

Horton

Volume 25

Number 2

January 1921

The Normal School Herald

Training School Number

Cumberland Valley State Normal School

Shippensburg, Pennsylvania

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The Normal School Herald

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

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

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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.

Vol. XXV.

JANUARY, 1921.

No. 2.

EDITORIAL

We should be inappreciative, indeed, if we did not express our gratification at the unusually cordial reception which greeted the initial number of THE HERALD in its new guise. We were prepared for comment, and even for adverse criticism, but we have been surprised and very pleasantly by the great number of favorable comments which have reached us concerning our departure from the old type of school paper. We wish to reiterate our great desire to be of service to our readers and we hope that the numbers which are to follow will be as genuinely serviceable and even more so than the number with which you professed yourselves pleased. We realize that it is a big change from the old type of school paper and that it may take time to adjust ourselves to the new ideal. We are asking again for your support and a more general response to our plea to you to contribute to the discussion of interesting school problems. We had expected to begin a Round Table department this issue but we have received no indications from any of you that would lead us to believe that such a feature would be of interest or profit. Surely there are many problems which could be profitably discussed among us. Won't you give us your help and encouragement by sending to us any questions on subjects of vital importance to all of us? Send us your new teaching devices and make the school paper a vehicle for the expression of your thought as well as ours. We have the ideal of general serviceability constantly in mind. Won't you help us realize it?

The Better English campaign, our plans for which we told you in our last issue was a great success and we hope of such significance as to be of lasting benefit to all our students. They entered into our plans in a splendid spirit of cooperation and enthusiasm. It is interesting to note that there were more than a hundred contestants eligible for the final spelling contest. A program indicating our activities for the week is appended. The prize winners of the various contests are as follows:

Pronunciation contest—Miss Sylvia Markle, Hanover.

Story Telling contest—Miss Katherine Worley, Harrisburg.

Spelling contest—Miss Blanche Stoops, Gettysburg.

Senior-Junior essay contest—Miss Marian Fickes, Newport.

Sophomore-Freshman essay contest—Miss Ethel Barr, Greencastle.

Poster contest—Miss Verdella Dick, Dillsburg.

We should fail in appreciation if we did not make special mention of the splendid little pageant worked out as a project by seniors in the Public Speaking classes. It was entirely original and was almost entirely staged by committees from the Sock and Buskin Club who worked indefatigably to make it a success. Elsewhere in this issue we are publishing one of the best essays written by the students in English composition setting forth their impressions of the significance of the week. We are also giving space to the prize essay written by Miss Marian Fickes of the senior class. We regret very much that it is impossible because of the crowded condition of this issue to give space to the prize essay from the contestants in your schools. We shall be glad to publish that essay in a later issue.

PROGRAM FOR BETTER SPEECH WEEK

Monday, November 1, 8:15—Spelling contests in all classes.

Tuesday, November 2, 6:15—Pronunciation contest.

Wednesday, November 3, 4:15—Story telling contest.

Thursday, November 4, 6:15—Final spelling contest.

Friday, November 5—Tag Day, beginning at 8 a.m. and closing at 6 p.m.

Saturday, November, 6, 7:30 p.m.—Better Speech Pageant.

“GOOD ENGLISH”

I wonder how many of you know my name. I will tell you, It is “Good English.” Now don’t laugh at my foolish name, because I am really great. I have fought many hard battles and with a little help from my friends I have always come out the victor. My worst

enemies are Bad English and Slang and Oh! what a big army each of them have.

Notwithstanding these wicked plotters I have friends who plot just as hard to save me. For instance, take the Shippensburg Normal School. They set aside the whole first week of November for my cause. How they planned and worked for me! As to whether I won or not—well, that is getting ahead of my story.

As I said, a whole week was set aside for the sake of my cause. They first had a spelling contest for the whole school and then a final spelling-bee, because if my helper, Correct Spelling, neglected me I would be overwhelmed with defeat. Then they had a Story Telling contest and the prize of this contest went to the person who not only told the best story but to the one who used me to the best advantage. There was a Pronunciation contest in the chapel one evening, for if you can't give my right hand men, Messers. Vowel and Consonant, the right sound you can't spell me either. Friday was "Tag Day" and what fun it was to see my old enemies ridiculed and hung in prominent places!

However, Saturday night was the climax of the celebration given for my benefit. It was a pageant composed of eight episodes and what they didn't do to Bad English! They fought him, they scorned him, they showed how the Pilgrims fought him by leaving Holland and coming to America for my sake, they tried him, and then they cremated him.

As to whether my visit there was a success or not, and whether I will remain there I will answer that "It was" and "I will." Bad English is gone never to return again and my popularity at that school will never cease. Of course, not quite all his confederates are gone as a few of his friends such as, "They done," "He don't" and "I seen," still remain, but they are rapidly disappearing and I hope and feel certain that their life in that institution is coming to an end.

ELIZABETH RYDER, '22.

WHY SHOULD I SPEAK BETTER ENGLISH? PRIZE ESSAY

Because man, as a social creature, has found some means of communication necessary, and language has always played a dominating part in affairs great and small. But of what language can this be more truly said than of our own dear English? The English language is the language of liberty. In its three hundred thousand words have been written the majority of liberty documents including the Magna Charta, Declaration of Independence, Constitution of the United States, Emancipation Proclamation, and President Wilson's dynamic address of April 2, 1917. Does not the bosom swell with pride at the thought that such is our tongue—the English tongue?

But why should I speak better English? First of all—for my own enjoyment! Milton has said, "Apt words have power to 'suage the tumors of a troubled mind and are as balm to fester'd wounds." What a comfort it is to know that I can not only think but that I can express my thoughts to others who can then share with me my feelings! They understand how I feel because I have clearly told them. In the same way, I understand they know how to express them. Our pleasure is thus mutual.

But why should I—especially I—a student of this Normal School speak better English? In answer comes another question—Why should any teacher or future teacher above all others strive for perfection? This time next year I shall be teaching others. I shall be using language as a tool in the molding of lives. Someone has said, "The teacher may congratulate himself that he is a world builder. He has his hand upon the throttle of human progress. He turns the key that swings open the gate of the future." How true this is! In whatever subject I am called upon to teach, I must lead the children to reason and then to pass judgment clearly and quickly. It is an acknowledged fact that incorrect language leads to incorrect reasoning and thus to incorrect results. I may be leading these children today but tomorrow they will be leading others and only in so far as they are able to give to others the benefit of their trained thought will they be serving mankind. Speech is indeed "the golden harvest that followeth the flowering of thought."

As a teacher, I shall exercise an influence—whether good or bad—not only on the children themselves but on the community in general. I shall be called upon to take my part as an educator in civic affairs. In order to do my best I must command the respect due a leader. Therefore, I cannot afford to speak incorrectly—to mumble my words, to make grammatical errors, to use slang. What will faultless attire avail me if my speech betrays ignorance and carelessness?

From a sense of duty to this, my country, I should try to speak better English. Secretary Lane says, "There is no one thing so supremely essential to a government such as ours where decisions of such importance must be made by public opinion as that every man, woman, and child should have a thorough knowledge of one tongue so that each may speak to every other and that all may be well informed." In this great melting pot, none of the important movements that we, as a nation, are undertaking can succeed unless each builds its foundation upon a common interest. On what better common interest can we, as loyal citizens, help to build than on our Mother-Tongue? I am no less than a traitor if I, a native American, do not keep my language pure and clean.

