

The Normal School Herald

APRIL, 1917

TABLE OF CONTENTS

Principal's Letter to the Alumni, including that to H. S. Graduates, and to the members of the classes	1	Philo Literary Society	26
Summer Term Announcement	4	Cupid's Column	27
Change of Editorial Policy	12	Stork Column	27
Echoes from Kansas City Meeting	12	Alumni Personals	28
School News	16	Timely Agricultural Topics	32
Basketball	22	Domestic Science Department	34
Y. M. C. A.	23	Changes in Equipment	35
Y. W. C. A.	23	Dept. of Physical Education	36
Press Club	24	Handwork in Model School	38
Orchestra	24	Exchange Department	40
Normal Literary Society	25	The Pittsburgh Alumni Association Meeting	40

Cumberland Valley State Normal School
Shippensburg, Pennsylvania

First - Class Students
Conduct Their Corre-
spondence on

*Porto Rico
Stationery*

R. & M. SPECIAL LINES

ROBERTS & MECK, Harrisburg, Pa.

Photographs at Laughlin's Studio

Always Give Entire Satisfaction

FINISHING FOR AMATEURS

FRAMING AND POST CARDS

24 EAST KING STREET

J. J. STROHM

Candies, Fruits, Cakes; also

Notions and Dry Goods

STUDENTS SERVED WITH BEST PRICES

WE RENT HIGH GRADE

CAPS AND GOWNS

AT CAPTIVATING PRICES

COTTRELL & LEONARD

WRITE FOR TERMS

ALBANY, N. Y.

— Don't Forget —
RALLY DAY, JUNE 26th

The Normal School Herald

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

C. E. FANNING.....Editor
CORA F. MACY.....Assistant Editor
ADA V. HORTON, '88.....Personal Editor
J. S. HEIGES, '91.....Business Manager

**This number has been proofread by the members of the Freshman
Grammar Classes**

Subscription price. 25 cents per year strictly in advance. Single copies, 10 cents each.
Address all communications to THE NORMAL SCHOOL HERALD, Shippensburg, Pa.
Alumni and former members of the school will favor us by sending any items that they
think would be interesting for publication.

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

VOL. XXI.

APRIL, 1917.

No. 3.

PRINCIPAL'S LETTER TO THE ALUMNI

My dear Fellow Alumni:

We are just about to open a spring term with the largest attendance that we have ever had. I realize that there is a kind of sameness in this expression, for we have been saying it for the last two years. Nevertheless it's rather gratifying to be able to announce that every term marks an advancement over any corresponding term in attendance. We shall be taxed to our utmost resources to accommodate the incoming students. So large will the attendance be after the first of May, that we have found it necessary to engage rooms outside the dormitories for some of the students. We shall be able to board all who apply, but the problem of furnishing rooms will be in advance of our ability to supply. Many of the students will be unable to come to us before April 30, the date when most of the schools will close. We shall provide special classes for all who enter at this time.

I desire to call your attention to the Summer School Courses. An unusually good opportunity will be given all graduates of the school who wish to add special branches to their diplomas. The courses in special branches were very popular last year and Prof. Heiges is arranging to give still more of these subjects this year.

Last year we were able to help a very large number of our graduates to good positions, but we did not have nearly enough appli-

cants to fill the positions that were open to us. We shall be very glad to have those of you who desire to secure better positions communicate with us. Please give us the following facts when you write: 1. The kind of work that you are willing to accept. 2. The lowest salary you will take. 3. Your experience in teaching these subjects and any additional work that you have done since your graduation from Normal. Send also copies of any recommendations that you have received and give us the names of persons to whom any board of directors or superintendents may refer. The only pay we ask is that you enclose a self-addressed stamped envelope so that we can communicate with you at any time. When you accept a position, we shall ask you to notify us, so that we may not consider you further for a place, but may help others to a position. Don't forget to notify us when you change your position. Possibly we can help somebody else to the place you have vacated. In this way we can all help one another to better positions and higher salaries.

We are planning big things for next year. We want to make the school an educational clearing house, and we invite all our graduates to communicate with us at any time on matters of educational interest. We shall be glad to have you send us the names of high school graduates and others in your vicinity who may be induced to come to us. We recognize that the remarkable growth that has attended the school has been made possible through the good will and active co-operation of the Alumni. We expect a very large school next fall; in fact, the time is not far distant when we shall have just as many students in the fall as we have in the spring, and we want to realize that condition as soon as possible.

Finally, don't forget Alumni Day, Tuesday, June 26. Make up your minds to be with us on that day. We shall have an unusually attractive program this year and we want to see you here. Make your plans to come now, and allow nothing short of absolute necessity to interfere with your being present.

Fraternally yours,

EZRA LEHMAN, '89.

TO HIGH SCHOOL GRADUATES

I have had the pleasure of communicating with a number of you and shall be glad to have any of you who are interested in continuing your work in school write to us at the earliest opportunity. Ordinarily we do not begin to register students until May or the early part of June. This year we began to register students for next fall

as early as March 1, and we have already a large advance fall term registration.

We are very anxious to have you come to visit us, see our grounds and buildings, go through the dormitories and see how our students live. We are firmly convinced that if you will make a visit to us, you will want to come here next year. We shall be glad to hear from you at any time and to make arrangements for a personal interview. If you are too far away to come to us, I shall be glad to give you by mail all the information desired.

The opportunities open to graduates of high schools were never so good as they now are. The Normal school course articulates very closely with the high school work. We give credit for the work that has been satisfactorily passed in high school, thus enabling the students to devote their time to the new subjects, both academic and professional. If a student wishes to enter college, the leading colleges of the country will give full credit for the work done at the Normal school, thus enabling the student to complete a Normal school and a college course in practically the same time required for the completion of a college course.

Our 1917 catalogue will be issued early in May, and we shall be glad to send you a copy. Meanwhile do not hesitate to write us and we shall send you other literature from the school.

TO THE CLASSES OF '77, '87, '97 AND '07

Don't forget that we are expecting big delegations from your classes at the Alumni meeting. We hear that the class of '77 expects to have a fine representation here. These graduates will all be the guests of honor at the school during Commencement Week, and we are anxious to show them just how hospitable Old Normal can be to those who plead guilty to "forty years ago".

The class of '87 is showing commendable spirit. A letter has been sent out to all the members of the class and we learn that a fine program is being prepared. The class of '86 was very much in evidence last year and we have reason to believe that '87 will at least equal and perhaps even surpass the splendid record of '86.

But what of the class of '97, one of the largest classes ever graduated from the school? We have heard vague rumors about what the class purposes doing, but when we meet members of the class they are apt to tell us that they are not certain whether the reunion is being pushed as it ought to be. Our answer to all such is, "Then you must get to work and make yourself responsible for the big reunion." After the splendid record made by the classes of

'95 and '96, '97 dare not fall behind. Remember that it is not a bit too early to be sending out letters and arranging for the banquet and other features of the reunion. The place and time of the banquet should be definitely arranged. We shall be glad to co-operate with the officers of the class in helping along, but, members of the class of '97, this is addressed to you. If you want a successful reunion, you must get to work at once.

Of course we expect 1907 to be very much in evidence. This class contains a splendid set of men and women, and we want to hear from them at Commencement time.

And now we want you one and all to remember that Alumni Day, Tuesday, June 26, is the big day. It's your day. The enjoyment you will get out of it will depend upon you. Now is the time to work.



FOURTH SUMMER SESSION

The Cumberland Valley State Normal School will open its SUMMER SESSION, Monday, July 2, 1917. The first day will be devoted to the enrolling of students and the arranging of classes. Recitations will be begun on Tuesday. The school will continue in session for six weeks, five days of each week, closing August 10th.

The summer term idea should appeal to teachers employed in the winter who desire to make a profitable use of their summer vacation, by shortening their course or adding new subjects to the diploma now held by them. When the surroundings assure comfort and conveniences, making the school work pleasant and profitable, as they do at the Shippensburg Normal School, this Summer School should be especially attractive.

The Summer School Especially Attractive

First. To the teacher holding a provisional certificate who wishes to prepare for the next higher grade certificate, the Professional Certificate, or eventually to finish the Normal Course and become possessor of a Normal diploma, or to become a more efficient teacher without obtaining a higher grade certificate.

Second. To the Normal graduates who desire to do the additional work necessary for the diploma of the four-year course.

Third. To those persons who intend to take the examination for the Permanent State Certificate. They can secure the review needed as well as advanced work.

Fourth. To the graduates of the second and the third grade high schools. They can thereby shorten their Normal Course by working off branches not included in their high school work.

Fifth. To those teachers who expect to enter college, or secure advance standing in college to the extent of a year's work.

Sixth. To those students in the regular Normal Course, who may be deficient in one or more subjects and wish to enter the next year's work unconditioned.

Location

Shippensburg is located in the heart of the beautiful and fertile Cumberland Valley. It is forty-one miles from Harrisburg, with which it is connected by two railways, the Cumberland Valley and the Philadelphia and Reading. It is connected with the towns to the South by the Cumberland Valley and the Western Maryland Railways. Shippensburg is a town of about five thousand people, renowned for its churches and its prohibition.

The School buildings are situated on an eminence overlooking Shippensburg, giving a delightful view of the surrounding country. The mountains to the North and to the South add much beauty to the scene. The Normal grounds, embracing a broad expanse of campus, much of which is shaded, make outdoor life pleasant and render this school a **most delightful place for summer study.**

Recreation

The tennis courts, athletic field, and gymnasium are at the disposal of Summer School students. The campus affords other opportunities for recreation.

The beauty and picturesqueness of the surrounding country, the numerous sparkling creeks, add much enjoyment to the numberless interesting walks. A few moments' stroll will bring one in close contact with nature.

Admission

Admittance to the course offered in the Summer School depends not on any specific previous preparation nor upon examination. The candidate must, however, satisfy the instructor that he is fitted to do the work of the course which he desires to enter.

