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The Normal School Herald

Better English Number

Cumberland Valley State Normal School

Shippensburg, Pennsylvania

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The Normal School Herald

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OCTOBER, 1920.

No. 1.

EDITORIAL

In this issue of THE HERALD we attempt to strike a new note significant of the almost revolutionary changes that have overtaken us in education in the past few years. We believe in the Normal School and its magnificent possibilities for development, and in its prerogative to be a real factor in the life of the communities thru which its influence extends. We have sincerely felt that THE HERALD, the official organ of the school, has not fulfilled its high mission as we should like it to do but now conditions have made it possible to change the policy of the paper so as to include a type of material which we hope will be genuinely serviceable to the hundreds of teachers who make up the great majority of our readers. It is our ambition not only to make the paper a suitable vehicle of the school news in which many of our teachers are interested, but an eloquent mouthpiece of new thought in educational problems, and a medium for the inter-change of helpful, constructive ideas on the most worth while ways of teaching.

We know of no school journal that has so adequately met the needs of teachers as the unassuming little magazine called TEACHING, published by the State Normal School at Emporia, Kansas. It has not only been a remarkable factor in contributing to the prestige of its own school, but it has been able to function in a unique way in the teaching of thousands of men and women all over the land. In a modest way we are attempting to function in the teaching of our readers. We are animated by the ideal of service to you, but you can be just as serviceable to us. Will you help us?

We should appreciate an expression of your ideas of the things a good school journal ought to include. Don't hesitate to tell us the things you know your fellow teachers would like to have discussed. We shall appreciate your suggestions. Beginning with the next issue, a Round Table will be instituted and we invite all our readers to be contributors. Bring us your problems. If we are unable to help you solve them, perhaps we can direct you to some one who WILL be of assistance. Perhaps from your experience you have evolved some new devices which you have found superior to time worn ones. Share them with your fellows. We shall be glad to publish them.

Each issue of THE HERALD will aim to function in some specific way. We have devoted this issue to Better Speech, and to an exposition of the plans for our campaign in Better Speech and suggestions which you may find valuable in a similar campaign. In the near future we hope to have numbers devoted to the problems of Science, to the specific problems of the Rural School, to the work of the Training School, to the problems peculiar to the small school in the small town,—in short, to any phase or department of work which you and we feel will be distinctly serviceable to those who read our columns. If you like our plan and this initial number, tell OTHERS! If not, tell US!

WHAT ARE YOU DOING FOR BETTER ENGLISH?

Far as the farthest praises sweep,
 Where mountain wastes the sense appall,
 Where beams the radiant Western fall,
 One duty lies on old and young—
 With filial piety to guard
 As on its greenest nature sward,
 The glory of the English tongue.
 That ample speech, that subtle speech!
 Apt for the need of all and each;
 Strong to endure, yet prompt to bend
 Wherever human feelings tend.
 So keep it pure; expand its powers;
 And through the maze of civil life,
 In letters, commerce or in strife,
 Forget not it is yours and ours.

In these lines Lord Houghton, a good friend of the American people, bespoke our aid in upholding the dignity and character of our mutual language. Mark Twain spoke more truly than he seemed to speak when he declared that "the English language is 'the King's English' no longer; it has gone into the hands of a company and a majority of the stock is on our side of the Atlantic." American

English has acquired American characteristics, stamped with the unique and inimitable impress of the American people; it has become a part of our American life! Stately, mobile and beautiful is this language of our democracy but how sadly distorted and abused! It ought to be the compelling first duty of every teacher to impress upon the youth of our land, the fact that the worthy use of the language is a matter of patriotic pride, and that all of us must cooperate to maintain its inherent stateliness and distinction.

In the last two or three years we have beheld a slowly awakening consciousness on the part of many agencies to the fact that something salutary must be done to beget some sort of speech consciousness among the young people in our schools. Last year, for the first time, in many schools in the land, in response to an appeal sent out by the National Council of the Teachers of English, a concerted drive for better American speech was made during the first week in November. Previous to that time, similar drives on a smaller scale were begun successfully in a number of schools, but the first united effort was made last year. This year the first week of November (1-8) has been officially designated as the time for the specific campaign for better English.

We expect to make the hardest drive for better English in this school that we have ever attempted and although we can only anticipate as far as results are concerned, we wish to make you cognizant of our plans in the hope that you will join us in this national campaign. If you can not formulate your plans for the first week in November then by all means have it later but do enter into the spirit of this awakening to the need of a finer, better spoken, better written language than we have ever possessed.

Committees of the Faculty from every department of the school are to be supplemented by student committees. The art department is cooperating splendidly in making suggestive posters and a prize of \$5.00 is to be awarded the designer of the best poster. In each room a particular slogan, of the type suggested elsewhere in this article, will be used. Contests of various kinds, spelling, pronunciation, story telling, extempore speaking, essay and debating will be used by individual teachers. The survivors of the class room spelling matches will pit themselves against each other in a final spelling match. A pronunciation contest open to all the school will be held in one evening. The words will be written on a roll of adding machine paper and thrown on a screen by means of a moving picture machine or reflectograph. Two essay contests open to two groups, Junior-Seniors, and Freshman-Sophomore groups will stimulate thought on "Why I Should Use Good English?" A prize of \$5.00 to the respective winners of these contests will be given. We shall use as school songs several very attractive parodies of popular melodies, and Yes! even some school yells! One of our teachers is

particularly skillful in writing parodies of well known rhymes and short poems and we are making use of these. The public speaking classes are planning and constructing the pageant for the close of the week and the Sock and Buskin Club, through several appointed committees, will take charge of the staging and costuming. A tag day, during which we shall use one type of tags, probably bearing the inscription "Use your speech for service" will be observed. The culprit, when detected will be obliged to wear a tag with his error written on it and special detectives will watch for the offenders. The trials of the offenders for breaking the Laws of Good English will be held later in the week in the English classes. Known detectives selected from the classes will work on unknown days and unknown detectives will work on announced days. In some classes pupils will respond to the roll call with appropriate quotations and drills on homonyms and synonyms will mark the beginning of the class work.

Business men of note will give chapel talks on the need of better business English. We shall have a bonfire at the conclusion of the pageant and bury Bad English.

Puerile and spectacular, you say! Perhaps, but these devices stimulate and impress the adolescent mind as no amount of drill and formula will do. We are striving to impress our students with the fact that our language is an illustrious heritage, a precious possession to be handed down far better than we found it, one language for one country and one flag!

ANNOUNCEMENT !

In order to stimulate interest in this campaign we are offering a prize of five dollars to the student in any school who submits the best essay on the subject, "Why I Should Use Good English." The following conditions will obtain,—

1. Not more than one essay may be submitted from any school.
2. Essays must be 500 words in length and not more than 800 words.
3. Contestants must be entered in seventh grade or any grade above.
4. All essays must be entered not later than Dec. 15, 1920.

The staff of THE HERALD will act as judges and the announcement of the prize winner will be made in the next issue.

WHAT ONE SMALL HIGH SCHOOL DID FOR BETTER ENGLISH

Several years ago, while the war was in progress and the spirit of combat was very prevalent, I decided that in my High School

English classes there should be a conflict waged against incorrect expressions.

In order to locate our enemies it was necessary first of all to plan a campaign. Each of the English classes was divided into two groups. Each group chose a captain who sought to keep the pupils of his side alert in finding such enemies as "had went," "ain't," "he don't," "the girl, she" and many others which were found entrenched in the pupils of the opposite side. Every pupil was armed, not with sword and gun, but with notebook and pencil. Every error as well as the name or initials of the pupil who made it, was tabulated.

This campaign lasted two weeks. No attack upon field of battle was ever made with greater zeal than that which was displayed by these contestants, for you see each side was endeavoring to locate the greatest number of enemies. The spirit of conquest rose to such height that one day during the noon hour, one of our boys, who committed crime upon crime against Correct Expression, sought refuge from his opponents by locking himself in the Directors Room. But even there he was besieged through the key hole.

On the day preceding the final round-up of forces, I announced to my classes that on the following afternoon which was Friday, each pupil should have the errors, which were tabulated in his notebook, written upon separate slips of paper, with the pupils names attached.

I supplied myself with a sheet of pins and on Friday afternoon when the hour of two-thirty arrived, the total of errors was reported by the Senior captain of each side and then the fun began. Every pupil tagged every one of his opponents with every incorrect expression he had uttered during those two weeks, either in the school room or on the play ground. I wish you might have seen some of our worst offenders who were literally plastered, back and front. I laugh even now as I think of one of the boys who was not as good a sport as the others, when viewing his elaborate decorations, he with lower lip much projected exclaimed, "Tain't fair, so it ain't." Immediately two more tags were pinned to his trousers, one on each leg, for his coat was covered. When the tagging was done and the pupils had finished reading one another up the back, they were asked to untag, each one keeping the tags he took off.

On Monday these were brought to class and discussed. Disputes as to whether certain expressions really were incorrect or not were settled. Our worst enemies were placed upon the blackboard. After that our aim was to vanquish the foe. During recitations whenever one of these errors was corrected by a classmate, a small dot was placed upon that particular error on the board but when the individual corrected his own error a large dot was placed upon it.