Every time I use English that is not of the highest, I am not

only proving false to my country but I am lowering the ideals of humanity. America is the leader of the world; the Americans are the people of the day, but the quality of our collective lives rises and falls with the level of the lives led by you and by me. We are setting the standard; we are leading humanity. The ideals of speech in other nations will be no higher than that of their pattern.

The English language is indeed the sacred gift of our ancestors which we as true Americans, teachers, leaders of humanity may enjoy to the fullest but we must hand it down to posterity pure and inviolate so that we as a nation may succeed and the world as a whole move forward. Would that we could appreciate the English language as Cowper did when he wrote of it:

Sacred interpreter of human thought,
How few respect or use thee as they ought!
But all shall give account of every wrong,
Who dare dishonor or defile the tongue:
Who prostitute it in the cause of vice,
Or sell their glory at a market price!

MARIAN FICKES.

THE SPRING TERM SESSION AT THE NORMAL SCHOOL

The attention of all prospective students is called to the fact that the date of opening the spring term has been changed from March 29th to April 18th. The length of the term has been changed from thirteen weeks to nine weeks. The purpose of this change is to make it possible for all who wish to come to us to enter on or very near the opening of the term. Opportunity will be given students to take exactly the kind of work that they need for any type of certificate. We have found that our spring term students may be divided into four classes. The first group is made up of those young people that have not had the opportunity to complete a four year High School course but who wish to complete the Normal School course in the not distant future. Some of these students have had no High School opportunity while others have attended a second or third grade High School. These students who desire the opportunity of taking and passing the High School subjects required to secure the fifteen units required for admission to the regular Normal School course may do so. We urge all such students to take both the spring and the summer work. By so doing the student will be able to pass a number of High School branches and to receive proper credit. Frequently graduates of second grade High Schools can secure enough credits in the eighteen weeks of the two sessions to enable them to enter the Junior class in the Normal Department in the fall. Others will be able to secure a number of credits that can be added to those

that they will secure next year. Many students who hold professional and state permanent certificates will also be glad to avail themselves of this opportunity to secure the credits needed for admission to the Junior class.

The second group is made up of young people who have taught one or two years on a provisional certificate and who desire a better certificate or those who have not yet taught but who wish to teach in the fall. We also advise such students to remain during both the spring and summer sessions. Those who can not remain during both sessions will be given every opportunity to do as much work as possible in nine weeks. Naturally, a nine weeks course is a hurried review of a subject rather than a thorough mastery of it. In eighteen weeks, however, a very satisfactory course can be given.

The third group of students is made up of those who have taught two years or more on a provisional certificate and who are candidates for a professional certificate. Such students will be given the opportunity to take any of the branches commonly listed for the professional certificate. Students who can not remain more than nine weeks are urged to select such branches as vocal music and drawing, as these can be completed in nine weeks. Students who wish to take English literature, plane geometry, general history, elementary botany, elementary zoology, elementary physics, or drawing will necessarily be required to spend eighteen weeks studying these branches unless the student has previously studied some of these subjects in high school.

We shall give every opportunity to students who wish to take the work for the professional certificate. However, as most superintendents have raised their standards materially, it would be advisable for each student contemplating taking this work to consult his superintendent as to the branches to be taken and the length of time spent upon them. Students who register for this course will not fail to indicate what branches besides the common school subjects they wish to take. Students taking this course will be given the opportunity to take any of the common school branches that they desire.

The fourth group are those who wish to take the examination for the state permanent certificate. Such students should write to Dr. Albert Lindsay Rowland, Department of Public Instruction, Harrisburg, Pa., for application blanks. We shall offer courses covering the work in all the professional subjects. The professional subjects include the common school branches, music and drawing. The academic branches: English literature, plane geometry, history and elementary physics, must be studied in high school, normal school or college for a period of ninety-six sixty minute hours, and physical geography, elementary botany, and elementary zoology for forty-eight sixty minute hours if the student wishes to be exempted from the examinations in these subjects. We offer courses in all these branch-

THEY DIED FOR LIBERTY
AND DID NOT DIE IN VAIN
THEY COUNTED LIGHT
THEIR LOSS THAT GAVE
THE WORLD ETERNAL GAIN

FRANK CARBAUGH
AUGUST 1ST 1918

ARTHUR D. NOLL
SEPTEMBER 25TH 1918

CHARLES D. KELL
OCTOBER 4TH 1918

HARRY M. TAYLOR
OCTOBER 25TH 1918

MEMORIAL TABLET PRESENTED BY
CLASS OF 1917



PRIZE-WINNING POSTER FOR
BETTER SPEECH WEEK

es for those who do not have high school credits. Students who are with us for eighteen weeks will be able to qualify in all the branches named and upon passing the work with us will be exempted from the state examinations in these subjects. Students who expect to take the examination for this certificate should notify us as early as possible and indicate what academic branches they wish to take in addition to the required professional branches.

COURSES OPEN TO STUDENTS DURING THE SPRING TERM

Present indications point to a record breaking attendance for the spring term which will open April 18th. As salaries will be materially raised during the next year, there will be a corresponding increase in qualifications demanded of those who expect to teach. We are planning to meet the new situation by offering the best courses in our history. Last year we had an exceptionally strong Spring term faculty. We expect to be able to secure a still more efficient corps of teachers this year. This will be made possible by the late opening of the term. Many teachers who have been engaged during the year will thus be available for the spring term and summer session. All the new teachers will be men and women of experience and scholarship who have specialized in the branches they will teach.

As indicated elsewhere, the expenses for this term are very low. No one will be debarred from coming because of the outlay involved.

The following courses will be open to students, beginning Monday, April 18th:

Course 1. This course is for students who expect to take the County Superintendent's examination for a provisional certificate. Nearly all superintendents accept the grades given in our school and exempt students from examinations in subjects in which the student has received a passing mark. The course will give a hasty review of the common school branches, with special emphasis upon the methods of teaching them. It aims to cover the work in nine weeks. Naturally only the important points in the branches can be stressed. Demonstration work in teaching will be given by Miss Harris, Miss Snively and Miss Alice Huber. Only those who are well grounded in the common school branches should enroll in this course.

Course 2. This course is a duplication of Course 1 except that it will cover the work much more thoroughly than will be possible in Course 1. The work will be continued during the nine weeks of the summer session, thus making the course one of eighteen weeks. It is especially suited to those who need a thorough review of the branches. Opportunity for observation work in the training school will be afforded all students in this course and special demonstration work will be given by Miss Harris, Miss Snively and Miss Alice Huber. Students who have not had experience in teaching and those

who are weak in several of the common school branches are urged to take this course as it will meet their needs better than any other offered.

Course 3. This course is especially suited to those who have been teaching and who will be able to drop some of the common school branches. Students who have received a mark of one and one-half or better from the County Superintendent are advised to take this course as by so doing they will be able to receive credit in High School subjects if they continue their work during the summer session.

Course 4. This course is intended for students who have been with us before and who are now desirous of taking work that will eventually lead to graduation from the Normal. This course will include beginners' Latin, algebra, physical geography, English history, music and the choice of one or two other high school subjects. The work of this course will be continued during the nine weeks summer session.

Course 5. This course is open to those who have finished first year Latin, English grammar, etc. It includes Caesar, geometry, rhetoric, zoology or botany and beginners' French (if desired). This course will be continued during the summer session.

Course 6. This course is open to students who are graduates of second or third grade high schools, or who have been in attendance at Normal before, but who lack the required 15 units to enter the Junior class. Opportunity will be given during the spring and summer sessions to take enough high school work to secure the required number of points for admission to the Junior class.