Strong Faculty

The instruction in the Summer Session is given by the heads of the departments of the Cumberland Valley State Normal, and others of equal teaching ability.

Organization

While the organization of the work is favorable to rapid progress, the ruling idea is thoroughness. Each course is to be entirely practical and helpful; especially is this true of such courses as that of Agriculture and Pedagogy. Students will be required to do the

same work and will be graded according to the same standards as in the regular Normal work.

Library

The Library and Reading Room are open every day during the Summer Session from 9 o'clock A. M. to 4 o'clock P. M. Being completely catalogued and indexed, the books on all subjects are easily accessible. While the Library contains a large number of books on every subject, it is especially rich in pedagogical material.

Books and Supplies

All books and supplies can be procured at the Normal School book room at the usual prices. The books may be rented at a small rental.

Credit

Any work done will be credited toward the regular Normal Course, provided examinations are taken at the end of the course. Nearly all courses offered may be so completed as to be counted toward credit in the Normal School.

Boarding

Rooms in the building, completely furnished, and board will cost \$4 per week when two persons occupy a room or \$4.50 for a single room. Boarding alone by the day will cost 75 cents, by the meal 25 cents.

Tuition and Fees

Before entering the classes, students must register at the Dean's office and pay their fees.

The fees are: registration \$1; tuition for one course \$5; for two courses \$10; for each additional course \$2.50 up to four courses, the limit permitted to any student. For each laboratory course a fee of \$1 is charged to cover the cost of materials actually used. The entire term, therefore, need not cost more than \$40.

(A course consists of one hour daily for the term).

COURSES OF INSTRUCTION

Each course of instruction offered in the Summer Session represents thirty hours of class room work.

Students are not permitted to register for more than four courses.

Provision will be made for instruction in courses not included in the following list, if sufficient number of students (5) apply for same.

Tutors will be provided for pupils who may desire private instruction at seventy-five cents per hour.

History

Course 1. United States History—A rapid survey of the colonial period will be made, followed by a careful study of "The Birth of Our Nation," "The Growth of a National Consciousness," and "The Political and Industrial History of the Republic."

Course 2.—(A) Ancient and Mediaeval History—This course includes the work done in the First Year of the Regular Normal Course. It makes a study of the Oriental Nations—Greece, Rome, and the Romano—Teutonic world, closing with the 16th century, or

(B) English History—This course is given with the view of getting the student to understand the political and social development of the English people. (The work in any one of these courses in History will comprise careful text-book work, outside reading and reports).

Mathematics

Course 1. Arithmetic—The aim will be to make the work thoroughly practical, to understand the principles upon which the various subjects are based, and to make the student acquainted with the history of Arithmetic, thereby developing greater interest in the subject.

Course 2. Algebra—The work in this course will include a rapid review of factoring, fractions, and simple equations; and a thorough study of radicals, quadratic equations, ratio and proportion, and progression.

Course 3. Plane Geometry—In this subject as much of five books as the members of the class can complete satisfactorily will be covered.

Latin

Course 1. Elementary Latin—This course will aim to lay a good foundation in pronunciation and in a quick recognition of forms and to give a good knowledge of the fundamental principles of Latin syntax.

Course 2. Caesar—Four books will be read, provided students are able to cover that amount. Whatever ground is covered will be credited toward second-year Latin in the regular course.

Course 3. Cicero or Virgil—The class will have the choice as to which one they wish to read. Students desiring the last three orations of Cicero or the last three books of Virgil may select them, and it will be credited toward the Latin of the four-year course.

German

Course 1. First Year German—This course aims to give students the ability to read and translate readily. Particular attention will be given to the drill in pronunciation and grammar.

Course 2. Advanced German—In this course a thorough review of grammar will be given in connection with the classics read. German classics of a grade adapted to the students will be read.

English

Course 1. English Grammar—This course offers a careful review of the principles of English Grammar, and their application. The method of teaching will not be lost sight of when presenting the material.

Course 2. Rhetoric and Composition—The principles of composition and rhetoric will be thoroughly studied. A careful analysis of some of the masterpieces of literature and constant practice in writing themes will give the student a knowledge of the application of these principles.

Course 3. English Literature—This course requires the study of the History of English Literature, supplemented by the reading of classics. The object will be to develop in the student the power to appreciate and enjoy literature as well as to know what and how to read to advantage.

Sciences

Course 1. Physiology—This course is designed to give the student a thorough review of the function and structure of the principal organs of the body, with special emphasis on sanitation and hygiene. The text will be supplemented by laboratory demonstrations.

Course 2. Physical Geography—The work done will be based on some good text but will be supplemented by readings from other text-books and sources. Field work will be done wherever possible.

Course 3. Chemistry—The work done in Chemistry will be similar to that done in the regular Normal course. Daily laboratory work will be required.

Course 4. Botany—By laboratory and field work, careful attention to plant structure, growth, and physiology will be given. By this method the whole subject is vitalized and made interesting to the student.

Course 5. Agriculture I. General Course. Double Periods—A course in the elements of Agriculture as applied to the farming conditions in Pa. This course will embrace the following topics:

Soil—Dealing with its origin, types and properties, with particular reference to soil management so as to maintain its fertility; the building up of worn down soils by manure, cover-crops, legumes and fertilizers.

Plant Life and Seeds—The uses that the plant makes of the soil and the air; the identification, growth and propagation of the same.

Farm Crops—A study and cultivation of the commoner types.

Weeds—Identification and methods of eradication.

Fruits—A study of the commoner ones with reference to the planting, care and marketing.

Farm Animals—A study of the more common breeds; the types, their characteristics and uses. Special attention will be given to the dairy industry, dealing with the principles in breeding for building up a graded herd; the care and feeding of cows for milk production; producing and marketing sanitary milk and milk products: dairy records: Babcock Test, etc.

Farm Birds—Special attention will be paid to Farm Poultry as a by-industry for the farm woman and girl; the essentials of a poultry house; the care, feeding and methods of incubation.

Home and School Garden—The selection of simple but useful garden seeds and plants; and the sowing, planting, cultivating and harvesting of the same.

Home and School Grounds' Decoration—The principles of making the home and school grounds truly attractive by simple trees, shrubs, vines and flowers will also be considered.

The above topics will be considered in the class room, theoretically and then the theories will be put into actual practice in the Agricultural Laboratory, on the School Farm and Garden. Observation trips will also be taken to nearby farms.

Each student will have a garden in which he will plant and care for the commoner farm crops, vegetables, and flowers.

Discussion of methods of correlating Nature Study and Elementary Agriculture with other school work.

A study of Literature on Nature Study and Elementary Agriculture.

A number of lectures will be given in connection with this work.

Main Text-book—Warren.

Supplementary reference books in the Library will be used.

DRAWING AND DOMESTIC ART

Course 1. Drawing—The art course aims to train teachers to teach drawing intelligently in a grade with or without the guidance of a supervisor. The subject will be made as practical as it is possible to make it.

Course 2. Cooking—The aim is to teach the relation of food to the body; to give the principles of selection and preparation of food with a study of the composition of food, food values and combinations of kinds of food, including the making of menus with a view to attractive, wholesome and nourishing meals at moderate cost.

In the laboratory or kitchen of this department experience is given the students in ways of preparing food and in the common processes of cookery, as well as in serving of meals. Careful at-

attention is given to personal habits in the kitchen. The cost of material is divided equally among the members of the class.

Course 3. Sewing—In this department the aim is to give a practical knowledge of the various stitches and seams used in articles made by hand, including at least one well made, nicely executed piece of hand work. Articles such as dainty aprons, combing jackets and dainty waists are usually selected; these show plain hemming, hemstitching, rolled hems, and sewing on of lace as well as insertion of lace.

Following the hand work the use of the machine is taught in the making of simple garments. Cutting and fitting of simple garments are taught in this connection and such articles as under garments, shirt-waist and skirt, or simple one-piece dress are made. Lectures are given on dress as to economy, appropriate dressing, good taste and judgment in selection of materials, color and cut; on styles suited to figures and on the care of the wardrobe.

Music

Special Music:—Private lessons on the piano may be taken at the regular rates.

1 lesson weekly with use of piano, \$.75.

2 lessons weekly with use of piano, \$1.50.

Manual Training

Manual Training—The expressing of an idea in a project by the means of tools.

Course 1. The Freshman or beginning course involves the care of tools, the use of tools, shop equipment, the study of type forms, elementary design, simple problems in working, and geometric drawing, elementary cabinet work involving no complicated joinery, gluing, structure of woods, and their adaptation to uses in wood work, finish including stains, dyes, waxes, and their formulas, lumbering, transportation, kinds of sawing, seasoning, and lumber terms.

Course 2. Our advanced or senior course takes up the above in their advanced stages and the studying of the following topics: the part tools have played in the development of the race, the history of tools from the earliest times, kinds of shop equipment, benches, tools, lathes, combination planer, combination saw-bench, swing-saw, and band-saw, simple physical problems having to do with machinery, such as gearing, belt lacing, speed of saws, lathes, and allied problems.

Each student is required to design and work out his own problems as to kind of wood, finish, etc.

Penmanship

Palmer Method Penmanship—The muscular movement writing.

The purpose of this course is to prepare teachers to teach penmanship in the public schools.

This course covers all the drills in the Palmer Method Manual of Penmanship, methods of introducing this system, in the early and advanced grades, and the comparison of this method with other methods now in vogue.

The Thorndyke Measuring Scale for measuring or grading writing, and the Palmer Scale will be worked out and discussed.

Pedagogy

Course 1. General Methods—Teaching is now recognized as both a science and an art. As a scientist the teacher must know the laws underlying the growth of a child's mind and the principles of mental development. Hence discussion in applied Psychology will accompany the regular work in Pedagogy, or the art of teaching.