Thus we sought to kill these enemies of correct expression. "Did you really do that?" I hear some one ask. No, not all of them

were dead when school closed that year, but many of them were very badly wounded.

That effort was worth while for through it those boys and girls became conscious of their errors. And when speech consciousness is secured the first victory for Better English has been won.

MYRTLE MAYBERRY.

THE CONFLICT

(With apologies to Eugene Field).

I AM and I AIN'T with CAN and KIN
 Sat side by side and fought with vim.
 For years and years the fight was on,
 But neither had yet the conflict won.
 'Till in every school a week was observed,
 To improve our language, both sentence and word.
 And now, I am very glad to relate,
 That KIN disappeared and we lost I AIN'T.

E. E. C.

I WILL if I CAN and I CAN if I WILL.
 These are the terms I would like to instil
 In the mind and heart of each girl and boy,
 Who is striving so hard in speech to employ
 Better English at school, at home, and at play.
 And I really believe it is going to pay
 To work and to strive and to say with a will
 I WILL if I CAN and I CAN if I WILL.

E. E. C.

BETTER ENGLISH IN THE RURAL SCHOOL

Not long ago a distinguished Englishman, who had travelled widely in America, remarked that English was apparently the only language never spoken in the United States. He continued, "I find that the Bostonian manages, after a fashion, to understand the New Yorker or even the Californian, since all speak the universal language—slang—but none of them presumes to understand the speech of the man and woman from the rural sections, whose speech is a jumble of localisms, decayed and forgotten slang and mispronunciations of words never apprehended by those who use them."

This characterization of the speech of our rural districts, is, of course, unfair for there are many men and women far removed from the centers of population who speak the speech of Shakespeare and Milton as correctly as do their English country cousins. Unfortun-

ately, however, there is too much truth in the charge that the speech of many otherwise excellent men and women is a hodge-podge of solecisms and other defects.

The writer has had opportunity to study at first hand the language of our rural communities. As a country boy he attended the ungraded one room school and later taught in the same type of school. From this experience he is led to the conclusion that the speech situation of the average rural community may be considered under the following heads:

- Poverty of vocabulary,
- Misuse of common words,
- Mispronunciation of many ordinary words,
- Use of ungrammatical forms.

It is of course impossible to determine definitely the vocabulary of a family no member of which has gone beyond the rural school, but experiments show that the working vocabulary of the boy and the girl brought up under such conditions is not likely to exceed 500 words. If we deduct from this list the occupational and household terms the literary remainder is likely to be about 300, as against the 750 or 800 of the urban boy or girl.

A natural result of this poverty of speech is the misuse of many words. "Quite" is made to do duty for "almost", "slightly", "large" and "small"; "nice" assumes the duties of "pleasant", "enjoyable", "proper", "good", "healthy", "beautiful", etc.

Colloquialisms, headed by "aint", which, like many a human nondescript, is a Jack of all trades doing many things without doing anything well, abound in every rural section. If to these colloquialisms we join the glaringly incorrect pronunciations of many simple words we have a condition that may indeed cause the stoutest hearted teacher to despair in his crusade for better English.

But the worst is still to come:—the constant violation of the canons of grammar and rhetoric. Plural subjects are paired with singular verbs; case, especially in the use of pronouns, is absolutely disregarded and me, him, her and us exchange places with I, he, she and we, and you'uns and we'uns are not required to apologize for appearing in the best society.

This, then, is the situation in practically every rural school. What can the teacher do to secure even reasonably correct English expression? Clearly the teaching of technical English Grammar will be of little if any value, since it is not a question primarily of knowledge but of habit. Here as elsewhere there can be no such thing as a generalized habit. We must form specific habits of speech such as "It is I, he, she, they"; "He has gone, has seen", etc. But it is not enough to set definite speech habits as a desirable goal before students. We must make correct English expression a thing to be desired,—to be sought after. This is the hardest problem for the teacher. Pupils, especially boys, have a tendency

to regard correct speech as affected and effeminate. The teacher must overcome this prejudice first by using correct but live, vital, idiomatic English herself—such English as Stevenson used—such English as is found in stories in the best magazines. She must be able to make her own speech so attractive that her pupils will desire unconsciously to emulate her. This, however, is but the first, though necessary, step in a campaign for better English. The pupil must be made conscious of speech defects. Games of various kinds, contests, such as those described by Miss Mayberry in this number of THE HERALD, must have a place in the school. Incorrect expressions may be designated as “Rascals” that ought to be shut up in jail. Then let the pupils be policemen or hunters for these “rascals,” who are constantly slipping into the speech of the pupils. They must be hunted down and captured and put into a prison, drawn on the school black board. The person making the arrest must be able to tell in whose speech the culprit was found. Twice a day there is a round-up of the culprits and if it is found that a large number of them were caught in the speech of John Smith the teacher will probably remark that these rogues must think “that John is rather easy going”—the temptation to say “easy” can hardly be resisted. These and other similar devices will be found helpful in the good speech crusade in the rural schools.

The purist will object that such methods are puerile and childish, but the writer’s experience convinces him that the use of any method that will make the pupil conscious of his errors, and at the same time lead him to desire to improve his speech, is to be regarded with approval.

EZRA LEHMAN.

BETTER ENGLISH SONG

Tune—Tramp, Tramp, Tramp, etc.

1. We are working day by day
We must guard whate’er we say
For we owe it to our dear old Mother Tongue.
She must never ruined be
By such things as “Kin I see
Them nice little kodac pictures that you brung?”

Chorus:—

Hark, work, work for Better English
Sophomores, Juniors, Seniors, too
Let us speak what we do know
And to those around us show
That we’re working hard for Better English Speech.

2. Better English, let us cheer,
 Better English, may we hear,
 Each one strive correct expression to attain.
 You are not to say "had came,"
 If you do, 'twill be a shame,
 And our Better English Week will be in vain.

MYRTLE MAYBERRY.

APPROPRIATE SLOGANS TO USE DURING THE BETTER SPEECHWEEK

ENLIST IN THE AMERICAN SPEECH ARMY!
 GOOD ENGLISH IS A GOOD TONIC, USE IT!
 USE GOOD ENGLISH. THERE'S A REASON!
 SPEAK GOOD ENGLISH AND YOUR ENGLISH WILL SPEAK
 FOR YOU.

BE AN AMERICAN AND SPEAK CORRECT ENGLISH.
 A FREE COUNTRY! A POWERFUL LANGUAGE!
 A UNITED NATION FOR ENUNCIATION!
 UNITED IN SPEECH!
 USE YOUR SPEECH FOR SERVICE.

BETTER AMERICAN VOICES

Life is an adventure entirely worthy of the superlative. It must have no shabby modesty of purpose. Modesty—in this respect becomes laziness. It is the prerogative of each of us to strive to develop the most beautiful body, the most accomplished mind, the most reverent spirit, the most ideal relations with our fellow men. Then why not the finest voice, most beautifully attuned and modulated,—a fit medium for the expression of the finest and best within us? The human voice is the most exquisitely built and finely modulated instrument in the world,—and the most abused!

"A good voice has charm in speech and song, often times of itself enchainning attention." It is the chief medium of expression, capable of conveying all shades of thought with exquisite delicacy, whether it be in conversation, reading aloud or speaking more formally. While a good voice is not indispensable, it is a decided asset. How often have our nerves and sensibilities been harrowed by a voice that, while it may have been endeavoring to express the most beautiful sentiments in the world, seemed an unworthy vehicle because it was harsh and disagreeable, nasal or throaty, hoarse or weak. A good voice is not altogether a freak of nature. It is very largely a matter of continued practice and labor.

We Americans have been charged with possessing and using the most unpleasant speaking voices in the world. It has become a

matter of national reproach. We have been so engrossed in our material achievements in shouting the price of pork from New York to Chicago over the telephone that we have failed to note that the modern man's voice has become squeaky and thin. We have gone with such speed on so many of our unworthy modern errands that we have failed to hear the increasingly raucous note of the voices in which we proclaim our errands and our achievements. Have you ever noted that the lovely speech and voice of little children are often quite spoiled during the first few years in school? There is a general prevalence of the "public school voice," and the voices of both teachers and pupils are noticeably shrill, unpleasant, and harsh. Have you ever asked yourself, "What kind of voice have I?" Is it throaty, hollow, or breathy? Is it too high pitched or too low? If it be disagreeable or harsh, can anything be done to remedy it? Certainly, something can be done for it.

Just as we have gymnastics to strengthen the back or develop the chest, so there are gymnastics that will strengthen the voice. But, just as in all gymnastics, there must be systematic and continued practice before results will follow. We do not sufficiently understand and appreciate what this means. We realize it in a singer's voice but we do not appreciate the fact that patient training is indispensable to the speaker's voice. Not all of us aspire to the public platform, but is that any reason why we should not possess well trained, pleasant speaking voices, fit mediums for the expression of our every day thoughts and emotions? Ask yourself, "Am I making the best use of my voice?" In other words, "What bad habits of speech do I possess and how is it possible to form better habits in their stead?" Perhaps you have years of bad habits to overcome, but by persistency and practice of some very simple vocal gymnastics, the new habit becomes easier and easier until what was at first a conscious painful effort becomes a new habit. It is entirely possible to form new habits of speech which will become as much a part of your individuality as the old, faulty ones.