Course 7. This course is for those who expect to take the work required for the **professional certificate**. Those who desire to take this course must select two of the following subjects: vocal music, drawing, English literature, plane geometry, general history, physical geography, elementary botany, elementary zoology or elementary physics. The courses in vocal music and drawing will be finished during the nine weeks of the spring term. The courses in the other branches will be continued during the nine weeks of the summer session as it is impossible to finish these subjects in nine weeks. Students electing this course should write in advance indicating the subjects they desire to take so that proper arrangements can be made for them.

Course 8. This course is intended for those who expect to take the examination for the **State permanent certificate**. Students who have had forty-eight sixty minute hours in botany, zoology or physical geography in the normal or high school and have passed these branches will be exempt from further examination in them. Those who have taken English literature, plane geometry, general history or elementary physics for ninety-six sixty minute hours in normal school or high school and have passed these branches will be exempt

from examination in them. Students who have not completed these branches can finish the work by attending the spring and summer courses at our school. The state examination in the so-called "preliminary branches" made up of common school branches, including algebra, vocal music and drawing will be entirely in the methods of teaching these subjects. Special classes in the methods of teaching the above named branches will be opened for students who wish to take the examination for the state permanent certificate. In all probability an examination will be given at this school at the conclusion of the summer school session. All who expect to take this course should communicate with the principal at an early date in regard to the work desired.

Course 9. This is a course for graduates of first grade high schools who have been teaching on a provisional certificate and who desire to complete the normal school course. During the nine weeks of the spring and the additional nine weeks of the summer session these and other students who have fifteen high school credits will be given the opportunity to take the first semester's (Junior year) work of the Regular Normal School course. This will enable such students to teach next year and to return in the spring of 1922 to finish the second semester of the Junior year so as to be ready for the Senior year's work in the fall of that year. Students who are interested in this work should communicate the principal at an early date.

Course 9a. This course is a continuation of the one given to graduates of first grade high schools and others who had fifteen credits last year. It will cover the second semester's work of the Junior year.

Course 10. This is a special course suited to students who desire to take a mixed course. We offer special opportunities to those who lack a certain number of credits for college and to those teachers who hold normal school or state permanent certificates and who wish to take additional work necessary for advanced positions in teaching. Students desiring work of this kind should communicate with the principal in regard to the branches desired.

EXPENSES FOR THE SPRING TERM AT NORMAL

The attention of all students is called to the low rates at our school for spring term students. The expenses are as follows: registration fee, \$5.00; students who are 17 or more years of age will receive free tuition. Those who are not 17 will pay \$2.00 a week tuition. The cost for boarding, including furnished room, heat, light and laundry will be \$5.50 a week for those who remain for the nine weeks of the spring term. Those who remain for both the spring and the summer sessions will pay \$5.25 only. The only other ex-

penses are the term fee \$1.50 covering the cost of admission to entertainments, games, etc., and the cost of books. These can be rented or purchased.

Thus the expenses for the nine weeks of the spring term will be only \$56.00 for those who can not remain for the summer session. or those who remain for the summer session the expense will be only \$53.75. The registration fee of \$5.00 is included in the above.

Students are urged to register as early as possible for a room. Last year we were unable to accommodate all who applied even though we secured rooms for one hundred students in the town. From present appearances our registration will be still larger this year. No registration will be accepted prior to January 1st. On and after that date we shall assign rooms in the order in which the registration fee of \$5.00 is paid. Students desiring further information on any of these points are urged to write us at once.

PERMANENT STATE CERTIFICATE EXAMINATION

The attention of the prospective students who wish to prepare for the permanent state examination is called to course eight on another page. We have never been so well equipped to do the work required for this certificate as we are at present. Last year about fifty students took this course and found the work most helpful. We hope to be able to give still better opportunities during the coming spring and summer sessions.

WHAT NEW STUDENTS OUGHT TO KNOW

Students entering Normal for the first time naturally desire information on a number of questions. Experience has taught us that these questions center about certain matters. We have decided to anticipate some of these questions and to answer them in advance. Perhaps you will find the answer to the question in which you are interested.

Question. Is it necessary to pay in advance of my coming to school?

Answer. The only advance payment that need be made is the \$5.00 registration fee, which must be paid when students engage a room. The remainder of the payment for the spring term should be made when the student enters school.

Question. Is it necessary for me to come in advance of Monday, January 31st (or April 18th)?

Answer. No. The first day of the new term is devoted to assigning students to their classes. You will be in plenty of time if you leave home on the Monday of the day on which the term opens.

Question. Will my baggage be delivered at the school free of charge?

Answer. Yes, if you bring your trunk check to the office when you come your baggage will be delivered free of cost. It is highly important that every piece of baggage be plainly marked with the owner's name. Do not give your trunk check to any of the taxi drivers unless you wish to pay for having it delivered. Bring your checks to the office and your baggage will be delivered free of cost to you. This regulation applies, however, only to the first two days of the school term. Students coming later should engage one of the cab-men at the station to bring baggage to the school.

Question. What equipment will the school provide for my room?

Answer. Your room will be furnished with all necessary furniture, such as bed, bedding, bureau, study table, wash stand, bowl and pitcher, chairs and light fixtures.

Question. What shall I bring with me?

Answer. Students should bring all toilet articles, table napkins, bureau covers, cushions (if desired), laundry bag and a pair of blankets or heavy quilt (if additional bed covering is desired). Students should also bring knife, fork, spoon and glass tumbler for use in their room as these articles may not be taken from the dining room.

Question. Can I buy or rent text books at the school?

Answer. Yes, you can buy or rent the books that you need at the school book room. You need not look after these in advance.

PRINCIPAL'S LETTER TO THE ALUMNI

Dear Friends:—

I have been very much gratified at the reception accorded the October number of THE HERALD. No number ever issued has called forth so many favorable commendations. The editorial staff of THE HERALD appreciate your endorsement of the change in the policy of THE HERALD. The members of the staff believe that THE HERALD can be made just as interesting as ever from the news standpoint and that in addition it may be made servicable not only to the alumni and the former students of the school but to all who are interested in educational problems. Personally, I wish to express the hope that members of the alumni will not hesitate to avail themselves of the opportunity open to them in our Round Table discussions. If you have a problem of administration or a question as to the method of dealing with a troublesome proposition you are invited to write to THE HERALD management. There must be many problems in which you, as alumni, are interested which ought to be discussed in the columns of an educational journal. With your help we hope to make THE HERALD the desired medium.

We have had the opportunity of meeting with a large number of the county alumni associations during the past two or three months. We have been gratified to note the spirit of earnestness and loyalty that has characterized the deliberations of these bodies. The alumni of our school should be leaders in educational work. It is gratifying to note that so many of them are stepping to the front and taking an active interest in the big educational questions that will be submitted to the legislature that is about to convene. The alumni should speak in no uncertain tones in support of the educational program that will be presented by Dr. Finegan and his associates. Our own State, in spite of its splendid population and its great material resources, has been shown to stand twenty-first among the states of the United States in educational matters. Let us work together to put Pennsylvania where it ought to be educationally. Every alumnus should make it a point to speak to his or her representative or representatives in the legislature and to urge the support of the measures that will mean so much for the advancement of the schools. We need more money for the schools than we have ever received, longer terms and better salaries. Not only ought we to support the advanced legislative program ourselves but we should see to it that the community in which we live is roused to the importance of active enthusiastic support of all measures that make for the advancement and betterment of the schools.