This course deals with the aim of education, the process of teaching, the teaching plan, etc.

If time permits, attention will be paid to a number of systems of instruction, such as the Montessori system, the Batavia system, the Gary system, etc. This course should be taken by all teachers, as it is of the greatest practical value to all who wish to understand the modern trend of education.

Course 2. Specific Methods—(a) **Reading and Story Telling**—Superintendents and Principals agree that no branch in the common school course is so poorly taught as reading. For this reason special attention will be given to the most effective methods now in use. These will be examined critically by the students. Practical tests will be made from time to time, so as to be able to estimate the worth of the various text-books used in reading classes, or

(b) **Arithmetic and Languages**—These subjects will be taken up in the same manner as reading.

Classes of children will be taught to serve as model lessons.

Course 3.—Professional Reading—This course is intended for those who desire to prepare for Permanent State Certificate. As soon as the class is organized the two books selected by the class from Dr. Schaeffer's list will be taken up for analysis and discussion.

Course 4.—Primary Construction Work—This course aims to make the student familiar with construction work suitable for the Primary and Intermediate grades. It includes weaving, raffia work, etc.

SPECIAL FEATURES

Chautauqua

The Shippensburg Chautauqua will be in session during July for seven days. Owing to the high grade of talent which appears on the Chautauqua platform it is of decided educational advantage

to the Summer School students to have the opportunity of attending. The sessions are held in the afternoon and evening.

Lectures

Among the special features of the Summer School will be a course of lectures, which will be free to all members of the school. These lectures will be delivered by prominent educators who have had experience in all phases of school work.



PROPOSED CHANGE OF EDITORIAL POLICY

The editors of the Herald hold that the function of such a paper as this is two-fold. It is first of all a school paper, and as such is intended to furnish to the Alumni news of the school, and any other matters in connection with the school in which the Alumni may be interested. It should be a school paper in a second sense—in the sense that it is the official organ of the school in the presentation to the public of educational theory, and of remarks on timely educational topics. It is the aim of the editors, at the beginning of the next school year to put out a paper distinctly fulfilling these two functions, with separate departments devoted to each.

The Herald is putting itself at the service of its readers. If there is any educational topic which you would like discussed in the Herald, the editor will attempt to obtain such a discussion from the department in whose province it will naturally fall; failing in that, he will publish as extensive a bibliography as possible of the books and magazine articles dealing with the topic. This is not an offer to solve specific problems in arithmetic or other subjects, but to answer questions concerning methods or materials for teaching various subjects. Address all queries to the editor of the Herald.

The Herald is enlarging its exchange department, and hopes to be able to give its readers the best from the Normal Schools of the country. We shall send out a circular letter to all the Normal schools in the country, asking to be put on their mailing list. We hope to be able to put you in touch with the best that is being published in the Normal school world.



ECHOES FROM THE KANSAS CITY MEETING

I hesitated about going to the meeting of the Normal School principals, which was three days ahead of the National Educational Association. I found that to me the most profitable part of the ses-

sions was the meeting of the Normal School principals. I think that that meeting, the first of its kind, will be far-reaching in its effects. All four great sections of the United States were represented. There were only six representatives from the East, but the Middle West was there in large numbers. The South was remarkably well represented, as was the Far West, whose people had to travel at least twice as far as we of the East did. From Texas, all but one of its ten Normal School men were present.

This attempt to get together on the part of the Normal Schools is of the greatest possible importance, for the Normal Schools are soon to be of added importance in the life of the nation. The resolutions passed by this body ought to have a great deal of influence in the national legislature, for they have been requested by the committee on Education of the U. S. Senate.

Two things are very evident. Education is to be a state and national function. The resolution asked Congress to cease making appropriations to private schools. The State Universities and the State Normal Schools will be in the future the institutions to receive support from the state. This means that the smaller colleges, especially in the west and south, will go to the wall. Just as the private academy has become a thing of the past, so the day of the small college and the private institution is past. In fact, already the struggle for existence of some of the western colleges is simply pitiful. This means higher salaries for teachers in state employ in Normal Schools. There is at the present time a bill before the N. Y. Legislature making the minimum salary of the heads of departments \$3000. The bill will certainly be passed, but the governor may veto it at the present time because of present financial pressure. But it is certain that the bill will eventually become a law in that state. This means higher qualifications on the part of the teachers. Advanced training will be required at a university suitably equipped for the training of teachers. If a teacher does not have this advanced training, his work shall be estimated according to his initiative, and his ability to work out original problems. Teachers must come up to this standard, if they wish to be heads of departments. The minimum salary in N. Y., according to this bill, is to be \$1500 for other teachers than the heads of departments.

There is a charge against the Normal Schools of the west that persons who are not qualified for the work are doing it. For not every college person is equipped for the handling of Normal School work. President Butcher, president of what is probably the best Normal School in the United States, said that some of the deadest

people on his faculty were the graduates of colleges. They were teaching as they did ten years ago, in spite of the changed conditions. He said that every year he always has two concerns—that he will lose some of his strong teachers, and that he will not lose some of his teachers. As a result, partly of this charge and partly of the general tendency to make education as nearly a science as possible, there is to be an effort to standardize the Normal Schools. The Normal School teachers will take time to make, it is proposed—and we ourselves have consented to a survey,—an honest record showing exactly what we are doing and what we are not doing. There is a tendency to regard Normal School teachers as over-worked. In answer to this there is an effort to find out exactly what should be the standard load for the Normal School teacher. The maximum should be about 44 hours a week for those teachers whose subjects do not require so much preparation. The testimony of the committee was that lecture work should be guarded against very carefully in Normal Schools. When it is used, it should be followed up by a most searching test and review.

An effort will be made to standardize the schools along these lines. There will also be an effort to measure the effectiveness of the teacher in the service of his community outside of his regular work. In the west, where the Normal Schools are having the fight of their lives with the colleges, the bills restricting the activities of the Normal Schools lost out before the State Legislatures because the Normal Schools had come into closer touch with the lives of the people, and were rendering a more direct service.

Dr. Anna Park, one of the ablest doctors on the Wisconsin state board of health, discussed the question of the reason that so many men and women are breaking down under the work of teaching. With the question of whether woman was attempting something for which she has not been fitted by ages of training, as has man, she had nothing to do. Some would say that there should be a differentiation of the quantity of work to be done by men and women; that however, is a matter of opinion.

One reason why women break down more often than men is that when a woman is physically tired she does not get out into the open or play a game as does a man, but instead lies down. This, says Dr. Park, is the worst possible thing they can do. They are contributing to the causes that cause their break-down. She would make it a law, if she could, to make a part of the work of every teacher, a certain amount of regular exercise. She is in sympathy

with the attitude of certain western institutions, which are experimenting on the matter of physical training for the members of the faculty as well as the students.

Another reason for the frequent illness of teachers is their eating habits. Teachers, after a long day's work, late at night, naturally become hungry—and satisfy themselves with fudge, chocolates. After school hours in the afternoon they indulge sometimes in the deadly chocolate sundae, which Dr. Park condemns as the invention of the Evil One himself. As for sandwiches, there are very few that can be eaten late at night, without harmful effects. Teaching ought not to be a survival of the fittest. Every teacher should study himself or herself, and vary his diet accordingly. But there are certain fundamental principles of diet that can not be overlooked. One of the most important of these is that the use of cold chocolates, especially at night, is to be most severely frowned upon.

One of the state inspectors had the goodness to speak of the remarkable prosperity of this Normal School. We have had a marked advance in some ways during the past few years. There has been, in fact, an increase of 100% in the registration of the school. During the next four years we want just as marked an increase in the efficiency of the school. It is my hope that in four years we may be 100% stronger than we are to-day.

The usefulness of a school lies mainly in its ability to meet community needs. I had thought to leave the matter of Normal School extension work until next year, but I have seen what some of the western schools are doing along those lines. There is plenty of work for us to do. We have only to look at the fashion in which reading, grammar and arithmetic are taught in the schools around us. I hope that during the next year we may be able to work out definitely a plan for extension work. I expect to call a meeting of the various superintendents in our district, and discuss with them the problem of extension work.

The Normal School ought to be a clearing house of ideas. So that when a graduate asks what is your opinion of the following—you will be able to tell just what the current educational thought on that topic is; such topics, for instance, as the best method of teaching spelling. Must the teachers of our schools look to the universities for this? There is only one Normal School in Pa. that is teaching its pupils how to use the scales for grading students. Ought we to allow our people to leave us without an understanding of modern methods? It is the business of the Normal School to test out the

new ideas of the university men, and either approve or reject. We ought to be a sort of educational clearing-house.

The movement at present is toward standardization and educational measurement. Every student should know, and certainly the teachers should be familiar with the Curtiss tests, the Starch tests, Thorndyke writing scale, the Hillegass scale of composition. And they should have some ability in the making of graphs, which are necessary for these tests.



SCHOOL NEWS

Jan. 3—"How are you? Have a good vacation?"

"Fine! Never better. And you?"

A considerable increase in attendance took place at the opening of this term. Practically all the boarding students returned, and their number was increased by additions from various parts of the state. Work begun promptly on Wednesday morning; and by evening everything was in running order.

Jan. 4—The Faculty Club held the first meeting of the new year. The plays read and discussed were Ibsen's "The Doll's House" and "Ghosts." Considerable variance of opinion was expressed in the discussion concerning these plays.

Jan. 5—Miss Blanche Corwin, formerly a member of the faculty, was a visitor at Normal for several days.

Jan. 6—The first social of the new year was held. The members of the faculty received the students in the parlor—O alumni, do you remember those endless, smiling receiving lines!—after which there was dancing, with games in the parlor.

Jan. 8—A number of the faculty and students attended the moving picture play "Civilization", which was shown in town.

Jan. 12—Dr. Lehman addressed a local institute held at Jacksonville.