It is unnecessary to treat in any detailed way the anatomy and physiology of the vocal organs. We all know the process of voice production,—how the column of air coming from the lungs through the trachea is arrested in the larynx by the vocal cords and converted into sound by the vibration of these same cords. Various positions of the throat and mouth cavity convert this sound into vowels and by means of sundry other modifications and interruptions of the teeth, tongue, lips, and palate, the consonants are formed. The various combinations of these vowels and consonants form our spoken language.

All our scientists tell us that man's vitality is measured by his lung capacity. There are more faulty habits of speech due to imperfect breath control and an inadequate breath supply than to any other one thing. Breath is the stuff of which voice is made. To

produce a tone, we must have breath coming from the lungs and to produce a strong tone we must have a sufficient volume of air. To produce a sustained tone, we must have a sufficient quantity of air stored in the lungs. In ordinary breathing, when we are conversing, we inhale and exhale slowly and regularly a constant stream of air going to and from the lungs. In speaking, however, we inhale quickly and exhale slowly, converting the exhalations into sound. We must learn to perform these functions properly. How often we hear speakers gasp for breath at the beginning of a sentence and perhaps very audibly breathe out a supply of air at the end. Or they inhale with a loud gasp at the beginning of a sentence as tho they had just come up from the surface of the water, swallow the sentence, as it were, and bang out the first few sentences loud enough to split the rafters, and then subside in another gasp. They get out of breath and run down like a clock that needs winding. This suggests the need of breath quantity and breath control.

First, let us consider quantity. There are three different types of breathing employed. The clavicular or collar bone method of breathing, necessitated sometimes by disease, always by tight lacing, is as bad for the voice as it is for the health. To use only the upper part of the conical shaped chest requires frequent respiration. By this method we get the smallest supply of air at the greatest expense of strength. Furthermore this tends to create an effort to control the breath in the throat. It tends to make the breath come in spurts and this causes a wheezy tone. The affection commonly known as clergyman's sore throat is due to this type of breathing because of the strained position of the vocal cords.

The second method extends the lower and floating ribs sideways. It only fills the middle portion of the lungs and should be employed only in conjunction with the abdominal or diaphragmatic breathing. The diaphragm contracts and moves downward while at the same time the abdominal muscles expand the lower part of the chest laterally and thus a larger space for the air to enter is created. The muscles that control respiration are partly voluntary and partly involuntary, but by a little conscious attention we can learn to use them properly. By standing erect and placing the hands above the hips and pressing firmly, you can soon discover whether you are using the muscles you should be bringing into play. Think about filling the lower part of the lungs and the rib breathing will take care of itself. Watch yourself when standing or reclining.

Furthermore, we often have occasion to control the voice with the action of the diaphragm, and if we are breathing properly we have a reserve supply of air ready for the emergency. The lungs may be said to occupy the one end of the machinery of voice production and the mouth the other. Now it is obvious that if we desire to get a full pure tone we must open the mouth and let the sound out. We constantly disregard this principle in both conversa-

tion and more formal speech. "We cramp the throat muscles and swallow the sound. We mumble. We send the sound wholly or partly through the nose. We roll the tongue around and obstruct the sound. We close the jaw and bite of the sound. We close the lips and sputter." A pure tone is one that comes from the vocal cords unvaried and unobstructed. If you are inclined to do any of these things, you ought to practice some simple breathing and breath control exercises. Inhale quickly and exhale slowly, using the diaphragm. Repeat several times. Inhale quickly and exhale slowly, vocalizing the sound of O as tho dislodging something from the throat. In the same manner vocalize the sounds of AW-OH-AW. Cultivate a muscular consciousness by breathing deeply and making sure that the diaphragm is working, when lying on the back or walking. Cultivate a muscular control by breathing deeply, and counting 10-20-30-etc., as long as the breath supply will hold out. Take a deep breath and read as many lines of Southey's "Cataract of Lodore" as you can without exhalation. Do not overdo in the matter of such exercises. Five minutes at a time is plenty, but if you find any of these exercises helps your particular fault, keep at it until you have secured results.

The most flagrant fault of our American speech is our miserable enunciation. The test of any person's speech is not only to be heard but to make the hearer wish to hear. Loudness alone will merely serve to accentuate poor enunciation. If there is a lisp, learn to get control of the tip of the tongue, and keep it from contact with the upper teeth in giving S sounds. If the tongue is too large for the mouth or if the lower jaw protudes, or if you habitually bite words off, or whistle the S sounds, practice correcting it and keep at it until the fault is overcome. Some of the old time worn exercises in alliterative combinations in B, P, S, T, D, etc., still retain all their old virtue, if they are properly and consistently used.

As there is a range in which one can sing so there is a range in which one can speak most easily and effectively for the greatest length of time. Many of our American people have accustomed themselves to speaking in the highest or lowest note of the key range rather than in the medium range. Variety of tone, ease, and strength depend on using the middle or average pitch of the voice and having a common point above or below which the voice is allowed to play. It is a good thing to find the key of your voice by using a musical instrument and trying different notes, rolling out the voice as if speaking to it, talking, if you please, as if coming from the diaphragm. Watch yourself in conversation and do not allow the voice to rise to a high, constrained pitch. If our American teachers could only realize what the average school room voice sounds like to an outsider, they would vow to will their voices down and keep them down.

Every room has a key of its own which will augment some

sounds and confuse others. This is dependent on the size of the room and the acoustic properties. This key, or overtone, the experienced speaker soon learns to detect and it would be well if all our teachers felt it incumbent upon them to learn the key of the room in which they teach and to adjust the modulations of the voice accordingly. We might rid ourselves of some of the high pitched, raucous, strained speech, unpleasant alike to speaker and hearers.

A good voice should be clear, full, deep, resonant, well modulated, sympathetic and durable. A voice should be a fit medium for the expression of all shades of thought and feeling, a divine instrument, played upon more delicately than a harp,—many stringed and changeful. "Capable of sounds as sweet and penetrating as the echoes lingering about the soul long after their lips have ceased speaking to us,—some voices will echo on forever."

M. MARGARET STROH.

BETTER SPEECH YELLS

BETTER SPEECH
IS IN THE REACH
OF ALL. OF EACH.
BETTER SPEECH! BETTER SPEECH!
BETTER SPEECH!

WE NEED BETTER ENGLISH.
WHERE?
EVERYWHERE!
WHO NEEDS BETTER ENGLISH?
EVERYBODY!

ENGLISH WEEK! ENGLISH WEEK! ENGLISH WEEK!
LET US ALL WORK AND PREACH
FOR BETTER SPEECH! BETTER SPEECH!
BETTER SPEECH!

BETTER HIGH SCHOOL PLAYS

From so many of our teachers have come requests for information concerning the selecting and staging of high school plays, for help in the many things that go to make up a successful presentation of a play, that I have felt some specific information with reference to sources of material might be of service.

Many of our teachers have been unwittingly forced into the position of dramatic directors without having had the advantage of any technical training. Consequently it is not surprising that they are often much disconnected when face to face with staging a high

school play, with little or no knowledge of plays, scenery, make up, publishing houses for plays, and a dozen other things that the dramatic coach ought to know. It will be the purpose of this article to furnish some very general information which from my observations of and experience with teachers, I am convinced many will welcome.

Choice of the Play

"What kind of play shall I choose?" is the first question the teacher must answer. Most amateur coaches make the mistake of choosing too pretentious plays. Let your choice be a simple play. Students of the adolescent stage have neither the experience with life nor the technical dramatic ability which are the first requisites for the portrayal of strong human emotions. You will sometimes have difficulty with your students in convincing them of the wisdom of this for they long for the melodramatic and the cheaply sensational. It is often really far better to have an evening of two or three one-act plays than to attempt anything far beyond the ability of the students to interpret. There are so many one-act plays, both humorous and dramatic—offered now, that one has a wide field of choice.

Next, the play ought to have some literary value. The lines of these plays, rehearsed so many times, will repeat themselves in the students' minds for years. It is a significant and unforgettable experience in the students' lives. Make it worth while from a literary standpoint.

Do not choose a play until you are sure that the group of people with whom you have to work are capable of interpreting the parts of the play. If your choice has fallen on "As You Like It," for example, have you a girl who can adequately portray the charming and versatile Rosalind, is there a boy who can successfully impersonate the unique and charming Jacques, and who among them can conceive the character of the inimitable Touchstone? Classic plays are highly recommended and one of the most delightful is the old "Midsummer Night's Dream." The staging is not difficult, the large and varied cast gives opportunity to many types of ability and the play itself opens up a wide field for study not only in character interpretation, but in costume, manners, historical settings. All the work attendant upon the preparation of a play of this kind can be splendidly correlated with the work in English, History, dramatic art and even physical training.