I desire to call your attention to the opportunities that will be open to students in the Normal during the spring and summer sessions. The summer session has been lengthened to nine weeks and the spring term session has been shortened so as to cover the same period. The spring session will open April 18th instead of March 29th, as announced in our catalog. Heretofore, many students were unable to enter at the beginning of the spring term because their schools were still in session. The changed date will make it possible for all who have seven or seven and one-half months session to enter at the opening of the spring term. As indicated elsewhere in THE HERALD, special courses will be given for those who wish to prepare for the county provisional certificate, for the professional certificate and for the state permanent certificate. All students who can possibly do so are urged to remain during the nine weeks of the spring term and the nine weeks of the summer session. In this way it will be possible to give one-half year's credit for work done in any subject or subjects. Those who can remain during the one session only will receive one-fourth year's credit.

Our enrollment for the spring session will be very large and our capacity to care for students will be taxed to its utmost. Last year it was possible for us to accommodate all students who applied only by securing rooms for at least one hundred boarding students in the town. From present appearances we shall have a still larger num-

ber of applicants this year. On this account we urge all students to register for rooms on or immediately after January 1st. We hope to be able to take care of all who apply if they will register early.

(We appeal to all our alumni to keep us in touch with boys and girls in the High Schools who may be interested in preparing to teach. If our schools are to become as efficient as they ought to be we must have a strong body of teachers.) Let us begin a crusade for recruits to the profession. Teaching is about to become a very attractive field of labor. Not only will the school term be lengthened all over the state and salaries raised very materially, but there will be other inducements, such as tenure of position, opportunity for advancement, etc. Don't forget your Alma Mater when you come in contact with any young man or woman who might be induced to come to us.

Finally, don't forget that Tuesday, June 21st, is alumni day. Although that date is more than five months off, several of the classes have already begun to make arrangements for their ten year reunion. We hope to see the class of '81 back as guests of honor. This class is numerically one of the smallest classes in the school. Only eight members survive, but we trust that these may all be with us and that they may have a most enjoyable reunion. The class of '91 was a live, energetic body while at Normal and a large number of them have made special records for themselves in thirty years that have passed. Prof. Rife has written a letter to all his class mates and we feel sure there will be a big turn-out next June. We shall be disappointed if the twenty year class does not return in large numbers. The ten year class, while widely scattered, will undoubtedly be on hand when the June days come. Of course we shall expect the class of 1919 to show us that they have not forgotten how to sing Alma Mater and their class songs. We hope the class of '96 will come come back in large numbers for their twenty-fifth reunion. Finally, we trust that all will realize that the latch string is out and that we hope to have you with us for the largest alumni gathering in our history next June.

Fraternally yours,

EZRA LEHMAN, '89.

THE SECOND SEMESTER

The second semester will open on Monday, January 31st and will continue for twenty weeks. New students may enter at this time in either the High School or the regular Normal Department. Graduates of high schools who have fifteen credits who were unable to enter last September or who have just completed their high school work will be given opportunity to take the work of the Junior year. This work will be so arranged that the student will be able to com-

plete the course in two years from the date of his admission. It will be possible for students to gain a half year by entering at the beginning of the second semester. So great is the demand for teachers that students will have no difficulty in finding a position as teachers upon their graduation in the middle of the year.

Students who have been graduated from first or second grade high schools will find it greatly to their advantage to enter at the second semester as by so doing it will be possible for them to secure three credits. In many cases this will enable them to enter the regular Normal Course in September. Students who are not teaching this year but who expect to teach next year are urged to spend the entire semester at Normal as by so doing they will be able to give the required amount of time to the branches that they are expected to teach. They will also have opportunity to observe the work in the training school. Courses in the common school branches will be opened for those who wish to prepare for teaching next year.

The expense for students who are seventeen or more years of age or who will be seventeen within the semester is comparatively low. The registration fee of \$5.00 must be paid when a room is assigned. There is a term fee of \$1.50, which includes admission to entertainments, games, etc., and the cost of books in addition. Books may be rented or purchased, new or second hand, at the school book room. The cost for boarding, including furnished room, heat, light and laundry will be but \$5.25 a week for those who attend the entire semester.

NATURE STUDY IN THE TRAINING SCHOOL

By Nature Study in the Training School I mean the Nature Study taught the pupils of the Training School and the teaching of the subject by the pupil teachers. We meet our first serious problem in the fact that the teachers have had very brief courses in Nature Study or Agriculture and are not able to compete with the average farm boy or girl. In many cases the teachers have failed to vitalize their laboratory work and notebook with every day happenings at home and on the farm. Then, too, their period of teaching in the subject is too short to arouse a working interest or lasting enthusiasm. The subject is not on the course of study below the high school, so they do their best for the time being. In ungraded schools, books on Agriculture are provided and it is surprising how many young teachers in a short time become the leaders in the community, sensing quickly the fact, that a spirit of co-operation between school and farm will create a growing interest in school as well as in better agriculture.

The inexperienced teachers of the Training School find it difficult to connect their nature study work with the home and farm, and

many times find themselves working along the literary or spiritual line entirely, using stories, poetry and pictures. This is better than nothing and seems to the teacher the best approach to the subject in correlation with language.

The main object in the Nature Study work has been to interest teachers and pupils with special reference to agriculture conditions. To the teacher in the town or village the interest of the school, and community would likely be in school gardens and for teachers working along this line the Fall Manual of the United States School Garden Army is an inspiration and a practical and ready assistance. The thinking teacher will select for the basis of her work that phase of the subject that will link the school and community, be it the social, physical, economical or spiritual basis.

Experience in the work makes it very evident that there is as much need for special preparation to teach Nature Study as to teach Domestic Science or any of the Arts on our course of study. A working knowledge of zoology, botany, chemistry and physics with an understanding of the vital and mutual relationship existing between them cannot fail to develop and preserve a loving, sympathetic, and intelligent attitude toward Nature in general and Nature in particular, with boys and girls from six to ten years old.

The time, twenty minutes daily and the subjects, according to season, are planned for the pupil teachers but they are to use their judgment as to when a lesson is to be taught out of doors or in doors; when they are to go "for a walk" or when an excursion, when it is to be a lesson of observation, reproduction or "doing something." With our Training School the work on the campus is in the potato patch, down in the field, "on the oval," along the Branch, down at the Mill dam, out Middle Spring Road, over in the dark woods, behind the gym, Timber Hill and South Mountain. At the latter places five cedar trees for Christmas trimming and several smaller ones were secured.

The work is grouped under the heads of plant life and animal life. In the plant life our resources are numerous, interesting and vital, while the animal life is mostly acquired or secured for the time. The primary grades have one or two window boxes which belong to the grade as a whole but the individual gardens in glasses, boxes, egg shells or turnips are most interesting and vital to the child because he is watching "the growing" of beans, peas, grass or timothy seed which he knows very well in crop on the farm. Last fall the first grade planted narcissus bulbs in individual pots, gave them special care for a few days and then put them away in the dark basement, with special protection, to use them in the Spring for gifts to mother.

Pupils of the sixth grade transplanted some under grown cannas from the campus to large flower pots for their class rooms.

Window boxes belonging to various rooms had been filled with red geranium, several foliage plants and some ivy early in Spring. These were cared for by the pupils until school closed in June. During the summer they bloomed luxuriantly and the ivy ran riot over the porch and steps of the buildings. When school began in the fall boxes were assigned to the different grades to be put in shape for their respective class rooms. Some plants were removed, others planted according to the choice of the pupils, the ivy cut down and the boxes put in place to be cared for during the school term. One box was found to have a growth and mold over the soil, another seemingly abundant growth was covered with a scale. The mice had made a nest in the bottom of several boxes and disturbed the roots of the plants. These were valuable lessons for both pupil and teacher as they knew all about the scale that destroyed their apple orchard but never thought of it in connection with the flowers at the window.