Jan. 13—Dr. Lehman, Prof. Low and Mr. Fanning were among the speakers at the Greencastle and Waynesboro institutes.

Jan. 18—At the chapel exercises at Normal, the faculty and students of the school presented Dr. Lehman with a handsome collection of flowers in honor of an anniversary of his birth. Prof. J. K. Stewart made the presentation address, to which Dr. Lehman feelingly responded. The act was an evidence of the high esteem in which Dr. Lehman is held by faculty and students.

The classes at Normal, accompanied by their deans, bundled themselves into all the sleighs and bob-sleds that were available

and went on a sleighing party. The seniors journeyed to Upper Strasburg, where they enjoyed the hospitality of Mine Host Martin at the Martin Hotel. The junior class traveled in three sleds, and were accompanied by Prof. Heiges, Mrs. Herr and Miss Alice Huber. They went to Chambersburg, where a supper at Hotel Montgomery had been provided for them. The sophomores, chaperoned by Mrs. Stewart and Prof. Fanning, enjoyed a supper at Hotel Wallace, Chambersburg. The freshmen had a restaurant supper in Chambersburg and afterward enjoyed the moving picture shows. All the classes reached home tired but happy.

Jan. 20—Miss Irene Huber and Miss Snively spent the week end at their homes in Harrisburg and Greencastle.

The first and second basketball teams were badly defeated by the teams from Mont Alto Academy and the Waynesboro High school. The game with the former team was played at Mt. Alto, and was won by the home team by the score of 53-17. The high school team came off victors by a score of 15-28.

Jan. 22—Mrs. Lulu Brinkerhoff Judd, '07, of Utica, N. Y., was a visitor at Normal.

Jan. 26—Dr. Lehman addressed the local institute at Cleversburg.

Jan. 29—Dr. Lehman and Mr. Fanning addressed the local institute at Fannettsburg. Dr. Lehman spoke on "What the Public Has a Right to Demand of the Schools", and Mr. Fanning on "How to Read Poetry."

In the afternoon the Normal basketball team played the strong Kurtztown team and was defeated.

In the evening was held a school social. This was to the students one of the most important social events of the year, for on this occasion the faculty allowed for the first time certain of the new dances, upon condition that certain regulations as to the manner in which they were to be danced be followed. Stouffer's orchestra furnished the music, and there were games in the parlor as usual.

Feb. 5—Prof. Stewart celebrated an anniversary of his birth.

Feb. 7—A number of the faculty attended an institute at Middle Spring.

Feb. 8—The editor of the Herald came down with the measles.

Feb. 9—Miss Harris attended a local institute at Plainfield, Cumberland county.

Feb. 10—The contest between the basketball team from the Bloomsburg Normal school and our own team was decidedly the

best seen on the floor of our gymnasium this year. The Shippensburg boys have at last found themselves, and they gave a remarkably good exhibition of team work. They played with a dash from the very beginning that seemed to unnerve their opponents, for at the end of the first half the score was 13-1 in favor of Shippensburg. During the second half Shippensburg boys added 7 to their score and the Bloomsburg team gained 6, making a final score of 20-7 in favor of the home team.

Miss Stroh's senior classes in public speaking gave an interesting Lincoln Day program in the large chapel on Monday afternoon. Miss Bream gave "The Perfect Tribute", Miss Oellig, "Lincoln's Farewell to the People of Springfield" and Whitman's "O Captain, My Captain", and Mr. Hare, "He Knew Lincoln". These selections were all given with pleasing effect. A playlet entitled "Topsy Turvey" and written by Miss Romaine Nell, of the junior class, was presented by Misses Nonnermacher, Hardy, Spangler and Gift, and by Messrs. Wink, Lambert and Howe. The playlet was cleverly written and well acted. Miss Jones' choruses sang two patriotic selections in a most pleasing manner.

Feb. 13—The faculty club met in the evening. Ibsen's three plays, "The Master Builder," "John Gabriel Borkman" and "When We Dead Awaken" were considered. Refreshments suggestive of Valentine Day were served by the committee in charge.

Feb. 14—A number of the grades of the Normal School held Valentine Parties.

Feb. 15—Prof. LeVan was at his home in Penbrook, where he had been called by the serious illness of his mother.

Dr. Lehman addressed the Cumberland County Directors' Association in Newville.

Feb. 16—Dr. Lehman was at Hanover High School in the afternoon, and addressed an educational meeting in the evening.

The Newville Athletic Association played our second team in basketball. The game was a close one, and was won by the Newville team 22-17.

Feb. 17—Dr. Lehman addressed the Dauphin county Directors' Association at Steelton, and returned in time for the Junior reception in the evening.

Prof. Graham attended a meeting for the organization of a county farm bureau held at Carlisle.

Feb. 17—The mid-winter reception given by the trustees and faculty of the school was the largest, and one of the most enjoyable ever held at Normal. The students and their guests were received by Mr. and Mrs. W. A. Nickles representing the trustees;

Dr. and Mrs. Lehman, Prof. and Mrs. Heiges and Miss Alice Huber and the president and secretary of the junior class, Mr. Samuel Shearer and Miss Ruth Kline. The gymnasium was very tastefully decorated in the colors of the junior class. Pennants and banners formed part of the decorative scheme. The dining room looked unusually pretty with its small tables scattered about the room. The candles were furnished with shades in the class colors. Squads of sophomores waited upon the tables. The music which was of an unusually high class was furnished by Stouffer's orchestra of Carlisle.

Feb. 20—Prof. Fanning's students were glad to welcome him to his class.

Feb. 21—Dr. Lehman left for Kansas City, Mo., where he attended the sessions of the National Association of Normal School Principals on Friday and Saturday. On Monday the sessions of the National Education Association began in the same city and continued during the entire week. Dr. Lehman visited several of the leading western normal schools during his trip.

Miss Stroh's classes in public speaking, assisted by a chorus under the leadership of Miss Jones, presented a program on Washington's birthday. The program consisted of essays, orations and songs dealing with the life and services of Washington.

Feb. 23—Prof. Graham attended teachers' institute of Upper and Lower Mifflin townships and spoke on "How the Rural Schools May Be Improved."

Feb. 24—The girls of the Y. W. C. A. held a Washington Birthday party in the court of the dormitory on Saturday evening, February 24th. The boarding boys were guests at the party. The girls made rather extended preparations for this reception, and it was one of the most enjoyable social events of the year.

Feb. 28—Rev. Mr. Pickens, of the M. E. church, and his wife, received Methodist students in the parlor in the evening.

Feb. 13—The faculty club met and considered four plays of the Belgian dramatist, Maurice Maeterlinck. They were entertained by Miss Eppley.

Feb. 16—In the evening the inter-society debate was held. It was most closely contested from the beginning. The Philo Society won the decision by a narrow margin, the vote of the judges being two to one. The first prize for oratory and general effectiveness was won by Mr. Shearer of the Philo Society, and the second prize was won by Mr. Gilbert of the Normal Society.

The judges were the Rev. Mr. A. N. Euwer, of Irving College, Mechanicsburg; John M. Rhey, Esq., of Carlisle; and the Rev. Geo.

A. McAlister, of Chambersburg. The music for the occasion was furnished by the school orchestra under the leadership of Miss Gates, and by the combined glee clubs of the two societies led by Miss Spath. There was also a two-piece piano selection by Misses Anna Hoke and Ruth McCurdy.

The topic of the debate was the advisability of doing away with capital punishment. If space permits, there will be found in this number of the Herald a resume of the arguments presented by the two teams on this timely topic.

Among those who attended the debate were Dr. and Mrs. H. A. Surface and two daughters, Prof. Burkholder, of Carlisle, Prof. Clark Skelley, of Waynesboro, and Roy Hoke of Upton.

Mar. 10—The last social of the winter term was held in the school parlors and the gymnasium. The faculty acted as hosts and received the students. Stouffer's orchestra of Carlisle furnished the music.

Mar. 11—The first basketball team journeyed to Millersville and played the team from that school. Our boys put up a good game, but they were not a match for their well seasoned opponents, who were playing on their own floor. Millersville won by the score of 25-13. The second team was more fortunate in their game with the Carlisle High school and won by a score of 28-20. The floor work of the Shippensburg boys was particularly good.

Mar. 11-12—Miss Collins, of the Waynesboro High School, was a visitor at Normal over Saturday and Sunday.

Prof. Graham of the Agricultural department delivered an address on "Agricultural Co-operation" at a grange meeting in Oakville on Friday evening.

Mr. and Mrs. H. M. Askin of Camp Hill visited Miss Horton over the week end.

March 17—The last game of basketball for the season was played in the Normal school gymnasium in the afternoon. The opposing team was the Carlisle Indian Reserves. The Normal school team was defeated.

In the evening, Dr. and Mrs. Lehman, and the trustees of the school gave their annual reception to the members of the senior class. The decorations were suggestive of St. Patrick's Day.

March 18—Prof. Fanning gave his Sunday School class a reading from the life of Christ, illustrated by lantern slides.

March 22—At 7:30 in the evening, the following program was rendered in the school chapel:

PROGRAM
of the
Students' Concert—7:30 P. M. March 22, 1917

Orchestra -----	
2 Pianos—4 hands	
Country Dance -----	Ethelbert Nevin
Dorothy Beattie	Mary Strohm
The Perfume of Violets -----	Geo. Spaulding
Lurea Rebok	
Twilight Song -----	Frederick Shackley
Paul Lehman	
April Showers -----	Wilhelm Fink
Alice McLean	
March of the Midgets -----	Carl Kern
Mary Louise Morris	
Green Gravel -----	Henry Lamb
Margaret Lehman	
Summer Rain -----	Albert Rusby
Helen McCune	
Scarf Dance -----	Chaminade
Zola Felton	
Impromptu -----	Schubert
Eleanor Addams	
Flower Song -----	G. Lange
Grace Miller	
Duett—Lolita -----	Engleman
Frank Eberly	Lee Eberly
Delta Kappa Epsilon -----	Alfred Pease
Margaretta Snow	
Waltz—A Flat -----	Moszkowski
Catherine Fleming	
Polonaise—E Flat -----	Moszkowski
Rees Himes	

Examinations were held early on account of the short recess, taking place on Thursday and Friday, March 21 and 22.