Rehearsals

In this phase of work we have the great task of all play production. There are certain general suggestions which are almost obvious. The first consideration is promptness and regularity of attendance from all members of the cast. A student who is consistently tardy at rehearsals should be speedily eliminated from the

cast. There is nothing more annoying than to find a player absent just at a critical point in the rehearsal or being forced to keep the entire cast waiting until the tardy one makes his appearance. The first two or three rehearsals should be largely devoted to the movements of characters on the stage, to the manner of exits and entrances, where they rise, sit, and walk across the stage. Some directors find it advantageous to indicate all such directions in their manuscripts before beginning rehearsals. I usually like to acquaint myself with the relative abilities of my cast, the limitations of the stage, etc., before I lay down very many stage directions. The play books contain such prolific stage directions now that amateurs should have less difficulty in working out plans than formerly. Do not follow blindly book directions, however, unless you have entirely adequate stage facilities. Usually one finds it advantageous to modify these directions considerably in accordance with the limitations of staging, characters and scenic appurtenances.

The next consideration concerns the memorizing of the lines and interpretation of the characters. Little by little as rehearsals proceed the pupil should build up the character he is attempting to portray. He must learn to think and act in terms of the character he is living. Seek to impress him with the fact that while he is on the stage he is that particular character. His own personal feeling, self-consciousness, embarrassment over unexpected situations must not exist or be thought of. He has lost his own identity. While he is on the stage the audience does not exist.

The director should be particularly careful that every character can be distinctly heard in all parts of the room. Never allow amateurs to play with their backs turned to the audience nor even with the profile turned too far toward the back of the stage. Only an artist can do that. I find it an excellent rule to have amateur players play down stage as far as they consistently can. They nearly always show a tendency to play too far toward the rear of the stage, a thing fatal to a good impression. Do not hurry the rehearsals but take time enough for the students to work out an individual interpretation of character, aided by your suggestions. But do not allow any servile imitation of your own conception of the character. There must be a certain amount of individual interpretation or the performance will give unmistakable evidence of being amateurish. The last few rehearsals ought to have a certain snap and dash that the first ones can not have. Every player must be alert, there must be instant response to the cues and entrances must be on the dot. In order to do this students must have memorized their lines as speedily as possible.

Now, how much time is necessary for the preparation of the play? Not less than three weeks and usually not more than six. You will get better results by intensive work for a short time than by allowing the time to extend.

Scenery

Many schools have no adequate scenery for staging plays. Fortunately there has been a very marked modern reaction toward the very simple in stage settings and the lack of proper staging facilities is not so serious a problem as it first appears. The simple back grounds of branches and limbs of trees in full leaf, affected by the Ben Greet and Coburn players are most effective. Simple denim or dyed yellow muslin curtains may be used where necessary. For indoor performances a set of single folding screens covered with a suitable material are practicable and effective. These screens may be converted into almost any interior scene by simply changing the position. Changes of furniture, a simple but effective light, suggest quite adequately the changes in scenery. Keep the arrangement of furniture simple and avoid crowding the stage. Avoid anachronisms; do not allow a school pennant to hang over the door in a scene from Hamlet. Do not use a heavily upholstered chair to suggest a garden seat. Try to have everything as pleasing and harmonious in general color scheme as possible. Avoid such colors as red, pink, or a very vivid blue for back grounds.

Costumes

The costume problem is a serious one with many schools. There are several very good costume houses, the addresses of which I am adding below. But if you are obliged to make the costumes, as many schools are, the planning seems an added burden. But one has an advantage here because cheap material is just as effective as rich material under footlights; seams are not important and finish of details quite unnecessary. Fit the period of the play as far as possible with a suitable costume but graceful, flowing lines are far more important than a slavish adherence to historical accuracy. Plan colors carefully so that groups of people playing together appear in harmonizing colors. Cheap materials are now available in as many colors as the more expensive ones so that there is no reason why harmony may not be observed. "Costumes and Scenery for Amateurs" by Constance D'Arcy Mackay, published by Henry Holt & Co., is an especially valuable book for the amateur who has had little or no experience of this kind.

Make-up

The fact that artificial light must be used and that the great majority of the audience are some distance from the stage makes the use of make-up necessary. If the characters are youthful and the personal appearance of the player resembles the character little make-up is necessary. The art of make-up is one of the most badly understood in the world. It is usually horribly done. You can not

expect to be familiar with all the professional devices for make-up but there are a few simple directions that must be observed if the make-up is to be in any degree natural. It is not possible in an article of so limited scope to enlarge upon the details but a few general observations may be helpful.

The face should first be covered with a good theatrical cold cream carefully distributed. It should be then carefully mopped off with a piece of soft cheese-cloth but not rubbed. Next a flesh grease paint should be applied and carefully rubbed in and distributed evenly. If the character needs a heavy make-up, a darker grease paint should be applied on top of the first layer. If it is a character make-up requiring lines, add the lines next but avoid making heavy broad lines. Study characters of the type in real life before you attempt to place the lines. There are liners in different colors, sold for that purpose, but the amateur may use a pointed stick—an orange wood stick will serve—dipped in black grease paint. The brows should next be darkened and properly arched but not too heavily or you will succeed in giving a villainous aspect to the character. Draw a fine line on both upper and lower eye lids to accentuate the lashes. Apply the rouge next—high on the cheek bones if the character be an extremely youthful one, lower if it be an older person. Next redden the mouth but be careful not to distribute the paint over the whole mouth or the latter will look very large. Lastly apply a coat of powder.

Wigs and beards present a real difficulty to the inexperienced. If possible avoid them but if you must use a beard, crepe hair applied to the face with spirit gum is better than anything else. Bear in mind that only a very little is necessary to create the impression that the character possesses a most luxuriant mustache or beard. It is usually quite satisfactory to powder the hair if the aspect of age be necessary. Use a good talcum and distribute it carefully.

The following list of make-up supplies can be obtained from the house whose address is noted below, and will be entirely adequate for all amateur purposes.

- One box theatrical cold cream
- One box dry rouge
- One box flesh powder
- One box tan powder for sunburn or character
- One tube each of flesh, tan and darker grease paint
- Liners in black, gray, carmine and white
- One bottle spirit gum
- Crepe hair in light, gray and dark.

This list includes all the really necessary things and yet it will go far toward solving that difficult make-up problem.

M. MARGARET STROH.

LIST OF PLAYS SUITABLE FOR HIGH SCHOOLS

The list of plays is not intended to be complete in any sense but merely suggestive of several different types of plays suitable for amateur production. The publishing houses listed below are always glad to send new catalogs on request. Two or three particularly helpful books are listed and some of the more reputable costume houses. This problem of High School plays is a tremendously big one and in it we may find pupil activity that is decidedly worth while. To present the simple fundamental truths of human endeavor and experience in an adequate and entertaining manner gives opportunities for self-expression obtainable in no other way.

Plays That Run For An Entire Evening

	Acts	Males	Females
Why Smith Left Home—Farce.....	3	5	7
Barbara Frietchie—Play.....	4	13	6
Green Stockings—Comedy.....	3	7	5
The Man on the Box—Comedy.....	3	11	4
The Lion and the Mouse—Play.....	3	10	8
The Man from Mexico—Farce.....	3	10	4
The Rejuvenation of Aunt Mary—Comedy.....	3	7	6
The Three of Us—Play.....	3	7	3
Bought and Paid For—Play.....	4	4	3
Stop Thief—Farce.....	3	8	5
It Pays to Advertise—Farce.....	3	8	4
Officer 666—Farce.....	3	7	3
Mrs. Bumpstead-Leigh—Comedy.....	3	6	6
Peg-O'-My-Heart —Comedy.....	3	5	4
Doctor Love—Farce.....	3	5	4
Silver Shield—Comedy.....	3	5	5
A Pair of Spectacles—Play.....	3	8	3
Hazel Kirke—Drama.....	4	9	5
Esmeralda — Drama.....	3	6	5
The Private Secretary—Farce Comedy.....	3	9	4
Contrary Mary.....	3	7	5
The Art of Being Bored—Comedy.....	3	11	9
Hurry! Hurry! Hurry!—Farce.....	3	5	4
Lady Windemere's Fan—Comedy.....	4	7	8
Held by the Enemy—Military Drama.....	5	14	3
Secret Service—Military Drama.....	4	14	5
The Superior Miss Pellender—Comedy.....	3	7	5
Peaceful Valley—Comedy.....	3	7	4
Miss Hibbs—Comedy Drama.....	4	5	4
Charley's Aunt—Farce Comedy (Ms. only).....	3	6	4
The Doctor in Spite of Himself—Farce.....	3	6	3
The Rivals—Drama.....	5	8	4

	Acts	Males	Females
She Stoops to Conquer—Comedy-----	5	17	4
Ingomar —Drama-----	5	14	5
Love and Geography—Comedy-----	3	3	5
Charley's Aunt—Farce Comedy (Ms. only)---	3	6	4
The Old Peabody Pew—Play-----	3	1	8

One-Act Plays

Spreading the News—Farce-----	7	3
Confederates —Drama-----	4	1
The Rift in the Lute—Play-----	4	1
The Head of Rimalus—Farce-----	3	3
Our Aunt from California—Farce-----	0	6
Op-o'-Me-Thumb —Play-----	1	5
Compromising Martha—Comedy-----	1	3
Waterloo —Play-----	3	1
Admiral Peters—Comedy-----	2	1
A Matrimonial Venture—Farce-----	2	3
Rooms to Let—Farce-----	3	4
The Woman Intervenes—Play-----	3	1
The Lone Police—Play-----	4	0
A Marriage Proposal—Comedy-----	2	1
Miss Maria—Comedy-----	2	4
Mrs. Flynn's Lodgers—Farce-----	1	5
The Mouse-Trap—Farce-----	1	5

Reference Books

- How to Produce Amateur Plays—Barrett Clark (\$1.50).
 Making-Up—M. Witmark & Sons, 144 W. 37th St., New York (\$1.25).
 Best house for make-up supplies—M. Stein Cosmetic House, New York City.