Wandering Jew was brought in abundance and put in water to grow and keep green for the winter when we have no flowers. Bitter sweet berries on vines were gathered and the lesson learned that only a few must be gathered from each vine for fear the birds may suffer hunger when they go to their usual feeding place after a heavy snow or late hard winter.

The potatoes, four bushels, planted in spring and cared for till June, were dug, picked, sorted, bagged and taken to a store for sale by the boys of one grade. Last year when the cry was "raise potatoes," the boys decided that the piece of ground to be plowed under for the first time would be more likely to yield a good crop of beans than potatoes. So beans were bought and planted. There were several pecks gathered, but before the boys disposed of them, having decided that they would be more valuable for planting the following spring than for eating that fall and winter, the boll got in them, and never before in the history of beans was there such a lively inbreeding as in that crop of beans. After picking and picking and more picking there were too few to make it worth while keeping them for Training School work so the boys gave them to a family who secured enough for their garden planting and had several meals of the beans "that were not so bad."

During the year the children learn to recognize the golden rod, aster, wild carrot, butter and eggs, the violets, especially the little blue velvet pansies, dandelion, daisy, various clovers, Jack-in-the-pulpit, dog wood, wild honeysuckle on bush and vine, the pansy, geranium, morning glory, phlox, portulacca, daffodil, narcissus, "chiny aster," chrysanthemum, tulip, scarlet sage and others. They become familiar with them at home, on the way to school and on excursions. But they love to visit and have their class under the old cherry tree when it is in bloom in early spring; the yellow flowered forsythia

bush is surrounded daily because it is the first to bloom on the campus, the red japonica near it is interesting. The red, white and striped tulips coming up through the hard cold ground when no other flowers are blooming in the flower beds are most interesting and the visit to the bed with the lesson of Mother Nature caring for them during the winter creates a feeling of wonder and awe.

Then the tiny green leaves of the ivy which covers several buildings are a delight because of their fingers for holding on and the beautiful coloring in spring and fall. The blue berries were scarcely noticed till the wonder of the children as to how the birds were fed during the cold spell over the week-end was answered by the chatter of the birds feeding by dozens. These berries have for several years been visited very early in the spring by a flock of cedar wax-wings.

The children love the trees on the campus and have no greater joy than to go out under the trees for a lesson. There is a tall "thin" Lombardy poplar that keeps its hand up to its face all the time, the larches with tiny pale green needles and baby cones every spring, the red and silver maples whose shapes make beautiful pictures, the sturdy butternut tree that stands gaunt and bare early in the fall and whose nuts have brought down the wrath of the teacher upon the boy who picked and played with them during the noon hour, the cluster of hemlock trees by the stile, the sturdy little Norway spruce low enough for every child to have a peep at the chipping sparrow's nest and eggs last spring, the good sized spruce tree which was to be the Campus Christmas tree, planted by one of the classes, the weeping willow only three years old but whose branches are so long and trailing that the children cannot play under them, then the Jinko leaves so attractive that two or three must be put in the leaf print books of the second grade, the tulip tree which was ten years old before it had flowers and then few of the children detected it till the leaves fell and they discovered the seed pods high on the upturned branches. The big old maple in front of the entrance is interesting because the roots that show through the ground "are nearly as big as trees," and because the redheaded wood pecker has been building there for years. The children had their first lesson in "treeology" when they discovered places on the tree where branches had been cut off and the "sore places painted." Great will be their wonder and interest when they learn that the woodpecker's nest must be filled up for the good of the tree and the pleasure of boys and girls long after they have come to the bend in the road, and are passing on to others the inspiration received from Nature's silent monitors, the trees.

The children have silently been absorbing lessons in various lines, watching the placing of hardy plants to break a long straight line along a road, a cluster of barberry bushes for coloring at other places, fir, cedar, Arbor Vitae and other hardy plants to beautify the

corners around the buildings. The hardy plants placed upon the Training School Grounds were put under special care of the fifth grade. They watched the placing of them, watered them, even on Sunday, till they had a good start, kept the younger children from playing around them and when the time came, cut off the old blooms, tied them to stakes, made by the boys in the Manual Training room and put around proper protection for the winter.

The younger children collect seeds from various trees as the maple, ash, catalpa, cedar, hemlock, walnut, horse chestnut, tulip, buttonwood and others. These with the seed of pumpkin, calabash, cantaloupe and others are put in envelopes properly marked for early spring work and many times winter number work.

Interesting lessons on the plants, preparation for winter, the grass on the campus when the frost is thick, the snow covered spruce trees, the trees without leaves to cover them, the English ivy "that always stays green" and the familiar hemlock trees are given at suitable times and seasons, the holly, spruce, pine, cedar and hemlock being chosen for December, January and February. In every way possible the work on plant life is made to fit in with the spirit of the season, and the environment of the home and school.

The work on animal life seems to be limited when compared with the plant life available. Subjects of natural interest to the children are animals that are source of everyday food and clothing, insects that are house and food pests, cocoons, squirrels, rabbits, pigeons, the English Sparrow of the campus, the crow so abundant in our valley, the garden friends, earthworm and toad, the garden foes, plant lice and scales, the domestic and wild fowl, domestic animals and the birds of the campus.

With the above mentioned list the children are very familiar, as seventy-five per cent of them come from farms, do farm chores and farm work, and have a farm experience that amazes any teacher. One boy in the second grade, eight years old, takes care of the chickens, about two hundred, twenty-five ducks and four calves. He mixes the slop for the pigs, carries it to the pen, drives two horses in a harrow and disk from 8 to 12 and 1 till 7 till the field is all harrowed. He plants corn with a machine, he in one field and father in another, and gathered up the corn that puffed out the silo when they were filling it. During the busy season when he is driving and harrowing he takes his horses to water and unhitches father's team and takes it to water while father goes in to see about the milking, knows how old the horses, how much they are worth and their ability to work. He takes care of the baby in the early morning while the rest go out to milk, but in the evening milks two of the seventeen cows. He can't pour the milk out of the pails; that is too heavy for him. He brings in all the wood and they burn no coal, picks potatoes, loads hay, etc., but the thing he likes best to do is "husk corn." If there

is any other work to do on the farm he does it, but I have omitted it from my list. Boys and girls in the second, third and fourth grades work in this way from sun up till sun down, and with pleasure. In the lower grades they frequently go fishing with father, and in the fifth and sixth grades several take annual holidays when certain hunting seasons begin.

With their home knowledge of animals we talk about the crow as a pest, or a scavenger of the ground. We know the squirrel and rabbit, his food, how he eats and why, where and when he sleeps and how he gets his food in winter. We study the insect life of campus and home, the cricket, locust, house fly, mosquito, mouse, cat, dog pig and horse of the farm. The children love the stories of the sheep and reindeer at Christmas, their habits, home, travel and use in relation to man. They love to watch the animal life from the brook and positively know a brook outside of town where there are gold fish as big as trout. They have been stung by wasps, who lived in the old nests now hanging in the class room. They hear father and brothers talk about the weasel, foxes and mink, know the destruction they cause and can tell you how much money you get if you shoot one and get the hide.

The school children are familiar with the robin. Three hundred were feeding in four adjoining lots one night last spring; evidently they lighted in search of food on their flight north. The children have never failed to ask me if I heard the wild geese honking as they wen north the previous night. They know very well the blue jay, woodpeckers, the meadow lark, the Virginia corn cracker, the quail and the pheasant.