School was let out for recess one day earlier than usual, the term closing on Wednesday noon.

The various departments of the school are taking advantage of the excellent slides furnished by the State Museum at Harrisburg, and are using them freely for illustrated talks and lessons.

Miss Louise M. Butts of Philadelphia has been selected as

teacher of vocal music to fill out Miss Jones' term. Miss Butts was supervisor of music in one of the city schools of New York state for a number of years, and has an excellent reputation as a teacher of music. She will come to the school March 20.

There are more than a hundred additional boarding students in the spring term enrollment, and the day students are more numerous than in any spring term.

The additional spring term teachers are. Mr. S. S. Shearer of Middletown, Pa.; Mr. Chas. Andrew Kissell, of Lewisburg, Pa.; Miss Florence V. M. Corson, of Williamsport, Pa. Mr. Shearer is well known to Shippensburg people. He is a graduate of the school in the class of '07, and of Ursinus College '16. He was principal of the Yardley schools for several years, and made an excellent record. The school is to be congratulated on being able to secure his services. Mr. Kissell has been spring term teacher at Lock Haven State Normal, has also served as principal of schools in Lycoming county, and is now about to complete his college work at Bucknell. He has been very strongly endorsed by all who know of his work.

Miss Corson will return to the school to take up a program consisting of pedagogical work, a department for which she is well qualified.

A very attractive booklet giving views of the school has been printed, and is now being circulated among prospective students.



BASKETBALL

If our estimate of the basket ball team is based on the games won, they have failed; but if it is based on the development of the team, we have had a successful season.

Although we have not won many games, it must be remembered that our team last year was made up of Barnhart, McElhare, forwards, Mellinger (who is now center on the Ursinus College team), center, and Gruver and Sleighter, guards. All of these men have graduated or left school. There was only one thing to do this season, and that was to pick out the best and start to work, which we did. All the men on the team are new, and most of them are sophomores; so that during the next two years much may be expected of the team.

The members of both first and second teams have worked hard, and without any exception, have pulled together. They have the right spirit; they like to win, but they are clean players and good losers. At the present time Chas. Taylor is playing right for-

ward, and is a very fast man in that position, although this is his first season. Warren Cocklin has held the other forward position. Charlton, from last year's second team, has worked hard at center, and shows a great deal of improvement. The guard positions have been changed several times. Hays, Preisler, Freet, Bolan, Gilbert, Lambert have been worked here, and at present Hays, Priesler and Gilbert, are dividing games and doing very well. There are others, Grove, Alleman, Gantz, Mellinger, and Kelly, who will probably be heard from during the next basketball season.



Y. M. C. A.

We have reason to believe that the year thus far has been a success, but there is much yet to be done. The daily Bible reading which the officers and members pledged to perform has been faithfully done. Each Sunday finds the number gradually increasing. We are looking forward to the time to come when we will have all the officers and members in the habit of reading the Bible systematically.

Our meetings are continually increasing in numbers, and nearly everyone is glad to take part. All put forth their every effort to make the Y. M. C. A. what it ought to be; to make it stand for something definite; to make it a power for great good in our school.

As the present term closes, the administration of the present officers closes; we wish to extend our heartiest thanks to all who have so kindly aided us in our work. With the coming of the new administration, we hope there will come new vigor and a greater desire to accomplish our aim, the winning of souls for Christ and the extension of His kingdom here below.

Let us then be up and about our work for the Master, and take for our motto the words found in James I, 22: "Be ye doers of the word and not hearers only, deceiving your own selves."

HARRY M. TAYLOR, '18, Secretary.



THE Y. W. C. A.

The work of this organization for the past term has been planned with this aim in view, namely, to bring every member of the organization into close touch with the work, to make her feel her individual responsibility as a member of the organization, and to give a training for leadership. The meetings are conducted by members of the senior class.

The topics for discussion are topics in which every girl is vitally interested, and from the discussion of which she may derive some lasting benefit; they give every girl in the organization a chance to express herself. A special meeting of the Y. M. and Y. W. C. A. was conducted during the past term. The subject was "The Power of Prayer"; some very helpful and inspiring thoughts were brought out by the students, who took an active part in the meeting.

The social feature of the term was a Washington's Birthday party. The guests of honor were the faculty and the boys of the school. The court of the dormitory was tastefully decorated in a fashion appropriate to the occasion.

With the coming of the joyous spring time we hope to carry the spring-time idea into our work as an organization; and with the help of One who inspires us with His power, to make the coming term a fruitful one.

DOROTHY KIRK, '17.



PRESS CLUB

We are very much pleased to note the interest manifested by the members of the Press Club in faithfully corresponding with their papers. From all sides we hear former students expressing their appreciation of the work which the Press Club is doing. In no other way can they keep in touch with the work of the school.

Through the efforts of Prof. Fanning, we have arranged for a series of lectures to be given on various topics relating to newspaper work. We have already had two, one on the papermaking and printing industries, illustrated, and the other given by Mr. Wolfinger, of The Chronicle office, on "My Experiences as a City Newsboy." I feel sure that every person present went away feeling that he had been well repaid for the time spent.

At the beginning of the new term let each one continue his work faithfully. New members must be secured to take the place soon to be made vacant by the seniors.

KATHERINE M. HOOP, '17.



THE C. V. S. N. S. ORCHESTRA

Although the orchestra was organized less than two years ago, its membership has increased so steadily that at present we have twenty-one active and enthusiastic young men and women who at-

tend the regular practices which are held Tuesday and Wednesday evenings. Four of the members are girls. Included in the orchestra are the following instruments: eight violins, two flutes, three cornets, three clarinets, two trombones, two cellos and the piano.

At the beginning of the winter term the orchestra formed an organization and elected the following officers: President, Harvey Bolan; vice president, Harry Taylor; secretary, Ethel Hege; treasurer, Harper Wentz.

The orchestra plays for the public recitals and concerts and plays at the school as well as for the morning chapel services. An open air concert is being planned to take place during the spring term at which time we shall be glad to see the friends of the school present. We are now preparing music for the Normal and Philo reunions.

An invitation is extended to the new students to bring their musical instruments to the school with them. We assure them that they will receive a hearty welcome into the orchestra.



NORMAL LITERARY SOCIETY

Alumni and readers of the Herald, you will no doubt remember from the former number of the Herald of the great progress "Old Normal" has made this year. In this number our purpose is to assure you that the interest and progress of our society has by no means decreased.

During the winter term we received fifteen new members into our society, and strange as it may seem to you, many of them were day students. For some years it has been customary for day students to join our sister society, but this year has proven the exception. But as we do not measure our success by mere numbers alone, we constantly endeavor to have the quality of our work keep pace with our progress along other lines. With this end in view we have kept our programs in touch with the times by having numbers relating to the Poets of the Winter Months, St. Valentine's Day, Washington's and Lincoln's Birthdays, National Inauguration and St. Patrick's Day. A society song has been composed by one of our talented members; this has served to make our bond of loyalty stronger than ever. In appreciation for the work done by the Glee Club, it was furnished with new books by the society.

Up to this time the society has been without a banner, pennants taking its place. But this is no longer true, for by a unanimous vote of the society we have purchased a maroon and white banner five by eight feet in size. The white letters "Normal Society"

against the maroon background give a pleasing effect. In the future this banner will play its part in all special society occasions.

Great preparations are now being made for Normal Reunion which will be given April 20. We extend a hearty invitation to all Old Normalites to be with us on this occasion.

MAUDLEEN STEVENS, '17.



THE PHILO LITERARY SOCIETY

The Philo Literary Society is continuing to progress. The making out of the program for each Friday night is now in the hands of a student committee, and the faculty board fills its intended place as an advisory body. This has aroused a new interest on the part of the members in the programs which are being presented. New things are being introduced every evening, which brings forth a large attendance. One of the interesting features given by the Glee Club of our society was "The Minstrel Show." It consisted of solos, duets, a male quartet, smart sayings, and a banjo solo.

One of the awakenings in our society is the attitude the girls are taking toward debating. They are just realizing what they can do, and the society has opened its eyes. When it was time to nominate the debaters for the inter-society debate, two of the girls were nominated. From this you can see how much they are advancing in this line of work this year.

An orchestra of twelve has been formed by those members of Philo who play musical instruments. This has added much to the musical part of our programs, for everyone enjoys good music.

Not Seniors alone are receiving the training that is being given by Society work, but all members from the Senior to the Freshman class. We can tell by the fashion in which their parts are rendered that careful preparation has been made by each member who appears on the program. The splendid work the underclassmen are doing gives us good proof that our work will continue to be just as successful next year as this, if not more successful.

Many of the alumni have been back to their Alma Mater and visited their old society, Philo. How glad we were to see them, and to give them a hearty hand-shake. We, as a society, appreciate the encouraging remarks that they in turn gave us. An invitation is extended to all who can come to visit us.

In the Normal School chapel, on Mar. 16, the annual inter-society debate was held. The banners of both societies waved from the platform. On the respective sides of it were Messrs. Welsh, Shear-

er and Burkhart for Philo, and Messrs. Gilbert, Carbaugh and Hare for Normal.

From the first the teams were evenly matched, but Philo's argument came out on top, and her men excelled in oratory, as is to be seen in the judges' decision that the debate was decided in favor of Philo, and a Philo man was first in oratory.

Instead of crowning the victors with a garland of the sacred laurel, as they did at the Olympic games, we crowned our victors with praise.

SUSIE MARTIN, '17, Secretary.