Publishing Houses

- Eldridge Entertainment House—Franklin, Ohio.
 Dick and Fitzgerald—10 Ann St., New York City
 Dramatic Publishing Co., 542 S. Dearborn St., Chicago, Ill.
 Samuel French & Co.—28 W. 38th St., New York City.
 Walter H. Baker, 5 Hamilton Place, Boston, Mass.
 Penn Publishing Co., 923 Arch St., Philadelphia, Pa.
 Boston Drama League, 101 Tremont St., (Room 705), Boston, Mass.
 Drama League of America, 737 Marquette Building, Chicago, Ill.

Costume Houses

- Waas & Son, 226 N. 8th St., Philadelphia, Pa.
 Van Horn & Co., Philadelphia.

VARIED VERSES OF VARIOUS VERSIONS

B stands for Better or best, if you will,
 E stands for English in which we want skill.
 T stands for Time, it takes that you see,
 To teach to each child the use of To Be.
 E stands for Elegance for which we aspire,
 R is for Right which all can acquire.

E is for English which we hope to possess,
 N is for nobody who dares strive for less,
 G is for Good the praise we would seek,
 L is for Labor for all and for each,
 I is for Idiom,—how often we say,
 Such every day things in an incorrect way!
 H is the Haven we are striving to reach,
 By this week devoted to the improvement of Speech.

E. E. C.

SCATTERED SUGGESTIONS FOR POSTERS

Sir Good Speech rescues the Queen of Good English from the castle where she was imprisoned by the dragons of "Aint" and "Gointer."

A boy out walking is confronted by a sign post bearing the inscription "Stop-Think-Speak"!

Fight to Win—A Knight armed with a shield of Good English is fighting a monstrous black dragon called "Slang."

A small boy carrying a suit case bearing the inscription "Good English" is walking over a floor laid in diamond shaped blocks, each bearing the name of some bad English expression.

A fight waged by the defenders of an old battlement against the invading hosts of the demons of Bad English.

Uncle Sam stands at the door of America and keeps out undesirables in the persons of poor English phrases of different types.

The well known Dutch Cleanser woman is chasing Bad English and the poster bears the inscription "Keep your English Clean."

Where do we need better English? Below paste pictures of factories, offices, homes, stores, etc.

Who needs better English? Below paste pictures of workers, merchants, doctors, lawyers, nurses, mechanics, etc.

There are many excellent suggestions for posters for the elementary grades in last years' Popular Educators and in Miss Bolenius's new book "Everyday English." A little thought and originality can convert many well known advertisements into suitable posters.

A PLEDGE FOR CHILDREN

Written by Mrs. Howard L. Willett and circulated by the American Speech Committee of the Chicago Woman's Club.

I love the United States of America. I love my country's flag. I love my country's language. I promise:

1. That I will not dishonor my country's speech by leaving off the last syllables of words.

2. That I will say a good American "yes" or "no" in place of an Indian grunt "um-hum" and "nup-um" or a foreign "ya" or "yeh" and "nope."

3. That I will do my best to improve American speech by avoiding loud, rough tones, by enunciating distinctly, and by speaking pleasantly.

4. That I will learn to articulate correctly as many words as possible during the year.

PRINCIPAL'S LETTER TO THE ALUMNI

Dear Friends:

We have gone over the top once more. When the new course of study, with its advanced requirements for admission, was adopted we naturally feared that it would cause a material falling off in our attendance, for a time at least. We are all very much gratified to note that our attendance showed an increase over that of last year when the students had registered for the first semester. While the increase over last year's attendance is but seven per cent, it is a good healthy growth. We have become accustomed to breaking attendance records. Last fall broke all fall term records up to that time. Our spring term attendance was 150 in advance of any previous term and our summer session almost doubled the attendance of the previous year. And now once more we are able to announce that another record has been broken.

We anticipated a considerable falling off in the Junior Class from the attendance of last fall. We felt that the requirement of fifteen high school credits for admission would naturally debar a number of students who, in previous years, had been able to take up the junior year's work. Then too, we knew that so great was the demand for teachers that superintendents were glad to license all high school graduates who could be induced to teach. We were consequently pleased to note that while there was a slight falling off in attendance in the Junior Class, that class numbers only fifteen less than last year's class. The enrollment in the secondary, or high school department, was surprisingly large. As long as many students do not have the opportunity of attending first grade high schools, so long it will be advisable for the Normal school to maintain the secondary department.

Another gratifying feature is the large enrollment of boys. From present appearances we shall equal, or even surpass, the large enrollment of last year. All who are interested in the progress of this school will be pleased to note the attendance of men. If our school system is to be as efficient as it ought to be we must have both men and women in the ranks.

We wish to thank the members of the Student Council and the cabinet of the Y. W. C. A. for their interest in the new students. Every new boarding girl received a letter from a member of the Student Council or the cabinet of the Y. W. C. A. welcoming her to school and giving her needed information about the school. Tags had been furnished the new girls for their baggage and in this way the older students were able to identify them on the train and make their acquaintance before they arrived at Normal.

During the summer needed repairs were made in and about the buildings. Painters had been busy and the buildings presented an attractive appearance. Unfortunately, the Campus resembles a battle field, with its line of trenches in which steam pipes are being placed to take the place of those that were worn out through twenty-five years service. In the near future these marks will be obliterated and the Campus will once more be the beautiful school ground that it usually is.

The new teachers were on hand and work began on Tuesday afternoon with the assignment of recitations. Mention is made elsewhere of the new teachers who have come to us. We have every reason to believe that we have an unusually strong body of teachers and that the school year will be the most successful in the history of the Institution. We have begun to ask what we shall do to accommodate the boarding students who will apply for rooms in the spring. Fortunately we already have a list of property owners who desire to secure roomers. In this way we hope to accommodate the very large body of students who will come to us in the spring.

I assume that you are familiar with the new course of study. It is worth while for us to recognize the fact that the work at Normal has been put on a collegiate basis. The school year is divided into two semesters and the recitations are one hour in length. Under this arrangement students who are graduated from Normal will be able to secure two years credit if they wish to enter college. In the not distant future two additional years will be added to the Normal School course and all the Normal schools in Pennsylvania will be made Teachers' Colleges, with the power to grant degrees. Undoubtedly, the two years course will be maintained for years to come, as the demand for teachers in the grades will be so great that the two year course will be continued in order to meet the pressing need for teachers.

As noted elsewhere, the NORMAL SCHOOL HERALD will inaugurate a new policy with this issue. Every number will be de-

voted to the discussion of some big public school problem. The editors, Misses Stroh, Clever and Mayberry, are anxious to make THE HERALD not only a news journal, conveying its message to the students and alumni, but a helpful public school journal. It will be their aim to discuss problems that every teacher must face in the school room. I feel sure that this change in policy will meet your approval, as we want the journal to be worth while from every point of view, and we bespeak your active co-operation in making it still more effective. As we enter upon a new era in every line of endeavor, let us unite in making the Cumberland Valley Normal School stand for still more in the big field of education. We invite your aid and co-operation in helping us realize the ideals that lie just ahead of us.

Fraternally yours,

Ezra Lehman, '89.

MEETINGS OF COUNTY AND CITY ALUMNI ASSOCIATIONS

November and December are the months during which most of our county and city Alumni Associations hold their annual banquets and reunions. These months are usually selected so as to fit in with the county institutes.

We are more than usually anxious this year that our Alumni Associations be thoroughly organized, not only for social but for practical business reasons as well. The Legislature that meets in January will be called upon to pass upon a far-reaching plan for the betterment of the schools of the State. The campaign inaugurated by Dr. Finegan and his associates should appeal to every graduate of the school. Not only does it carry with it much the largest appropriation for school work in the history of the State, but it seeks to make material changes in the school code that will be of the greatest benefit to the schools. Every teacher in the Commonwealth is personally interested in the campaign for higher salaries,—salaries that will place teaching on a par with other professions. The time has come when we must no longer lose our able, well qualified teachers to other professions or callings because of the meager salaries paid to teachers.