The children already live near to nature. Like the rest of us, these things are so frequently with them that they fail sometimes to note the music of the birds, the beauty of the autumn trees, or the voice of spring, as it stirs the sapin the trees and the soul of man. "Eyes have they and see not, ears have they and hear not, noses have they and smell not." How shall we meet the situation, or the reverse where children come from towns and cities and have little or no knowledge of nature?

The teacher surely must be the source of inspiration, and if she is weary and tired with so much of this everlasting teaching, I would quote almost verbatim from Nature Study by Mrs. Comstock: "The love for nature should take the teacher and pupils to the woods for relaxation and teach a respect for nature's laws of health. There are only two occupations for a teacher on Saturday, one is to lie in bed and the other to be out of doors, and the last is best. Out in God's beautiful world there is everything to heal lacerated nerves, to strengthen tired muscles, to please and content the soul that is torn to shreds with duty and care. The teacher who will teach nature study this way in her school room instead of the terrors of dis-

cipline, eternal watching and nagging, will find a quite companionship with her pupils that is an abiding joy. It will be the teacher's opportunity to inspire such a companionship with nature as will lead the pupils to high ideals of life and a strong moral integrity in living, to an appreciation of beauty and harmony everywhere revealed to them in their daily lives and home."

MARY RACHEL HARRIS.

OUTLINE OF WORK IN LANGUAGE

First Grade

Story telling by teacher.
 Observations and reproduction by pupils.
 Cutting and drawing of story.
 Copying words and simple sentences.
 Copying pupil's name and address.
 Correct use of daily English.
 Correct use of saw, did and went.
 Use language games freely.
 Dramatize.
 Teach memory gems.
 Picture study and physiology.

Second Grade

Write original and dictated sentences.
 Copy sentences from book and chart.
 Copy poetry.
 Write sentences containing phrases and new words.
 Use mounted pictures to assist.
 An illustrated paper weekly.

Third Grade

Use the children's individual experiences.
 Stories and games for material for oral composition.
 Encourage correct speaking.
 Help children to form questions and statements.
 The use of the period, question mark, and capital.
 Give dictation exercises.
 Stories told, reproduced and dramatized.
 Use many language games and devices.

Stories—The Ginger-bread Man, Gifts of the North Wind, The Elephant's Trunk, The Girl Who Wanted Everything, How the Little Bird Reached Home, How the Rabbit Got Its Cotton Tail, Jack and the Bean-Stalk, Legend of the Wood-pecker, The Magic Pot, The Rabbit Tries to Catch Fish, The Straw, The Coal and the Bean.

Poems—I Know Three Little Sisters, The Star, Jack Frost, A

Little Visitor, The Guest, Bed in Summer, Who Has Seen the Wind?, The North Wind Doth Blow, The Man in the Moon, The Ship, Our Flag, Over in the Meadow, The Little Elf Man, I Love You Mother, One, Two, Three, Seven Little Chicks, Grasshopper Green, The Quarrelsome Kittens, Blow Wind Blow, The Rain, Sleep, Baby, Sleep, The Little Elf Man.

Dramatization—Mother Goose Stories and Rhymes told in Language class, The Ginger-bread Boy, Town Mouse and City Mouse, The Cat and the Bird, The Ant and the Grasshopper, The House That Jack Built.

SUGGESTIONS FOR TEACHING READING

In the first and second grades, reading is taught by story telling and sentence making. Emphasis is placed upon recognizing easily all words before attempting to read to prevent halting, spelling of words, breaking of thought and sing song.

Dramatization in reading arouses interest, makes the reading lesson familiar and pleasurable and induces natural easy reading. Fourth and fifth grades are learning to read. Use the stories they have chosen from several texts till they acquire ability to read independently and with pleasure. Then books with good English prose and verse are placed in their hands.

In the remaining grades, the reading aim is pleasure and the acquisition of knowledge. In all grades distinct enunciation and pronunciation are regarded as essential for proper preparation for the class work. Word study with diacritical marking and the use of the dictionary is part of the daily work.

Reading is taught according to the following outline:—

Lesson told in story form by the teacher.

Get the story from pupils by skillful questioning.

Let the pupils tell the story.

Have the pupils act the story.

Drill on new words.

Write first sentence on the board.

Pupils read silently.

Then tell the sentence, not read it.

Write remaining sentences one at a time and have read silently, then told.

Have some pupils read all sentences.

All pupils read all sentences.

Pupils read from chart—Make one if there is none in the schoolroom.

Have pupils recognize new words in reader.

Begin to read lesson in primer according to number 7 and 8.

Have or make a set of flash cards with new words for every new lesson.

Have pleasing devices for word drill—children empty freight cars, tear down a wall, cross the brook, gather violets, pick apples, devices according to season.

Always write same words in same colored chalk. Write same words in same colored crayon to attract special attention.

Look through several different manuals for different methods and manner of presenting new words or lessons.

Read about ten easy stories in four primers. Then the children will have acquired ability to master the harder stories of the book.

Give pupils a book to take home as soon as possible. They absorb more than you really teach them. In third, fourth, fifth and sixth grades study the pronunciation and meaning of words in context before beginning the recitation. Select interesting lessons and omit those beyond the child's interest. Do not expect pupils to be able to spell the hard words in the lesson. In higher grades use selections from classics. Silent reading is emphasized here.

Be sure to tell or introduce the story in your own words—The child must have an idea of what he is going to read before he can read as he talks. He reads with delight and interest, the stories he already knows. Later arouse interest by questions. Interest and attention go hand in hand. Story telling and dramatization make good readers.

In teaching action words and sentences, let the child do them without first reading loud.

First grade children sit with teacher to study lesson first part of period to study—rise to play and for exercise—face class when reading. Sit with pupils around table when teaching reading or number. You can then readily find the place for them, keep their attention and control and direct mental and physical movements.

MARY R. HARRIS.

NUMBER RHYMES

Klapper says: "Arithmetic satisfies the puzzle instinct or the instinct of curiosity and early arithmetic is rich in material that satisfies the child's rhythmic sense." In the lower grades the pupil delights in the number games, loves to keep score, give change and be "it" in the number rhymes. The following make interesting devices for number work. The teacher recites the rhyme and a pupil gives the answer. The pupil then gives the rhyme changing the numbers. The pupil who answers is now "it" and the game continues until every pupil has had at least one chance.

'Little Jack Horner,
Sat in a corner
Counting the plums in his pie;
There were two and three and five I see
How many plums see I?'

'There was an old woman lived in a shoe
And she had children just like you.
Four boys and six girls
Now tell me true,
How many children in that shoe?'

'Little Bo Peep had ten white sheep
And now she is complaining
That yesterday seven ran away,
Now, how many are remaining?'

'Ten yellow dandelions looking toward the sun
How many are there when I pluck
One and one and one?'

'Birds and flowers and daffodils
Seven and four are three
One of each was taken away
How many must there be?'

'Higgedly, Piggeldy, my black hen,
She laid eggs for two lean men,
One ate four, the other ate three
Now, how many eggs did she lay for me?'

'Six black birds sat on a pine tree tall,
And two on a bush near by.
A hunter's gun made three birds fall
How many were left to fly?'

'Little Bo Peep lost twenty sheep,
When she looked around, thirteen she found
Now, how many were remaining?'

'Eleven blue birds, hopping on the ground
If eight flew away how many could be found?'

'There was an old woman lived in a shoe
And she had sixteen children divided by two
Now, how many children in that shoe?'