CUPID'S COLUMN

PEARSON—WISE. At Marysville, Pa., March 31, Dr. Raymond W. Pearson, '08, to Miss Helen P. Wise, '08. Miss Wise was for a number of years the assistant teacher in instrumental music at Normal. They will reside at El Paso, Texas, where Dr. Pearson is stationed. Dr. Pearson is First Lieutenant in the U. S. A.

MOHLER—KRALL. At Frederick, Md., February 3, Mr. John T. Mohler to Miss Elizabeth Krall, '13. They reside in Harrisburg, where Mr. Mohler is a clerk in the post office.

COOVER—COPE. At Shippensburg, Pa., January 26, by Rev. H. W. Snyder, Mr. Roy Coover to Miss Nellie M. Cope, '10. They reside near Shippensburg, Pa.

FLEESON—MUSGRAVE. At Wheeling, W. Va., Mr. Calvin Fleeson to Miss Ramona Musgrave, '12. They reside at 5549 Columbia St., Pittsburgh, Pa.



STORK COLUMN

HAISTON. At Williamstown, Pa., February 15, 1917, to Mr. and Mrs. Frank M. Haiston, a son. Mrs. Haiston was Miss Elizabeth Kriner, '11, and Mr. Haiston was also a graduate of the same class.

HOWARD. At Passaic, N. J., February 18, 1917, to Mr. and Mrs. Robert Merton Howard, a son. Mrs. Howard was Miss Melva Wierman, '98.

HENRY. At Prattsville, N. Y., March 8, to Mr. and Mrs. D. N. Henry, a daughter. Mr. Henry graduated in the class of '05.

SNYDER. At 40 North Felton St., Philadelphia, Pa., March 3 to Prof. and Mrs. H. W. Snyder, a daughter. Mrs. Snyder was Miss Nelda Hummel, '15, and Prof. Snyder was a former teacher of physical training at Normal.

TRIMMER. Near Mechanicsburg, Pa., Jan. 11, 1917, to Mr. and Mrs. Lee L. Trimmer, a son, Robert Lee. Mrs. Trimmer was Ada C. Miller, a graduate of the class of '11.



ALUMNI PERSONALS

'94. We clip the following from the Hamilton, Ohio, Journal:

Charles A. Trostel has severed his connection with the Herring-Hall-Marvin Safe Company, effective February 15, to become the treasurer of the Hall Safe company of Cincinnati.

Mr. Trostel has been identified with the Herring-Hall-Marvin company for the past fourteen years as cashier and during his residence in Hamilton has made hosts of friends who wish him every possible success in the new position which he will soon assume with the Cincinnati concern.

Mr. Trostel has proven himself one of Hamilton's most public spirited citizens. He has been very active in the affairs of the Chamber of Commerce, has been a staunch supporter of and earnest worker for the Young Men's Christian Association. He has given of his time, his ability and of his money for the support and progress of this institution.

Mr. Trostel has also taken a deep interest in all civil affairs and has proven himself a valuable citizen in every way. In church affairs he was quite active in the Westminster Presbyterian church and is now a trustee of the church.

For the present, however, Mr. Trostel will not remove his family to Cincinnati, but for the time being will retain his residence in Hamilton, although ultimately he will go to the Queen City to make his home.

The Herald extends best wishes to Mr. Trostel in his new position.

'96. Miss Maude Ernst is teaching at Conemaugh this year.

'97. For several years Miss Horton has been selling beads sent to her by Miss Elizabeth Reed from Porto Rico. These beads are strung by the natives and the money gotten for them is used in her missionary work. Just before the holidays this year some beads were sold and the following letter received from Miss Reed:

Ponce, Porto Rico., January 12, 1917.

My dear Miss Horton:

You may be sure I was very, very glad to receive your letter with money order inclosed; it came on the mail just before Christ-

mas. I had forgotten that you had the beads; then one day the thought came to me that I rather believed that you had some, but I was not sure, but was delighted to have the extra money at Christmas time, for seems to me we have never had quite so many sick and needy folks.

During the summer we had so much malaria, now to that is added grip and typhoid fever; it seems that of every three houses one enters there are sick people to be found in two of them.

We have had, as usual, a very busy holiday season, as there are so many things to be done at the end of the year so as to close up the year well, and our conference, that is the annual conference, meets the 19th of this month and all loose ends must be gathered up before that time. I have kept very well, but Mr. Drury, our superintendent, before Christmas took a heavy cold which developed into bronchial pneumonia and he was pretty sick; is better now and up and about the house but far from well.

It looks now as though I may go north this year and it will be twenty years in June since I graduated but if I go north it will be to go out to the coast where my oldest sister has been for more than fifteen years and where my father now has his home so in that case would not be able to be at the class reunion, even if in the states, as it is likely that if I go up rather early to attend our General Conference which convenes in May in Kansas.

I am always glad to receive the Herald and especially glad to get a letter from Normal. Am always glad to hear of her progress. Am glad you stay on for it makes it seem so much more like home. Am always glad too to think of Dr. Lehman being there: he was a teacher when I took my senior year. He is also from my county, and even from my township, or what was my township for I feel like I belong down here after so many years of work here.

We have had a cold winter: the thermometer has not gone down much below sixty here in Ponce but it has surely felt like sixteen.

Now again thanking you for your kindness in helping to make Christmas cheer down here, I remain as ever,

Most sincerely,

ELIZABETH REED.

'98. Mr. E. N. Walter sends us his subscription from Ida, La. "I miss the Herald greatly when I don't get it. It is like getting a letter from home."

'00. Miss Ida M. Newcomer who went to Porto Rico last summer writes us the following letter which we are glad to print:
24 Calle de Sol, Box 224, Rio Piedras, P. R.

My promise to write a personal for "The Herald" has not been forgotten; a change of work and lack of time have prevented me writing sooner.

Porto Rico has truly been termed the Isle of Enchantment. My work here is very pleasant. I am fond indeed of both it and my pupils. The first month in Porto Rico I was English teacher in Vega Baja a town about twenty-five miles from San Juan. At the end of the month the Commissioner of the island, Mr. Paul G. Miller, came to Vega Baja to interview me with the result I was transferred next day to the Model school of the Normal Department of the University of Porto Rico, where I am critic teacher of Sixth Grade. We have two practice teachers in each grade. The grades compare very favorably with sixth grades in the States and besides have both the Spanish and English languages. I am working for my degree in the University taking the high school work required and Spanish.

I wish for Normal a most prosperous year, regret my inability to be present at Alumni reunion and commencement; and to you, Miss Horton, a happy and joyous time always.

Very sincerely,

IDA M. NEWCOMER.

'07. Mr. S. S. Shearer is employed this year in an office at Hershey, Pa.

'07. Mrs. J. E. Skillington (Lois Mickey) has been ill at her home in Hazleton, Pa. The Herald hopes for her recovery.

'07. Miss Desse Jones expects to enter a hospital next year to take a course in nursing.

'08. Mrs. John N. Crider (Mabel Gettel) sends her Herald subscription from 106 N. Church St., Waynesboro, Pa.

'08. Mr. D. C. Noonan is the representative for D. C. Heath in the states of Washington and Oregon.

'10. Miss Isabel Deardorff is teaching in Conemaugh.

'11. Mr. William B. Morrow has resigned his position in the Middletown schools to take charge of English in the schools of Kane, Pa.

'12. Miss Margaret Cope is teaching in Conemaugh.

'12. We are glad to publish a recent letter from Mr. G. H. Thompson.

This finds me in Illinois still continuing the profession

of teaching and helping young Americans, which I am glad to say I enjoy very much. To the best of my knowledge school is moving along very nicely and excellent prospects for a very profitable and successful school year.

I should be pleased to receive a list of the names of the states in the United States where a Normal diploma or my state diploma can be exchanged for a diploma in that state which will entitle me to teach in that state without any examination.

Thanking you for the above information and with best wishes to each and every one at OLD NORMAL, I remain,

Fraternally yours,

G. H. THOMPSON.

'13. Mr. Jerry F. Trostel is not teaching this year. He is now a time clerk for the Cambria Steel Works. His address is 19 Stevens St., Johnstown, Pa.

'13. Miss Helen Sue Grove writes us from 5507 6th Ave., Eldorado, Altoona, Pa.: "I am in the same school where I started. Am now working on the second year's work at Chicago University. Got nine credits of advanced standing; took advanced English composition which I am finishing by correspondence. Took a course from Dr. Judd on Educational Psychology, a course from Prof. Scott on the Expansion of Europe during the nineteenth century. This gives me now 10½ majors. I would like to come back to school and find everything just as it was when we left. All the old people back. Wish Old Normal a very successful year."

'14. Miss Lena Agle is teaching in Conemaugh.

'15. Miss Gertrude Brandt is teaching at home, Newport, this year.

'15. Miss Nannie L. Williams is teaching at Red Lion, Pa.

'13. Mr. Chalmers L. Brewbaker is commercial teacher in the high school at South Brownsville, Pa.

'16. Miss Helen K. Edwards taught the first half of the year in a graded township school in Allegheny county but recently was transferred to seventh grade in East Pittsburgh with a substantial raise in salary.

'15. Miss Alma M. Fiscel expects to go to Jacksonville, Fla., to teach as soon as her present term of school closes in Adams Co.

TIMELY AGRICULTURAL TOPICS

Now is the time when the sower goes forth to sow. What the harvest will be depends on many factors. The most fundamental factor that is under the control of the farmer is the character of the seed.