Since the proposed changes in school legislation will be of vital importance not only to the teacher but to the general public as well, our graduates should make themselves felt in no uncertain way. Women have now been given all the privileges of citizenship. What better use can they make of their newly acquired rights than to assert themselves in a legislation in which everyone is interested? Teachers in the past have kept in the back ground and have not made themselves felt as positive forces when school legislation was considered. There is strength in union and our Alumni should be

thoroughly organized and prepared to endorse the wise plans of Dr. Finegan and Governor Sproul and at the same time to oppose any vicious or mischievous bills that may be introduced into the legislature.

Let us get together then, and have the best Alumni meetings that we have ever had. Let us sit down wherever possible to a luncheon or banquet and discuss the problems in which we are so vitally interested. We must work together if these matters are to be successful. If every reader of THE HERALD will make himself or herself a committee of one to see to it that the Alumni of his county and city are thoroughly organized and that they have good meetings this fall we need not fear for the results.

We have lost our able organizer, Dr. S.Z. Shope, from Harrisburg, but we have a firm belief that our active, energetic Dauphin County Alumni will arrange a big meeting. Certainly Franklin, Cumberland, Adams, York, Fulton, Perry, Huntingdon and Bedford will not be behind in this important year. We know we shall have a good report from the Pittsburgh and Westmoreland County Associations.

But we must get together at once. If an organization has already been effected don't fail to assure the president that you are desirous of having a very successful meeting. If your county or district is unorganized don't fail to help effect a vigorous organization. The School will do everything in its power to help along with these organizations. Call on us at any time. We want to help you realize the possibilities open to these Associations in every possible way.

THE NEW NORMAL COURSE IN OPERATION

When School opened on September 6th, members of the Faculty and the student body faced a curriculum materially different from any that they had ever taught or studied. Not only has the work in the regular Normal Department been made of college grade, with fifteen units required for admission, but the type of the work has been materially changed.

Among the many commendable features of the new course none will stand out more strongly than the stress given to professional work. The new curriculum recognizes that teaching is a profession based on principles as definite as those on which law and medicine are based. The training school is naturally the center around which this course revolves, but the formal studies are not neglected. Under the new course it is necessary for a student to have a mastery of English in advance of that required in many colleges. The wisdom of this requirement is apparent, as the ability to use the mother tongue correctly should be a primary requirement of all teachers.

The Seniors found their work naturally a little more perplexing

than the under classmen. It was necessary for the former to make choice of the group in which they wished to teach and to modify their courses materially to meet the new curriculum. The work taken by the Seniors this year is really a combination of the old and the new course. A thorough drill in arithmetic is required but the emphasis is placed on the teaching of mathematics. Physics has been made an elective subject and the study of technical grammar is not required. The course in public speaking will be given but it, too, will be modified to meet the requirements of the new course.

The following electives are being offered this semester: Horace; third year French; agriculture; college zoology; Elizabethan literature; European history and advanced algebra. Next semester the emphasis will be laid on professional subjects as electives and a new course will be offered in American history and in college botany.

No group will probably attract more attention than the one that is dealing with Rural Education. Our School is supervising the work of four one-room country schools. The students, under Miss Kieffer's direction, visit these schools every day and teach two hours in them. A Ford sedan has been secured to convey the students and Miss Kieffer to and from the schools. It is a mistake to assume that the purpose of this department is to train teachers for one room country schools only. While our plan is to make the work of the one-room country school very much better than it has ever been, by showing the possibilities open to the teachers in such schools, the ultimate aim is to train men and women for service in the consolidated rural schools. Too often the consolidated school is merely a town or city school transferred to the country. It is our aim to show that a new curriculum, new methods and a new type of organization are necessary for effective work in these schools. This field offers almost unlimited possibilities to the ambitious, earnest student and should appeal strongly to the young man or woman who has been brought up in the country.

The third group, made up of the Junior High School students, is much the largest of the groups. It is our purpose to prepare young men and women for work as teachers in the Junior and even the Senior High Schools. A special study is being made of the Junior High School problem. By next year we expect to have a well organized Junior High School available for all students. The present year is one of transition and while the branches now taught in the 7 8 and 9th grades of the Training School are those required in the Junior High School, we have not been able to effect a definite High School organization. This will be a problem to be worked out during the year.

The Intermediate group is making a special study of the problems of the pre-adolescent period. This is a field that has not been satisfactorily worked by any educator and our young men and wom-

en who are in this group may rightly regard themselves as explorers in new territory.

The Kindergarten-Primary group are discussing the problems that pertain to the early school life of the children. In the not distant future a regular kindergarten will be introduced into the School. In the meantime the basement of the Training School will be equipped with the material necessary for this course.

Naturally, the new course of study involves much more expense in its operation than the old. At present all the Normal Schools are much handicapped by lack of funds, but we believe that the next Legislature will follow the lead of Superintendent Finegan and Governor Sproul in providing adequate funds for the Normal schools. If salaries are raised to a minimum of \$1200.00 a year, with a proper bonus to those who take up the Rural work, we may look forward to the most successful years in our history.

NEW TEACHERS AT NORMAL

As announced in the July HERALD, Prof. Seth Grove, of the class of 1910, a graduate of Ursinus College and a post graduate at Columbia University, has come to the Normal to take charge of the Department of Mathematics and to serve as coach of boys' athletics. Miss Kieffer has also begun her work as Supervisor of Rural Education, and Miss Ethel V. Danielson and Miss Elizabeth McWilliams have taken charge of the Departments of Health Education and Cookery and Chemistry, respectively. All of these new teachers are doing fine work in their departments.

When school opened it was found that because of the increased registration an additional teacher would be needed. Fortunately the school was able to secure Miss Alice Nason, of Roaring Spring, Pennsylvania, as assistant in the department of Physical Education and Mathematics. Miss Nason is a graduate of Goucher College and spent a year in special study at Columbia University. She is well equipped for her work and we believe that she will make a fine record as a teacher. On the whole, our Faculty this year is the strongest, because of experience and scholastic and professional training, that we have ever had at Normal.

REUNIONS OF THE CLASSES OF 1881, 1891, 1901 and 1911

Alumni Day next June will seem a far cry to most of our readers, but we can not forget that the classes that have had the most successful reunions in recent years began work practically a year in advance of Alumni Day. It takes time to get in touch with all the members of a class. Much work must be done by the com-

mittee or committees in charge of the affair. (Just in passing we should like to remark that the best committee to work up a reunion is a committee of one. The president of the class or some live member appointed by him is more likely to be successful than is a larger committee, with divided responsibilities). We are pleased to note that the class of 1911, through its president, Mr. Howard G. Niesley, has already begun work on its coming reunion. The class of '91 was a large, energetic body and ought to give a good account of itself at its thirtieth reunion. The members of 1901 will doubtless soon be in the field to look after all details of their big meeting.

THE HERALD will be very glad to publish any letters or notices that the committee or president of any of these classes may care to have published. We want all of you to look forward to the home-coming next June.

DEATHS

TREHER—Samuel Henry Treher, '77, died Sept. 23, after a brief illness.

REILLY—Lyde J. Reilly, '74, passed away, Sept. 27, 1920.

WEDDINGS

CHRISTIAN—PATTERSON. William Christian of Carlisle, and Margaret Patterson, a former student, were married March 29, 1920. They have their home in Carlisle.

O'KEEFE—McFADDEN. The wedding of Miss Veronica A. McFadden, '18, and Joseph O'Keefe took place June 30 in the Church of the Immaculate Conception, Allentown, Pa.

CRAWFORD—HUBLEY. The marriage of Margaret E. Hubley, '11, of Shippensburg, and Wm. F. Crawford of Altoona, was solemnized in Carlisle, Sept. 8. Rev. Jas. E. Skillington, pastor of the Methodist Episcopal Church, officiated. They will reside at Newport News, Va.

NELSON—REISNER. Russell Nelson, '10, and Wilhelmina Reisner, '04, were married at the home of the bride in McConnellsburg, Pa., Saturday afternoon, Sept. 4. The ceremony was performed by the Rev. Wm. J. Lowe, pastor of the Federated Church, assisted by Rev. W. V. Grove. They will make their home at Saint James School, Maryland, where Mr. Nelson is a member of the faculty.

BURKHOLDER—KNAUFF. Miss Grace Knauff, '17, of An-

crim township, Franklin county, Pa., and Bruce Burkholder, Shady Grove, Franklin county, Pa., were married at the Reformed parsonage, Greencastle, Pa., Tuesday evening, Sept. 7, by the Rev. L. V. Hetrick.

PREISLER—GARBER. Olive Garber, '19, became the bride of Kenneth Preisler, '18, at the home of the bride's parents, Mr. and Mrs. G. W. Garber, New Bloomfield, Aug. 17. They will reside at Yoe, York county.

GRIGSBY—GARRETT. Anna Marie Garrett of Waynesboro, Pa., and Marion W. Grigsby, of Park Ridge, Ill., were married at the home of the bride Sept. 15, by the Rev. J. Marshall Rutherford, pastor of the Presbyterian Church. The couple will reside in Chicago.

MURRAY—COOKE. At Selinsgrove, Pa., by the Rev. J. D. Lindsay, Lindley Murray and Ida Laura Cooke, '17, were married July 28, 1920. They are living in Shippensburg.

