building. Our field

of business is in this and adjoining counties and we have some patronage in West Virginia. I reside in a suburb of Bellaire, Shadyside, and am a member of the Board of Education of that borough. I continue to be active in Sunday School work as Superintendent."

'94. Prof. D. C. Stunkard (State Certificate) writes from Lawrenceburg, Tenn.: "I am in the sunny south engaged in the delightful work of teaching. My official position is that of Principal of Lawrence County High School and City Superintendent of Lawrenceburg. This is a fine field for teachers and my advice to all Normal graduates is, 'Come this way.' Good teachers are in great demand. The common sort need not apply." Mr. Stunkard sends best wishes to Normal. We congratulate him on the good position he holds. His salary is \$1500.

'94. Mr. A. A. Miller is still Principal of the Grandview Schools, McKeesport, Pa. Mr. Miller has a son 6 years old and a daughter 4 years. He is still interested in Normal.

'94. Mr. Robert H. Smith of San Francisco, Cal., recently visited his father, Mr. William Smith at Oakville, Pa. Mr. and Mrs. Smith went abroad for their honeymoon, but were called home by the illness of his father.

'95. Miss Carrie V. Brown, who taught for a number of years in York county, is now teaching at Steelton.

'95. Mr. George Hartman is teaching at Smith's Station, where he resides.

'96. Mr. B. N. Palmer writes from Wilmore, Pa.: "I have been in Cambria county for the past four years. I was supervising principal of the 24 schools of Adams township, two years. During the summer was principal of Salix Academy, being assisted there by Mr. H. E. Nycum, '97. This year I am teaching the high school at Wilmore." Mr. Palmer sends best wishes to Normal.

'96. Miss Linnie A. Hess is teaching in the third grade of Steelton.

'97. Miss Marian L. Flickinger, has entered the Teachers' College of Columbia University, New York City. We wish her a successful year. Her address is 431 W. 121st St., New York City.

'97. Mrs. Grace Fairman (Hickernell) has moved from Middletown to Homestead, Pa., where her husband is engaged in business.

'97. Mr. K. W. Altland is practicing law in York, Pa. His address is 21 S. George street.

'97. Mr. I. M. Shue is teaching in Hanover.

'97. Mr. T. S. Bortner is teaching in Hanover, Pa.

'97. Miss Jessie J. Kipp is teaching in the Altoona schools; also Miss Lillian Foust, formerly of Huntingdon.

'98. Mr. D. H. Snyder of Brodbeck's, writes that he is married and has two boys and one girl. He teaches in the winter and works at the carpenter trade in the summer.

'98. Mr. J. G. Benedict says he is living in the best town in southern Pennsylvania, Waynesboro, is busy and happy. He is Treasurer and General Manager of the Landis Machine Co., and sends best wishes to Normal.

'99. Miss Minnie Jones is teaching in the public schools of St. Louis, Mo., and likes her work. Her address is 1415 Missouri Ave., St. Louis, Mo.

'99. Mrs. Helen Myers (Peffer) is living on her father's old homestead near Newville. She has a little daughter five years old.

'99. Miss Sara Myers has been visiting in Missouri. She expects to spend the winter at her home in Newville.

'99. Mrs. Florence Kyle (McCoy), sends her HERALD subscription from Altoona. She hopes to be present at the tenth reunion of her class next June.

'99. Miss Bertha S. Gramm is teaching in Pleasantville, N. J.

'99. Miss Mabel Smith is a stenographer at Milroy, Pa.

'99. Mr. E. E. Hamm is a merchant at Porter's Siding, York county.

'00. Mr. S. E. L. Fogelsanger, who has been principal of the schools of Oakville, has been elected to the principalship of the Greencastle High School.

'01. Mrs. Emma Tressler (Fleisher) now lives at Bellwood, Pa.

'01. Mr. J. A. Widney is engaged in real estate business in

Blairsville, Pa. He is married and has a son three years old and a daughter one year.

'02. Mr. W. D. Walhey is teaching at Beavers' Station, Dauphin, Co.

'02. Mr. J. F. Ferguson (State Certificate) is teaching in the grammar school at Steelton, Pa.

'02. Miss Edith Kapp is teaching at Hogestown, Pa.