Many farmers fail to realize how important this factor is. Maximum yields of oats cannot be obtained from seed infested with smut. Nor will a perfect stand of corn be attained from untested seed that is not perfect in germinating power. Neither can the highest possible percentage of marketable tubers be obtained from untreated seed that is affected by a potato scab. Comparatively few farmers realize the almost universal prevalence of grain smuts, particularly that of oats, nor the extent to which the yield is cut down by the presence of smutty heads in the place of grain. By making a few tests in different parts of a field of oats after the heads have formed, the direct percentage of infection may be computed. Walk along the drill row, and count one hundred plants. Note the number of these that have smutty heads. Do this in several parts of the field, and the average of the results may be taken as the percentage of smut. At least ten per cent. of smut in the field is present before the average person would take notice of its presence at all. The percentage frequently ranges as high as twenty to fifty per cent. Consider a field of oats that produces fifty bushels to the acre, with ten per cent. smut infection. The yield represents ninety per cent. of the possible yield if treated seed were used. We find, therefore, the possible yield is fifty-five and one-half bushels. The loss due to ten per cent. smut is five and one-half bushels. The cost of treating the seed for an acre does not exceed five cents for formalin, and a very few hours work.

The smut of oats is a loose smut—that is, the spores of the smut adhere to the outside of the oat grain during storage. These spores affect the seedling at the time of germination, and so produce a diseased plant that will produce a smut-mass in place of grain. The spores of smut may be readily killed by formalin. A solution of formalin (forty per cent. formaldehyde), prepared by dissolving one pint in fifty gallons of water, is used. Place the oats to be treated on a clean floor, and sprinkle the solution on them in the proportion of one gallon to the bushel. At the same time shovel over the grain. Shovel over a second time so as to mix the solution thoroughly with the oats, and cover the grain with canvas or blankets for three or four hours, or over night. Spread out to dry. In drilling, allow a peck per acre for swelling of the grain. Take care that dusty

straw does not fall on the treated oats, and that the sacks and drill are also treated with a solution so as to prevent secondary contamination.

Potato scab is an infection of the tuber that cuts down the yield of marketable tubers very markedly. This disease is particularly serious on limestone soils, so that lime or ashes should not be applied to the field previous to planting the potatoes. Clean seed only should be planted. If scabby seed must be used, treat as follows: Use a solution of formalin, one pint to thirty gallons of water. Soak uncut tubers in this solution for two hours. Drain, cut, and plant in clean soil. The same solution may be used again and again.

Seed corn should always be tested before planting. The seeds should have been selected in the fall, preferably, from the standing stalks. If this has not been done, use care in selecting from the crib. Choose ears that are of medium size, cylindrical, not tapering in shape, with rows straight and well filled, having no openings between. Choose ears that have a medium-sized, wedge-shaped kernel, a medium-sized cob with an average shank.

This will insure the maximum yield of grain that will mature properly on the cob. Make sure that the tip and butt are both filled out with grain well over the ends. Choose twice as much seed as is needed. Twelve to sixteen ears will plant an acre. Use the rag-doll or box method of testing. The manner of making the rag doll tester is simply to mark two rows of blocks on a piece of muslin nine inches wide, each block being two inches wide. Number these blocks consecutively, and label the ears of corn in the same by pinning a small bit of paper to the butt of the cob. Sample the ear marked number one by taking a kernel from one inch below the tip; turn the ear one-sixth around, and take another kernel from near the middle; again turn one-sixth around, and sample one inch above the butt. Repeat until six kernels are obtained, no two being from the same row. Lay the ear aside where the label will not be disturbed, and place the grain from this ear on block number one, with the germ side up, and the tips all pointing to the right. Similarly place the kernels from ear number two in block number two. Continue until all the blocks are filled. Now, beginning at one end, roll the rag doll up carefully, so that the kernels will not be disarranged. Place rubber band or string around the roll. Make another roll as before, and continue until all the ears have been sampled. Place about two inches of luke-warm water in a bucket, and put a few stones large enough to stand above the water in the bottom. Wet a piece of burlap, and line the inside of the bucket, bringing the ends

of the burlap up over the edge. Place the rolls in the bucket, on end, with the tip ends of the kernels down. Fold over the ends of the burlap, and keep the bucket in a temperature around seventy degrees for a week. Unroll the tester carefully at the end of that time, placing it on a table, and taking care to keep the kernels in the blocks where they belong. Note the germination of the samples from each ear. If any of the kernels from the ear fail to grow or show weak growth, do not use that ear for seed. Seed for several acres of corn may be tested with a few hours' work. This process will undoubtedly result in an increase of several bushels of corn in the total yield. Complete directions for operating this test may be obtained by addressing a postal to Extension Department of Agriculture, State College, Pa. and asking for the information desired.

At this season of the year, the rural schools are closing. It may be that some of the teachers who read this may feel like interesting the farmers in their home communities, by calling attention to the great benefit that is to be derived from the use of the above methods. Each of these can be accomplished at small cost, and the labor involved is small in comparison to the increase in yield.

The agricultural department of the Normal is most anxious to assist any of the teachers and farmers who desire aid, and will gladly help them to secure the aid and assistance they desire. It is to be hoped that many who read this will be moved to start at least one of these projects. Once started in a community, and its beneficial results noted, the practice soon becomes a general one.

DEPT. OF AGRICULTURE.



DOMESTIC SCIENCE DEPARTMENT

The new Domestic Science room certainly is a great improvement upon the former room which, by having a partition removed and another room added to it and being equipped with electricity, makes a comfortable and, at present, adequate room for the Domestic Art classes.

The new rooms are one half of the old model school assembly room and consist of a dining room and kitchen which are admirably located for they admit of expansion with the growth and development of the department.

Several small windows were replaced with a large triple window coming pretty well to the floor and forming a delightful window seat. This window was the making of the kitchen, for light and air now replace the former dinginess. From nearly all parts of the room

can be seen almost the entire campus, all of the approaches to the buildings, including a goodly portion of the "long path" to town, the Model school and athletic field, making it a most delightful room. It can be said of it that it is the lightest, brightest and most cheerful room in the building.

In this delightful room we endeavor to teach the principles which underlie the building of the home today; to develop in the girls an appreciation and enjoyment in home making; to raise their estimates of the value and dignity of home duties; to instill in them habits of cleanliness and order in all work pertaining to the home; to economize and simplify time and labor to the conservation of energy and nerves, leaving time and desire for the recreation every housewife needs as do the other members of her family.

Of course there is much interest manifested in working out the principles underlying cookery, for we eat that which we cook and bake. If there are any illnesses next day in consequence, they are not reported.

This year fifteen out of the twenty senior men became interested in the work and took the course with credit to themselves. We confess to having received them with some misgivings and fear lest our materials might be wasted; be it said to their credit, however, our doubts and fears soon vanished for we found them able to adapt themselves and able to break an egg and separate its parts successfully, even if one of them did attempt to whip water stiff mistaking it for the whites of eggs.

M. IRENE HUBER.



CHANGES CONTEMPLATED IN EQUIPMENT

During the past term electric lights have been installed in the infirmary. Up to this time there had been nothing but gas lights in this building; the surgeons, however, objected to this light as not adequate for operations, and as, for many reasons, electric light was more convenient in such a place, it was installed. This is the first of a number of changes which will probably come about sooner or later in the matter of lighting.

There are certain contemplated improvements in the kitchen and dining room equipment that will probably come almost at once. The school is contemplating putting in a new wrought iron, two -fire, double range in the kitchen, together with a new aluminum-jacketed forty-gallon steam cooker, and an electric power dishwasher. In the dining room there will probably be a steam heated triple urn for tea, coffee, and hot water.

DEPARTMENT OF PHYSICAL EDUCATION

Is it possible that there are school officials in Pennsylvania who do not realize that it is absolutely necessary that they employ a sanitary engineer whenever they are constructing a new school building? Are there any who do not realize that in order that the child may do efficient work he must have at least thirty cubic feet of good, clean, pure air every minute; that the window area must be at least one-fifth of the floor space; and that the light must fall over the left shoulder? Is it possible that there are such officials as these; can it be that you, perhaps, are one of them?

In some schools even to-day, perhaps in yours, there are children whose heights differ by more than a foot seated in seats of the same height. In this case the taller one must lean over, twisting and bending the spine to a stoop-shouldered position, while the shorter one must push tight against the top of the desk, constricting the chest, crowding the abdominal organs, and impeding the venous circulation. The weight is supported by the arms; and the head, neck and spine hank by the muscles of the shoulder blades in abnormal curves. To relieve this over-strain of the back and shoulders, the pupil changes to a pose resting the entire weight of the trunk on the shoulder blades and the lower end of the spine. The back sags down in a single long curve, the chest contracts, the breathing is impeded, and the circulation is made sluggish. This position stretches the muscles until the spine is in such shape that the back is round and the chin shoved forward. We should expect to find certain defects in every child, regardless of the kind of seat in which he has been sitting, because few are born perfect; therefore why not have in every school-room adjustable seats, or at least one row of seats than can be adjusted to the pupil no matter how large or how small

Where it is absolutely impossible to procure seats of this kind at once on account of the cost, much can be done in the way of curative exercises. There are many, many simple exercises that can be given on the tops of the desks in the poorest school houses. For instance, the pupils may be seated on the tops of their desks, with their feet or toes hooked in the hinge joint of the seat. From this position they may bend backward, forward, or sideways, in order to work the abdominal muscles. In order to work the muscles of the shoulders, the child may stand in the aisle, with his hands resting on the tops of the seats on either side. From this position he may allow himself to swing the weight of the body on the forearms and the muscles of the shoulder blades. Games of many descriptions may be played from sitting at the desks.