ALEXANDER—LIGHT. Minerva S. Light, a former student, and Irvin S. Alexander were married in Baltimore by the Rev. W. Qway. They will make their home in Carlisle.

STARRY—POWICK. David Ralph Starry, '06, and Mary Ella Powick were married at Pen Argyl, Pa., September 30, 1920. They will make their home at 207 W. 6th St., Plainfield, N. J.

HICKMAN—FLEISHER. Kathryn L. Fleisher, '97, and Frederick Hickman were married Sept. 20, in Newport, Pa., at the bride's home by the Rev. L. Stoy Spangler.

EMBICH—OLSEN. Sept. 9, Lieut. Jno. Reigle Embich and Myrtle Olsen were married at Chinook, Washington. Mr. Embich took his college preparatory training at C. V. S. N. S.

BIRTHS

LEFEVER—Sept. 20. Robert Spangler Lefever came to live with Mr. and Mrs. Guile W. Lefever. The parents were both members of the class of 1917.

MEANS—Aug. 30. A daughter Marie Louise was born to Mr. and Mrs. James Q. Means. Mr. Means graduated with the class of 1915.

HOFFMAN—Aug. 23. Mr. and Mrs. A. J. Hoffman announce the birth of a daughter La Vinia, Jane. Mrs. Hoffman was Anna U. Wenger, '11.

ALUMNI PERSONALS

'91. Prof. C. A. Deardorff, who went west twenty-seven years ago, is making a success of life in every respect. For nineteen years he was Superintendent of Schools in three different towns in Osage County, Kansas. He is now serving his fourth term as County Superintendent and is a candidate to succeed himself. He is also interested in farming, being the owner of several hundred acres of land. Supt. Deardorff writes that he has a wife and three children, two of whom are in college. THE HERALD extends congratulations on his success, and best wishes. His address is Lyndon, Kansas.

'96. E. M. Gress.—By the way, it is Dr. Gress since last June when he received his degree of Doctor of Philosophy from the University of Pittsburgh,—has been honored by being made State Botanist. Dr. Gress made a splendid record as a teacher of botany in the Schenley Park High School in Pittsburgh. During the vacation season the State realized that it needed just such a man as Dr. Gress to take charge of the big work in which it is engaged. Dr. Gress and his family will move in the near future to Harrisburg.

'97. Elizabeth Reed writes that she has had her home at Ponce, Porto Rico, for the past nineteen years of which six years were spent in public school work and now she is doing missionary work.

'02. Elizabeth McCune McClelland's address is Stonleigh Court, 46th and Walnut streets, Philadelphia, Pa.

'04. Vera P. Speck writes that she has received an appointment as a teacher for the Federal Board of Vocational Education at a salary of \$1800 per year.

'05. Gary C. Myers is at the head of the Dept. of Tests and Measurements at the Cleveland, Ohio, Normal School.

'06. S. Duey Unger's address is 810 N. 16th street, Harrisburg, Pa. He is in the Railway Mail Service.

'07. Florence Clippinger has left the teaching profession for missionary work. She is Field Secretary for the Womans Missionary Association of the U. B. Church with headquarters at Dayton, Ohio.

'09. Marion Charlton is attending the N. of Kansas College, at Lawrence, Kan.

'09. Edith Lichtenwalner is teaching first grade at Collingswood, N. J.

'10. Mrs. L. F. Doyle (Mary Hoffman) is living at 198 Allies Street, Akron, Ohio.

'10. Laura Daugherty Aiggins lives at Artesia, Ariz.

'10. Annabel Snyder and her sister Rae, '17, have gone to Lancaster, Wisconsin, to teach in the public schools.

'13. Mary Camp is registered at the University of Pennsylvania.

'13. Flo Geyer is teaching Caesar, Cicero and English at Halifax, Pa., at a salary of \$135 per month.

'13. Ralph Lischy's address is 1701 Master Street, Philadelphia, Pa.

'15. May McClelland McDonald's address is changed to South Brownsville, Pa.

'15. D. Edgar Grove is instructor in Physical Training in the Schools of Bath, N. J.

'16. Clyde L. Barnhart has broken into big company in baseball. For the past year he has been in the services of the Pittsburgh National League. He was farmed out during the summer to one of the minor leagues, where he made so fine a record as a third baseman that he will be called in by the Pittsburgh Club and will wear a Pittsburgh uniform next season.

'16. Kathleen Holtz is teaching at Roanoke at an increase in salary of \$65 per month over last year.

'17. Levi F. Gilbert is a student at F. & M., Lancaster, Pa.

'18. Olive F. Lodge is teaching a grade school at Mt. Union, Pa.

'18. E. Donnelly is a teacher in the Greensburg, Pa., schools.

'18. Ruth Harling has accepted a position in the Altoona schools.

'18. Xenia Miller is taking work at the University at Rochester, N. Y.

'18. Sarah M. Smith has a school at Camden, N. J., this year.

'18. Mary Swartz, Mary Graham and Margaretta Stimmel are all teaching in the Port Royal schools.

'18. Romaine Nell is teacher of 8th grade at Ambridge, Pa., at \$130 per month.

'19. Elizabeth Fisher is teaching Elkwood Primary.

'20. Pearl Beistle is at a suburb of Greensburg, Pa.

'20. Loretto and Zita Mellon teach in Hammond, N. J., at \$1100 each per year.

'20. Harry Coleman is teaching in Halifax High School.

'20. Norman Eberly has been elected principal of the elementary schools, Mt. Union at \$140 per month.

'20. Chas. C. Taylor has entered Franklin and Marshall College as a student.

NORMAL LITERARY SOCIETY

The spirit of enthusiasm in Normal Society is especially praise worthy this year. This is shown by the splendid attendance and earnest co-operation of every member. The order, too, has been almost perfect. Neither the critic nor visiting teacher has had occasion to give anything but the highest praise for Normals' order.

This, we think, is due to the exceptionally fine programmes that have been given. Special attention should be given several of the—may I say best?—numbers.

One of these is the music. Normal Society has always been noted for her good music, but she has excelled herself this year, in the vocal music, which was exceptionally well given and showed her familiarity with good music.

Another feature that we enjoy so much are the book reports. They are always looked forward to with much anticipation. One exceptionally good one, "Looking Backwards," needs special comment. It was given in a very artistic way and held the earnest attention of the entire society.

The dances, which we give, are very charming and convey much joy and pleasure to the Society. The little English Country Dance given lately, took all of us back to the years gone by and we saw the English Country Folk as they really are.

Our orations, too, show much consideration and concentrated thought on the part of the speakers.

Another feature, which brings much help and pleasure to the Society and shows its ingenuity, is the splendid debates which it has given. Our last debate, Resolved: That every Citizen should give allegiance to some organized party, was one which was very interesting and exciting. The debators deserve special credit for the splendid way in which they took hold of the question. The judges decided unaimously in favor of the negative.

Ours Society has been increased by thirty-five new members. Some of these are already taking active parts in our programmes.

SARA LOUISE KRABER, '22, Secretary.

PHILOMATHEAN LITERARY SOCIETY

What does the Philomathean Literary Society stand for? Only the best- It has always played an important part in the life of the school and this year we are undertaking greater things than ever before. Our aim is to give practical ideas that may be carried out in any ordinary elementary school. The meetings each week are of a musical and literary nature and much interest is manifest in them. The debates are on issues of the day and are an important part of our work. The general debate is always good. Come to visit us! We are glad to see the old and welcome the new at Philo.

NORMAL SOCIETY GLEE CLUB

The Normal Society Glee Club has a vital part in the Normal Society. It seeks to create interest and enthusiasm in each member of the Society. The selection by the Glee Club is rendered at the beginning of the program and it seems to awaken each member to the fact that he is a part of the Society. Thus all members give their loyal support and best attention throughout. It also puts vigor into those who have part on the program to give their best renditions.

The members of the Glee Club, as well as the other members of the Society, are benefited. We have grown from twenty-seven members to forty-three, a consideration which undoubtedly adds volume to our selections. We have weekly practice which gives us an opportunity not only to learn but to appreciate good music. Each one can also feel that he is doing something for his Society which is a pleasure to us all.

The following selections have been given: On Parade—Harvey Worthington Loomis, Beyond the Spanish Main—E. W. Johns, and Robin Redbreast—E. W. Johns.

ANNA KAUFFMAN, Secretary.

PHILO GLEE CLUB

The Glee Club of Philo Society is one of the important phases of our Literary Society. It functions in our Society and indirectly in the Normal School. It's aim is to render good music and to render it in such a manner as to help to develop an appreciation of music in those who do not possess that characteristic.

We have about forty in our Glee Club. We do have a shortage of boys and so we welcome boys as well as girls among those who expect to come to Shippensburg Normal and join Philo.

REIDA LONGANECKER.

Y. M. C. A.

The year of 1920-21 for the Y. M. C. A. was opened by a meeting in the Normal Society room, September 12, at which time Charles Raffensperger, our president, gave an address, stating the purpose and aim of the Y. M. C. A. and welcomed the new boys into the organization.

Our second weekly meeting was held Sunday evening, September 19. At this time Messrs. Moore and Dibert gave a report of the Silver Bay Conference, which they attended last summer from June 25 to July 5.