'02. Mr. E. A. Miller, of Hampton, Pa., having completed his B. S. course at Pennsylvania College, is now studying medicine at Johns Hopkins University. The HERALD extends best wishes.

'02. Mr. C. W. Spangler sends his HERALD subscription and informs us he is located in York, employed by the M. & P. R. R. Co. as telegraph operator.

'02. Mr. P. L. Hocker is teaching at Halifax, Pa.

'02. Mr. L. A. Bosserman is treasurer of a Coke and Coal Co., at Henderson, Ky.

'03. Miss Bena Marshall is teaching her second term at South Fork, Cambria county, and likes the work very much.

'03. Mr. L. Dale Crunkleton has been elected to the principalship of the schools at Newport, Pa. He taught in the Normal School last year.

'04. Mr. George E. Kapp has been principal of the Swatara Township High School for the past three years. This year an extra grade was added and an assistant supplied. It is now a high school of the second class. In connection with his work in the high school Mr. Kapp is supervising principal of twenty schools in the township. We are very glad to hear of our graduates getting on so well.

'04. Mr. Franklin A. Arnold recently sent us a blank to be filled out applying for a State Certificate in South Dakota. He writes from Oneida, Wisconsin. We hope he will be successful in securing the certificate.

'04. Miss Anna Smith is teaching her fifth term in the intermediate school of Reedsville, Pa.

'04. Mr. Roy Starry is teaching at Roselle, N. Y.

'04. Mr. John Ward is principal of the high school at New Kingston.

'05. Mr. John McLaughlin is a ward principal in Westfield, N. J.

'05. Mr. D. W. Morton, whose marriage appears in this issue of the HERALD, is located at 2033 Harney St., Omaha, Neb., where he has a good position with the Union Pacific Railroad office.

'05. Miss Blanche Plasterer writes from Dazey, N. D.: "North Dakota has a fine school system and its teachers are as well rewarded as any in the country. The State has a land endowment fund, worth fifty millions, set apart for school purposes. The winters are long and cold, but dry and healthful, and the population is largely Scandanavian." Miss Plasterer sends her HERALD subscription and best wishes for Normal.

'05. Miss Lena M. Dunlap is teaching in Newark, N. J. Her address is 138 Stone Street.

'05. Miss Nelle Robb is teaching first grade in the Lebanon schools.

'05. Miss Elizabeth Phillips is teaching third grade in the Lebanon schools.

'05. Mr. Donald Henry is a civil engineer located at Browns, Ulster county, N. J.

'05. Mr. E. Ethan Bender writes from Chester, N. J.: "In September, 1907, I took charge of the Chester Township High School, and by hard work graduated a class of seven in June. Our school is open ten months of the year. I live in a very pleasant little town and enjoy my work very much. Am always glad to hear from Normal." We congratulate Mr. Bender on his success in N. J.

'05. Mr. R. G. Egolf is teaching at Spruce Creek, Pa.

'05. Mr. James Eldon is bookkeeper for Rummel, Himes & Co., Shippensburg, Pa.

'06. Mr. Ralph Starry is teaching at Westfield, N. J.

'06. Miss Jean P. Bailey sends a subscription from 29 Maple St., Ashland, Ohio, where she is teaching.

'06. Mr. Brady Agle has been promoted to transfer clerk in the P. & R. R. freight office at Harrisburg.

'06. Mr. Samuel Dohner is teaching in the borough schools of Halifax.

'06. Miss Verna Cover is teaching again near Pennington, N. J. She sends her HERALD subscription.

'06. Mr. James Cook has resigned his position in the schools of Franklin county and has been elected to a position in West Jersey Academy. Prof. George H. Eckels, '91, is principal.

'06. Mr. W. I. Keiter is an assistant observer in the United States Weather Bureau at Key West, Florida, and likes the work very much. He went there last June. He wishes Normal a successful year. His address is Key West, Florida, U. S. Weather Bureau, Box 355.

'07. Miss Emma Dohner writes from Linglestown that she is teaching her second term there, and has thirty pupils and likes her work. She has had an increase in salary. We think this speaks well for her work. Miss Dohner renews her HERALD subscription.