1 and 1 are two, that's not hard to do
 2 and 2 are four, that's a little more.
 4 and 4 are eight, I write that on my slate.
 5 and 5 are ten. We can call them little men.

Sixty seconds make a minute
 How much good can I do in it?
 Sixty minutes make an hour;
 All the good that's in my power.
 Twenty-four hours make a day
 Time for work and time for play.
 Days three hundred sixty-five
 Time for you and me to strive.
 Right good things for us to do
 That we may grow strong and true.

One, two, three, four, five,
 I caught a hare alive
 Six, seven, eight, nine, ten,
 I let him go again.

One, two, buckle my shoe,
 Three, four, shut the door,
 Etc., Etc., Etc.

Thirty days has September,
 April, June and November,
 Etc., Etc., Etc.

One and one are two
 Sunny skies are blue.

Two and one are three
 Hear that bumble bee!

Three and one are four
 Don't ask any more.

Four and one are five
 Bees hum in the hive.

Five and one are six
 Jane the cake can mix.
 Six and one are seven
 Angels up in heaven.

Seven and one are eight.
Run or you'll be late.

Eight and one are nine
Clothes hung on the line.

Nine and one are ten
Ladies and gentlemen.

Here is the bee hive,
Where are the bees?
Hidden away,
Where no one sees.
Soon they come creeping
Out in a line
1, 2, 3, 4, 5, 6, 7, 8, 9.

One little, two little, three little buttercups,
Each with a secret new,
Four little, five little, six little buttercups,
Who wanted to know it too.

The thumb is one,
The pointer two,
The middle finger three
Ring finger four,
Little finger five,
And that is all you see.

NUMBER GAMES

Addition

Bean bag game:—

Teacher—"Bean bag says 3 and 4?"

Child—"7"

Child—(throws bag to another), says—"Bean bag says 2 and 8?"

Etc. Etc."

Subtraction

Teacher—(beginning the game)—"Bean bag says 8-2?"

Child—"6."

Child—(throws to another pupil)—"Bean bag says 10-3?"

Other child answers—"7". Etc. Etc.

Sum

Teacher—(says)—"I am thinking of two numbers that make 8?"

Child—"Are they 4 and 4?"

Teacher—"No, they are not."

Another child—"Are they 5 and 3?" Continue till pupils have named the right combinations and then allow the successful child to give the next questions to the class, Etc.

Multiplication

This can be used for drill in each table as learned.

"It"—"I am thinking of something in the six line table."

Another pupil—"Is it 6x6?"

"It"—"No, it is not 36."

Other—"Is it 9x6?"

"It"—"No, it is not 54."

A teacher will at once recognize the possibilities of this for accuracy and development of quick mental ability that develops with the game.

Post Card Game

Use pieces of paper size of post cards. Let children make believe the aisles are streets and desks, houses. Choose two players for Postmen. Give each a pack of cards to deliver. Make believe it is Christmas, New Year's Day or Valentine Day. The Postmen start on their rounds from opposite sides of the room. They go down one street and up the next leaving at every house a number of cards, not more than five. After the Postmen have finished their rounds, each child tells how many cards he received. John says "The first Postman left me 3 cards and the second Postman left me 4 cards. I have 7 cards." Instead of collecting the cards have each child come to the desk and mail them telling the amount of postage.

Other Number Games

Hide and Seek, Bird Catcher, Ring Toss, Simon Says Thumbs Up, Dominoes, Parchesie, Fishing game, Climbing Stairs, Addition Relay Race, Bulls Eye, Bags in a Box.—Beckley-Cardy Co., Chicago, for 60 cents sells a book of "Number Games for Primary Grades."

MARY R. HARRIS.

PROBLEM-PROJECT IN TEACHING

Method Explained

We as teachers are not all educators but our work, however, necessitates an appreciation of the educator's point of view and some passing knowledge of current educational movements. In this day of rapid changes and ever increasing acquisitions to our already well stocked educational knowledge it may be well to make

sure that we have a common understanding of one of these very important changes, the project method of teaching.

The teacher may be conscious of the mechanical and deadening character of the drill work in his own school system; he may admit the essential value of "interest and purpose" in children's activities; he may earnestly desire a greater freedom and a more democratic spirit in the classroom. The thought which is potent to inhibit these, and many other influences which make for the adoption of the project method, is precisely the fear that the new type of work will not provide for adequate development of reading, writing, and arithmetic, and of those other fundamental skills so cherished by the American public—spelling, geography, and English composition.

What is the meaning of the term "project?" The term has not recently been invented. It no doubt has long been in use, but it has more or less been used in a mechanical sense. If we think of a project as a pro-ject, something projected, the reason for Dr. Snedden says: "A project is a unit of educative work in which the most prominent feature is some form of positive or concrete achievement." This definition, unexplained, might lead one to think that the achievement is embodied in the material result which comes from project teaching. Material results are necessary. What the public demands, the school must supply; but it is the adopting the term in our method of teaching may better appear. conviction of modern educators that the school will not live up to its full responsibility until the results are achieved through the methods that contribute to the highest moral conduct of the individuals participating.

Mr. A. J. Randall of Pratt Institute, favors this definition: "A school project is a problem, the solution of which results in the production of some object or knowledge of such value to the worker as to make the labor involved seem to him worthwhile."

Dr. W. H. Kilpatrick of Columbia University, defines the project as "a whole-hearted, purposeful activity proceeding in a social environment." The emphasis here is not so much upon the final result; it is rather upon the individual, his methods of work, and his environment.

Space will not permit an interpretation of the above ideas nor does it matter very much as each reader of this article will desire to make his own interpretation. However, one very important fact remains and that is that in after-school days the individuals life will be one great round of project-problems. Suppose a woman has made a dress. If she did in hearty fashion purpose to make the dress, if she planned it, if she made it herself, then the instance is that of a typical project. Again, individuals editing a paper, persons presenting a play, building a house, etc., all

these, if done as a purposeful activity, are project problems. It is clear that projects may present every variety that purposes present in life. Any activity into which one puts his whole heart and works over it to a desired end or finish, is a true project problem. If the purposeful act be made the typical unit of school procedure we are at one and the same time giving to education the quality of life and are offering therefore, the best preparation for after school life.

A project may be a large unit of work involving the effort of a large group of individuals and the expenditure of time. It may be a smaller unit involving the effort of only a few individuals and occupying less time. It may be the specific work of an individual. The one essential of any project, is that the person or persons engaged must be working whole-heartedly in an undertaking for which there has been purposeful planning.

The project and the problem are used interchangeably as the project involves problems and the problems involve projects—hence we might say that there is a true relationship existing between the terms.

Classification of Types of Projects

Dr. W. H. Kilpatrick gives the following classification of the different types of projects:

Type 1, where purpose is to embody some idea or plan in external form, as building a boat, writing a letter, presenting a play, etc. For this type the following steps have been suggested, purposing, planning, executing, and judging.

Type 2, where purpose is to enjoy some (esthetic) experience, as listening to a story, hearing a symphony, appreciating a picture. The factor of purpose undoubtedly guides the process and influences the growth of appreciation.

Type 3, where the purpose is to straighten out some intellectual difficulty, to solve some problem, as to ascertain how New York outgrew Philadelphia. This type is of all the types the best known. It lends itself to our ordinary school-room work. It is this type that we are particularly interested in.

Type 4, where the purpose is to obtain some item or degree of skill or knowledge, as learning to write the Palmer Method of penmanship, learning the irregular verbs in French. In this as in type 1 the steps are purposing, planning, executing, and judging.