Much can be done in a school which is not properly equipped. But think what fifty dollars would do toward a playground for the children during the summer months. There follows a suggested expenditure:

Swings, see-saws, jumping ropes, and hoops-----	\$10
Balls, bats and gloves -----	20
Sand piles, with toy shovels, hoes, rakes, etc. -----	5
Weaving material for baskets -----	5
Soap, towels and drawing paper -----	10
	\$50

The main reason why there are not more play-grounds in operation is not their cost, but the fact that most people do not realize their immense value. One of the many purposes of having the children gather at the public play-ground is to get them from the street and the things they learn there that they should not know, to teach them and train them in the way that they should live. The great advantage of a play-ground is, that the play of the children is often supervised by the teacher or play-ground instructor. That such supervised play is needed as much in the country as in the city, if it is not worse needed, is obvious to any one who has come up through both the country and city schools. The country child does not know how to play, and unless there is some supervision by the teacher, the country school is just as likely as the city school to become a hot-bed of filth and obscenity. But most play-grounds are connected with some church or school, and are supervised by persons who are interested in the religious and moral education of the children. The play-ground teachers are to teach good at every opportunity; and such opportunities come in every game that the child takes part in. For instance, if the child is playing in the sand pile, he may build a heap of sand and then tunnel through it. The teacher then begins with questions leading to story-telling. The child is asked about the tunnel, what goes through it, what makes the train run, where it is going, what it is carrying, and the purpose of this. If the child draws a ship, then story-telling about ships of all descriptions, the ocean, the seas, and the living things in the water, is in order. Children continue this study as they grow. They believe the things the teacher tells them, and soon they have grown large enough to join one of the great organizations, the Boy Scouts or the Camp Fire Girls. If you are not acquainted with these bodies, you do not know of a really wonderful work that is being done for boys and girls. All this is training the child in the way it should go

and not allowing him to stand and loaf around the streets in small towns and cities, where he will be taught to use tobacco, profanity, obscenity, and perhaps drink. If the child is in bad surroundings, how can it help being bad; and if it is in good surroundings, how can it help being good?

There are some beneficial qualities of games that I want you to think of. First, a good game should teach a child fairness, honesty, courtesy, self-control, justice, and respect to law. Secondly, a game should teach a child four of the most important things there are to learn; namely, concentration, reason, memory, and attention. Of course games should lead to physical development along the lines of strength, ability, skill, endurance, judgment, muscular control, organic vigor, co-ordination, physical courage, and gracefulness. The game, if properly conducted, will lead to a larger life, morally, mentally, and physically.

It is the school that should recognize the value of play, and make proper facilities for social play. Much as the church has done, much as the church can do, it has not the wonderful opportunity of the school for molding the mental, moral, and physical lives of those in its charge. We have done much to train our children mentally, but we have often left them branded for life with awkwardness, stooping shoulders, faulty eye-sight, or other defects, because we did not live up to our opportunities in the public schools.

What are YOU doing to see that your school is doing what it should in training the children in play and in physical activities, and taking proper care of the health of its children?



HANDWORK IN THE MODEL SCHOOL

Handwork is the outgrowth of the teachers' effort to provide for the child's natural activity and his desire to do something with his hands. It may be successfully carried out to a greater or lesser degree by any teacher who appreciates the fact that many pupils who fail, or achieve poor results in an oral recitation, may excel in construction; and that self-activity is the ideal of all educative process.

Articles made by the pupils are a joy to themselves, a pride to the parents, and a means of creating an active social interest in the school community.

No extra time is necessary, as it is not to take the place of the school objects belonging to the course of study, but to give the child a pleasurable recreation at times when he is not expected to be occupied with his lessons. It may be successfully handled by older

pupils' being allowed to work at a handpiece after they are sure they know their lessons. Noon hour in the rural school is a good time and an excellent opportunity for handwork. It creates a wholesome interest and atmosphere, drawing into closer and more helpful relation the school, the home, and the community.

The following is a list of the pieces of handwork made by the pupils of the different grades since the beginning of the winter term:

The ninth grade girls made silk hand-bags in their class colors; they hemstitched and crocheted edges on towels, and made fudge aprons. One boy knitted a silk necktie for himself. All made wire coat hangers. In manual training the boys made tabourets; the girls and boys made and mounted geological displays of stones in connection with their physical geography. Several boys and girls enameled flower pots, and planted in them cuttings for the spring nature-study.

The eighth grade did excellent work. Every girl cut, sewed, and embroidered a nightdress; each one crocheted a Tam-O'-Shanter cap in the class colors; made table runners, cushions, and doilies of crash. The boys cut and sewed for themselves skull caps of felt in class colors, made tabourets, fish reels, and winders.

The seventh grade girls crecheted napkin rings, wrist change purses, needle-books, and silk sewing-bags. The boys made tabourets and reels.

The sixth grade girls crocheted silk coin-purses, and made hand-bags. The boys and girls in getting together a dry goods department store. 1. Dresses—crepe paper. 2. Hats—crepe paper. 3. Rolls of material: a. calico. b. silk. c. muslin. d. serge. e. crepe. f. cretonne, etc. 5. Small handkerchiefs,—colored for boys. 6. Cut tags for marking the articles. The boys sewed marble bags, and in the manual training room made their tabourets and fish line winders. In the fifth grade the girls made patriotic booklets and valentines; boys and girls crocheted wrist purses, and put edges on handkerchiefs. The boys made bird boxes and kites.

In the fourth grade, the pupils made bird houses, dust cloths, got together articles for a grocery store, and made pen-wipers from samples of cloth secured at a clothing store.

The third grade pupils made dust-cloths, hemmed handkerchiefs, made needle-books, tarlton marble bags, valentines, a season chart, shamrock booklets, and small raffia mats.

The second grade pupils made little round hand-bags of raffia, wove rugs from remnants of warp, made dolls' hats from raffia, and cut horses, pigs, cows, sheep, etc., for a farm sale.

The first grade cut lanterns, umbrellas, clocks, shamrocks, Dutch boys and girls, Eskimo men, women, and children, made lanterns, drinking cups, and envelopes.

The pupils in the upper grades provided their own material, at a cost averaging from two to ten cents. The material provided by the pupils for the embroidered nightdresses and the woolen Tam-O-Shanters amounted to about fifty cents each, but they were the choice of the individual pupil. The material for the paper-cuttings in the lower grades was provided by the school.



OUR EXCHANGE DEPARTMENT

The Exchange Department acknowledges the receipt of copies of the following papers since the last issue of the Normal Herald:

Dickinsonian, College News, Susquehanna, Ursinus Weekly, The Amulet, Westchester Normal, Normal Herald, Indiana, Quarterly, Bloomsburg.



PITTSBURGH ALUMNI ASSOCIATION MEETING

The Pittsburgh Alumni Association met at the Fort Pitt Hotel on March 10, 1917. The following officers were elected: President, J. E. McCullough, '00; secretary, Helen J. Scott, '10, and treasurer, Frank R. Markley, '12.

The following is a list of the graduates present: Lida J. Reiley, '74, Taretum, Pa.; Mrs. Anna Smith Nimmo, '76, McKeesport, Pa.; W. E. Fohl and wife, '91, 2424 Farmers Bank Building, Pittsburgh, Pa.; Mrs. Annie B. Laverty, '91, 611 Grandview Ave., East Pittsburgh, Pa.; J. W. Elliott and daughter, '93, 611 Grandview Ave., E. Pittsburgh, Pa.; J. W. Eby, '93, Morganza, Pa.; Minnie Mock, '95, 5635 Harvard St., Pittsburgh, Pa.; H. E. Gress, '95, Monessen, Pa.; E. M. Gress, '96, Gordon St., Edgewood, Pa.; Anna B. Smiley, '98, 5635 Harvard St., Pittsburgh, Pa.; Sarah Miller, '99, 339 E. 12th St., Homestead, Pa.; J. E. French, '99, 321 Franklin Ave., Wilksburg, Pa.; J. E. McCullough and wife, '00, 209 Franklin Ave., Wilksburg, Pa.; R. J. Watson, '00, 818 South Ave., McKeesport, Pa.; Cora B. Clever, '00, 542 Shaw Ave., McKeesport, Pa.; Mrs. Annie Lukens Shearn and husband, '02, Canonsburg, Pa.; Mrs. Mary Nickles Mark and husband, '04, Sewickley, Pa.; A. I.

Underwood, '05, 211 S. Dithridge St., Pittsburgh, Pa.; Geo. M. Messinger, '09, Morganza, Pa.; Ralph P. Matter, '09, New Kensington, Pa.; Helen J. Scott, '10, Ingomar, Pa.; Elsie Hoffer, '10, 1006 Greenfield Ave., Pittsburgh, Pa.; W. S. Hendershot, '10, Wilson, Pa.; J. Frank Faust, '11, Johnstown, Pa.; Clara J. Spangler, '11, Ingomar, Pa.; Frank R. Markley, '12, 835 Rebecca Ave., Wliksburg, Pa.; Mrs. Ramond Musgrave Fleeson and husband, '12, 7414 Race St., Pittsburgh, Pa.; J. K. Ainsworth, '14, Morganza, Pa.



REMEMBER THE DAY

TUESDAY, JUNE 26TH

Our 59th Year of Service

We are entering our fifty-ninth season of business. "Perfect Service" in furnishing Costumes for plays is still our watch-word. Our Academic Cap and Gown Department gladly quotes rental or selling rates. A request will bring you a copy of our latest Costume Catalogue Number 59.

Waas & Son, Philadelphia, Pa.

READERS Get the Information--**ADVERTISERS** Get Results

WHEN THEY LINE UP WITH

COMMERCIAL
AND
JOB WORK

The News

NEATLY
AND
QUICKLY DONE

12 W. KING ST.,

SHIPPENSBURG, PA.

WEAVER & GATES TAILORS

READY-TO-WEAR CLOTHING

SHOES AND FURNISHINGS

The Chas H. Elliott Company

The Largest College Engraving House in the World

COMMENCEMENT INVITATIONS

CLASS DAY PROGRAMS

CLASS PINS

**PROGRAMS
and
INVITATIONS
MENUS
LEATHER DANCE
CASES and
COVERS**



**FRATERNITY
and
CLASS INSERTS
for ANNUALS
FRATERNITY
and CLASS
STATIONERY**

Wedding Invitations and Calling Cards

WORKS—17th STREET and LEHIGH AVENUE

Philadelphia, Pa.