'07. Miss Bess H. Myers, of Hancock, Md., is teaching at Manasquan, N. J. She is pleased with her work and sends her HERALD subscription.

'07. Miss Zora Gettel, who was elected to the Oberlin Grammar School, has been transferred to the township high school.

'07. Miss Laura Kraber is teacher of geography and spelling in the sixth, seventh and eighth grades in the schools of Woodbridge, N. J. She reports the work pleasant.

'07. Miss Lulu Long is taking a course at Bucknell University, Lewisburg, Pa.

'07. Mr. Earl B. Thrush is engaged with the Martini Import Co., of N. Y. city.

'07. Mr. P. J. Wiebe is teaching in Letterkenny township, Franklin county. His address is Stenger, Pa.

'07. Miss Bess Irwin writes from 1932 Ontario St., Phila., that she took the examinations last year and received an appointment in September. Is teaching in the Glenwood School at 30th and Gordon St.; has third grade work and 59 pupils. The school has 1300 children and 27 teachers. We are glad to see our students doing city work.

'07. Miss Winifred Kauffman is teaching at Dallastown, fifth grade. She renews her HERALD subscription.

'07. Miss Nelle G. Hamil is teaching at Natrona, Allegheny county.

'08. Miss Janes C. Eyster is teaching in Newton township, Cumberland county.

'08. Miss Grace Hempt is teaching in Camp Hill, Pa.



Obituary.

Prof. Charles W. Reshell, assistant Dean of Boston University, died September 23, at Salisbury, Mass. Prof. Reshell was Principal of our Model School in the early days of the Normal, and was very successful. Since leaving Normal he has held a number of high positions. He was a Methodist Episcopal minister and was in active work in the ministry before being chosen assistant dean of the University.

The HERALD extends sympathy to the friends of Dr. Reshell.



Stork Column.

MILLER. Born at Hopewell, Pa., to Mr. and Mrs. Miller, in September, 1908, a son. Mrs. Miller was Miss Maye Sheets, '96.

MINIUM. Born at Hagerstown, Md., October, 1908, to Mr. and Mrs. Raymond Minium, a son. Mrs. Minium was Miss Kathryn Goshorn, '05.

REESE. Born in Shippensburg, Pa., October, 1908, to Mr. and Mrs. Earl Reese, a son. Mr. Reese was a member of the class of '04.

WEAST. Born to Mr. and Mrs. Weast, at Newville, Pa., a son. Mrs. Weast was Miss Iva Baer, '00.

BEATTIE. Born at Newville, Pa., July 1, 1908, to Mr. and Mrs. Hugh Beattie, a son. Mr. Beattie was a member of the class of '99.

GREENAWALT. Born at Lucknow, Pa., Nov. 7, 1908, to Mr. and Mrs. Louis Greenawalt, a daughter. Mrs. Greenawalt was Miss Blanche Hoak, '02.

BENDER. Born to Mr. and Mrs. C. C. Bender, at Canton, Ohio, May 8, 1908, a son. Mrs. Bender was Miss Anna Brechbill, '99. Her address is 1118 W. Lake St., Canton, Ohio.



Cupid's Column.

WHORLEY—ZEIGLER. At Mt. Holly Springs, October 28, 1908, Mr. J. Edward Whorley, '03, of Shippensburg, Pa., to Miss Maude Zeigler, of Mt. Holly Springs. Mr. Whorley is principal of the schools of Highspire, Pa., where they will reside.

RUTH—BARNER. At Shippensburg, Pa., Nov. 11, by Rev. F. B. Plummer, Mr. Mark H. Ruth, '04, to Miss Susan Barner, of Shippensburg. Mr. and Mrs. Ruth will reside in Shippensburg where Mr. Ruth is connected with the Creamery.

HARLACHER—HARBOLD. At East Berlin, Pa., October 31, by Rev. Paul I. Deppen, Mr. John E. Harlacher, '07, of East Berlin, to Miss Nettie B. Harbold. Mr. Harlacher is principal of the East Berlin schools and his wife was a former student of Normal.

BENDER—HOOVER. At Hagerstown, Md., Nov. 19, by Rev. S. W. Owen, Mr. Chas. S. Bender, of Marion, to Miss Grace Hoover, '08.