The last Sunday evening of each month a joint meeting of the Y. M. and Y. W. C. A. is held in the chapel.

A reception, commonly known as "The Dog Party," was held in the gymnasium Friday evening, September 24, after the adjournment of the literary societies. This is the meeting at which the new boys become socially affiliated with the Y. M. C. A. and become better acquainted with the old boys. All enjoyed themselves, both recreationally and intellectually. Each of the men of the faculty delivered a helpful address. Dr. Fisher, Principal of the Bloomsburg State Normal School, also spoke to the boys concerning the work of the organization and the new educational program as adopted by the State Department. Refreshments followed.

A new feature in the work of the Y. M. C. A. is the introduction of Bible Study. This class meets every Sunday afternoon during quiet periods for the purpose of studying certain portions of scripture that are applicable to everyday life. Much interest is manifested in these meetings.

The cabinet has put out folders to inform the boys of the topics to be discussed during the ensuing year, also to offer helpful suggestions to the new boys.

The cabinet members feel that there is a great work ahead of the organization and hope through the grace of God, to accomplish much good for His Kingdom.

J. R. MOORE, '22, Recording Secretary.

Y. W. C. A.

Once again there is a new year begun at "old C. V." and more firmly than ever has the yearly foundation of the Y. W. been laid. It is the aim and ambition of the present cabinet to enlist more recruits this year than ever before for the advancement of this great world-wide organization. Every school should thus do its bit and we are determined as students of Cumberland Valley Normal to do ours.

Through the courtesy of our enthusiastic principal, Dr. Lehman, the Y. W. has a room in the dormitory to call its very own. This

room, when completely equipped, will afford a reading and rest room for each and every girl in the school. The Y. W. treasury has tastily furnished the room for this function.

On the 18th of September the Y. W., aided by the Y. M. gave its annual reception to the new students. The purpose was to "get-acquainted." Everyone voted that it was a successful evening of fun, entertainment and very adequate refreshments.

SARA HESS, Secretary.

PRESS CLUB

The Press Club of Normal aims to bring the life of the school before the Alumni and the patrons of the counties here represented. It also helps to advertise the school. The Club is very educational to the students who belong to it. Frequently successful newspaper men address us as to just how to write notes that will interest the people and just what sort of news the people desire. This teaches the student what constitutes good newspaper writing. We also have literary programs which give variety and life to the Club. The members of the Club who take part in these programs learn leadership which is needed greatly in the teaching profession.

With our worthy advisor, Professor Stewart and enthusiastic officers and many members we hope to realize the aims of a successful Press Club better than ever before.

RENA HAWK '22.

THE STUDENTS' LEAGUE

The Students' League takes "no steps backward." It is rapidly advancing along the lines that every well organized government should advance.

Pennsylvania is being awakened to a new era in education. Courses are being entirely changed or re-arranged to conform with the new standards, which are being set forth. These new standards are accompanied by greater opportunities and by greater responsibilities. The Normal School is expected to prepare its students to meet these opportunities and responsibilities in the best manner possible.

Here the Girls' League functions. Two years ago the Girls' League was in its infancy. Then it was necessary that members of the faculty, who were instrumental in forming the League, should use their influence and guide the League over rough places. Now it is maintaining a new position all its own. More and more it is becoming a real, true student organization with a live work to do.

We uphold old Normal, we support our Literary Societies. With this same spirit the girls are standing by the Student Council. And

what will be the results of this attitude? The girls will develop stronger characters. They will become more selfreliant and feel that they have a greater responsibility. Each girl has her part in the government of the dormitories a number of times during the school year. During this time she feels herself accountable for the order on her particular corridor.

Does not all this give training for the new work, which the girls, as teachers, will have to perform under our new system of education? Surely this development will be worth while to every girl during her life as student and later as leader in the community into which she goes. Besides this training will be beneficial to the girl as citizen and in her new position as woman voteer.

Then there is the social life. The Girls' League has "pep" just like the Athletic Association and all the other really worth-while organizations. On Saturday evening, October second, the Girls' League gave a party, a party where all the girls "got together and had a jolly, good time." Oh, yes, the Freshmen wore green, but that was the only means of distinguishing Freshies from Seniors. There were shadow movies, a minstrel show, a pig-tal quartet and think of it!—"a view of a students' stomach." The faculty was not forgotten and had to perform some novel stunts. A party is not a party without "eats" and the girls were well taken care of in that direction.

Thus the work of the League is progressing with a sincere spirit manifesting itself for the uplift of Normal and student government.

HELEN DRAIS, Secretary.

ORCHESTRA

Our Orchestra has been increased somewhat this term in comparison with previous years. The addition of two more cornets and violins has augmented the volume of the orchestra to a great extent. Every Tuesday and Thursday evenings we have practice when all the members show their loyalty by being present.

Thursday evening, September twenty-nine, we organized and the following officers were elected with Miss Adams musical director:

President—Leslie Stock

Vice President—Herbert Sealover

Secry-Treas—Clair M. Neeley

Each morning music is rendered in connection with the chapel exercises and a march is played when the students march out of the chapel.

We are rapidly progressing with our practice for Arbor Day when we shall have special music.

The amount of enthusiasm exhibited so early in the year is encouraging and stimulating. We hope for its continuation.

THE GIRLS' ATHLETIC ASSOCIATION

The purpose of the G. A. A. is to develop a spirit of sportmanship so that when the girls get out, they can take defeat or victory in the right manner. This good sportmanship has been shown in the rivalry between the classes in the different sports.

The spirit of the Association is shown by the number of new members that have been received into the Association, the number of students who received their numerals and letters, and the new girls who are working in every way to get enough points to join. They are doing this by hiking, and going out for hockey this season.

We have enthusiastic leaders in Miss Danielson and Miss Nason.

The girls are very much interested in hockey and the majority are coming out for practice. The large number trying out for the teams will necessitate close observation when the teams are picked.

The social phase of the Association is shown by a party which it gave to all the girls and the lady members of the faculty. The heads of the different sports gave short talks to develop enthusiasm in the girls for that particular sport. Various kinds of stunts were performed by the different classes. Refreshments which everybody enjoyed concluded the program.

ALTA WILLIAMSON, '21, Secretary.

GIRLS' CHORAL SOCIETY

Although the Girls' Choral Society was organized just last year it has already made itself felt in the school. Ten new members were elected this year, making a total of twenty-four.

The purpose of this Club is to stimulate and increase an appreciation of good music, and to raise the musical standard of the school.

The Club meets weekly under the direction of Miss Adams. It renders suitable selections on all the special occasions of the school.

SOCK AND BUSKIN CLUB

The Sock and Buskin Club is beginning its work this year with renewed energy. The efforts of the Club are being directed with a view to the work its members will have to do after leaving school. As teachers the members of this Club may be called upon to direct pageants or plays and to take part in other forms of public entertainment. It is the purpose and aim of the Dramatic Club to give a preparation for this kind of work.

Miss Stroh is planning to have the Club give a pageant in Better English Week to arouse the students to a realization of the

benefits to be derived from such a campaign. This pageant is also aimed to give impetus to the movement for better speech.

Committees are being selected to direct plays for the two Literary Societies and to arrange for tryouts for the annual Thanksgiving play.

Altogether the Sock and Buskin Club is looking forward to a year full of success and pleasurable experience.

HELEN DRAIS, Secretary.

THE DAY STUDENT BOYS' ASSOCIATION

The aim of this association is to train each day student boy in habits of self control. As we attain this aim we accomplish several desirable things, namely, higher ideals substitute lower ones, the question of order in and about the building is diminished in size, and every boy accures better social habits. The question of self conduct and control is one which can not by any means be overlooked. Only he who can control himself can control others, therefore, he who is preparing himself for so responsible a position as a moulder of our future nation and generations must be well trained and have absolute control over himself. Since the primary aim of this institution is to prepare efficient teachers we must encourage the development of those qualities upon which the success of teaching hangs.

We have a very strong body of officers for this year and are going to make this the most successful year in the history of the association. We are doing something worth while.

REESE E. BERT, Secretary.

DAY STUDENT GIRLS' ASSOCIATION

The Day Student Girls' Association was organized Sept. 15, 1920, with the following officers: President, Rosa Barnhart; vice president, Eleanor Adams; secretary, Lilly Fogelsanger. The aim of the association is two-fold: first, to promote a feeling of friendship among the day student girls; second, to keep their rooms in good order. This can not be done by the officers alone, but every girl must cooperate. With this cooperation in view we are looking forward to a successful year.

LILY FOGELANGER, Secretary.

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Chorus

Swell the chorus ever louder,
We'll be true to you,
Hail to thee, our Alma Mater,
Dear old "red and blue."

Near the waving corn-fields,
Just beyond the town,
Tower the ivy covered buildings
As the sun goes down.

When we leave our Alma Mater
We will praise her name,
Ever live to raise the standard
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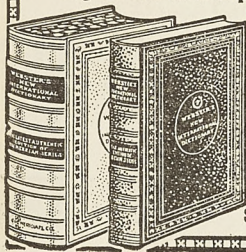
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