KIRKPATRICK—SHOCKEY. At Waynesboro, Pa., Nov. 26, 1908, Mr. John H. Kirkpatrick, '01, to Miss Mary Shockey, '01. Mr. and Mrs. Kirkpatrick will reside at 2627 Cumbler's Heights, Steelton, Pa., where Mr. Kirkpatrick is in the insurance business.

SCHNURMAN—MCKEEVER. At Catasauqua, Pa., October 6, Mr. Carl H. Schnurman, to Miss Emily Elizabeth McKeever, '05. Mr. and Mrs. Schnurman reside at 451 Tilghman St., Allentown, Pa.

STERNER—DAY. September 26, at East Berlin, Pa., by Rev. Ralph Smith, Mr. Edgar Sterner, of Hanover, to Miss Hortense Day, of East Berlin. Miss Day was a former student of Normal.

BOLINGER—LEONARD. At Harrisburg, Pa., Mr. S. L. Bolinger, '01, to Miss Emma Leonard, of Swatara, Pa. Mr. Bolinger is employed as an engineer on the B. & L. E. R. R., and resides at Greenville, Pa.

HERR—SHAEFFER. At Harrisburg, Pa., October 7, Mr. C. W. Herr, '00, of Lancaster, to Miss Sarah M. Shaeffer of Carlisle. Mr. Herr is employed by the Kirk, Johnson & Co. Piano House of Lancaster, and they reside at 543 E. Walnut St., Lancaster, Pa.

'08. Miss Janes C. Eyster is teaching in Newton township, Cumberland county.

'08. Miss Grace Hempt is teaching in Camp Hill, Pa.



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BOWMAN—DICK. At Dillsburg, Pa., November 4, Mr. Samuel A. Bowman of Mechanicsburg, to Miss Edith Beitzel Dick, '02. The ceremony was performed by Rev. J. B. Mann. They will reside at Mechanicsburg, Pa., where Mr. Bowman is in business with his father.

WOLFF—DICKS. At Hampton, September 13, Mr. Herbert Wolff to Miss M. Nettie Dicks, '01. Mr. and Mrs. Wolff will reside in York.

BAISH—DICK. At Clearspring, August, 1908, Mr. John W. Baish, '00, to Miss Linah Dick. Mr. and Mrs. Baish will reside at Clearspring, where Mr. Baish is engaged in storekeeping.

SHOAP—FOGELSANGER. At Hagerstown, Md., September 25, Mr. Frank Shoap of Shippensburg, to Miss Verna M. Fogelsanger of Shippensburg. Miss Fogelsanger was a student of Normal last fall. They will reside near Shippensburg.

FOGELSANGER—HOHN. At Peru, Indiana, June 28, Mr. Joseph Fogelsanger to Miss Alice Hohn. Mr. Fogelsanger was a former Normal student, and they now reside at 228 North Wayne St., Peru, Indiana.

MORTON—HILL. At Shelby, Iowa, December 24, Mr. W. Don Morton, '05, to Miss Carolyn Hill, '06. Mr. and Mrs. Morton will reside in Omaha, Neb.

MCKISSICK—LEHMER. April 11, 1908, Mr. Wm. McKissick to Miss Gertrude A. Lehmer, '07. Mr. and Mrs. McKissick reside at Inglenook, Pa., where Mr. McKissick is in the employ of the railroad.

STONER—COLE. At Shippensburg, October 8, Mr. Watson Stoner of Waynesboro to Miss Edith Cole, '96, of Shippensburg. Mr. and Mrs. Stoner will reside in Waynesboro.

BREAM—DEARDORFF. At McKnightstown, October 14, Mr. C. P. Bream of near Fairfield, to Miss Grace B. Deardorff, '02, of McKnightstown.

PLANK—MCNAIR. At Emmittsburg, Md., September, 1908, Mr. Cleveland Plank to Miss Carrie McNair. Miss McNair was a former student at Normal.

BAKER—STITT. On Wednesday evening, December 9, by Rev. S. S. Wylie, Mr. Walter Baker, of Leesburg, to Miss Kline Stitt, of Middle Spring. Miss Stitt was a former Normal student.