The project-problem method should not be confused with the use of problems to energize a class exercise. Irrespective of the method used—topical question, and answer, or project problem, minor problems requiring solution might arise. The project-problem constitutes a unit of study that may require one or several recitations for its proper consideration.

Steps in the Development of the Project-Problem

The following are the necessary steps in the development of this method:

- 1—Preparatory step
- 2—Problem raised
- 3—Materials secured and interpreted
- 4—Problem solved or material summarized.

The preparatory step. An exercise is given or material is discussed, out of which exercise or discussion a problem or problems may arise. We may also find the basis for problem in the daily conversation of the pupils. In many instances the solving of one problem may give rise to another problem. The preparatory material may be historical, statistical, something happening in current events, or the experience of the pupils.

Problem raised. From the preparatory material a problem is raised. Spontaneous self-activity of pupils should be sought. A problem, ideally, is secured when the pupils raise it. It may be necessary for the teacher to assist the pupils and occasionally even to raise the problem for the class. May I say, that as many times as possible have the problem or the motive for the problem come from the pupils. The significant thing is not that some pupil verbally shall state a problem but that the class shall have a felt need, which it wants to satisfy. Some care should be exercised by the teacher and the class in the final statement of the problem, as succeeding work hinges on the definite statement of a problem worthwhile.

Materials secured and interpreted. When the class has a problem that it needs and wants to solve, various sources of information, as text books, supplementary books, pictures, maps, graphs, museum material, newspapers, magazines, and experiences of people, should be consulted for appropriate material. It also should be interpreted so as to show its bearing on the solution of the problem. Different material bearing on the same topics should be available, so that pupils may make actual contributions to other members of the class. The pupils will study with increased interest if they feel that no one else has the same material. The pupils and teacher actually teach each other, and no one simply is "hearing" lessons that have been assigned from the text book.

The contributions bearing on the problem may be listed on the board or placed in pupil's note-book. It is well that the teacher have a fresh knowledge of facts and definite organization of material pertinent to the solution of the problem, in other words the teacher should be thoroughly familiar with the subject, should plan and organize material, and solve problem previous to its presentation to the class. She should not attempt to force her ideas on the class unless it is absolutely necessary. The pupils should not

be thinking, "What does the teacher want me to say?" but "What does the solution of the problem demand?"

Problem solved or material summarized. All the information and material must be gathered together for a final summary and the final step toward the solution of the problem. The solution should be stated by the class as accurately, as definitely, and as concisely as possible. The final statement should represent the team work of the class. It is not to be expected that a definite answer can always be secured, or that the individuals of the class shall agree on the answer, but is that not also true with the problems in after school days? With respect to many problems in life people have widely diverging views.

Project Teaching in Our Training School. (Intermediate grades).

Grade IV.

Teacher's problem.—To have the pupils learn the value of money, how to change money accurately and with speed and learn the value of the necessities of life, through making a store project.

Pupil's problem.—To find out how to plan a store and be an efficient storekeeper.

The preparatory step in this problem was to place a miniature store in our fourth grade class room. This store consisted of a counter with one shelf and a money drawer, and back of the counter against the wall, were three large shelves. One of the men of the senior class used his ingenuity in constructing from an old door and other waste material, this very practical place of business. It was placed in the class room at a time when the pupils were not there and no attention was called to it or its purpose in the room. In previous recitations the teacher developed accuracy and speed in changing money by using the toy money.

A week after the store had been placed in the room, a group of pupils from that grade came to my desk and asked if they could have a store in their room. When I asked what their plan was they informed me that they could use the counter, etc., that was in their room. This gave us the motive for our problem and so on the following day I appeared before their class and told them of the request that had come from some of their class mates. When I asked for the opinion of the class as to what should be done, it was agreed by all that we should immediately begin to plan our store. It was decided to have a grocery store and forthwith came a number of good suggestions, as to having Mother save the empty boxes, the kind of supplies we would need, etc. They planned to ask Mother to use great care when she opened a box so that it might present as real appearance as possible.

The next day our approach was as follows: "We have a store (not equipped), what else do we need?" After careful

thinking, ideas were given and one very splendid idea came out and that was that we needed a town. They were asked how they could have a town and it was suggested that the class room could represent a town. We have the town and store, what else do we need? Here the pupils felt a need for streets and houses and suggested that the aisles be streets and the desks be the houses on the streets. Our problem for the next was to find a suitable name for the town, streets, and the store. The pupils presented a great group of interesting names. The children voted for the most suitable names and the results were:

Name of town—Mount Rose.

Name of streets—Chestnut St., Willow St., Nanking Road. (Last name suggested by a little girl who had spent several years in China).

Name of store—Surprise Store.

A problem for another day was to number the houses on the street. A number of suggestions as to how this should be done were given and the final decision was to number the first house 20, the second house 21, until all houses were numbered and the store received number 40. The names of the town, streets, store and the house numbers were made on strips of oak-tag paper and necessary figures and numbers made with black crayon.

Our problem for the next day was to make bill heads. A committee of children was appointed to investigate bill heads from the leading grocery stores in town. One boy volunteered to bring a book of bill heads from his father's store. The committee reported on its work and advised making our own bill heads, and the boy presented his father's bill heads. We then had discussions as to what should be done. We finally concluded that it would save much time if we would use the bill heads already made, pasting the name of "Surprise Store" over the name of the owner of the store.

We were now ready to bring in the supplies for the store. It was surprising how much had been collected by the pupils. The following is the list:

Boxes	Boxes	Cans	Bottles
Cereal	Oleomargarine	Milk	Olives
Sugar	Stove polish	Baking Powder	Olive Oil
Salt	Starch	Cocoa	Ketchup
Crackers	Soap	Coffee	Vinegar
Candy	Postum	Syrup	Extract
Tea			
Raisins			

We used a fine white sand for sugar and potatoes from the school garden. We had small scales for weighing, and liquid and dry measures for measuring. We bought paper bags and a ball of cord. The store was much advertised. We secured posters of

oleomargarine, cocoa, raisins, etc., from the grocers in the town. We believed in the saying, "It pays to advertise."

On another day we selected our store-keeper, clerk, and delivery boy. The pupils used very wise judgment in selecting pupils who were best fitted for these jobs. The three boys could make change with a great amount of accuracy and with speed.

At last came the day for actual business, and a busy day it was. Pupils were given a certain amount of toy money and this they could spend in buying groceries for their home. They went to the store and made their purchases, being ever watchful that the correct change was given them. This purchasing was made as real to them as possible, even to the clerk saying, "Good morning! What can I do for you this morning?"

This project-problem extended over a period of three weeks. At times we used only a portion of the recitation period to plan our work. Our intention is to use this store frequently, once a month or more often if needed. We want all the pupils to have the opportunity to be a store keeper and learn to change money.

Fellow teachers, we will let you determine the real value of this type of work. Was it worth while, if so, how and why?

Project-problem in English

Grade V.

During the cool days of the fall we noticed that much of the play of our children on the play-ground took the form of tumbling, wrestling, and boxing. There seemed to be little organized play. One day a discussion of the play-ground was taken up in the English class in grade 5. The children concluded that they would plan a game to be played on the play-ground and invite the pupils in grade 6 to play it with them, that perhaps the children did not know how to play games.

Problem Stated

Pupil's problem—To plan a game with rules and regulations, to be played on the play-ground and invite the pupils in Grade 6 to play it with them.

Teacher's problem—To develop oral and written composition through planning a game and writing an invitation to Grade 6.

The pupils discussed the kind of games that girls and boys should play and finally decided to plan a game called "Hare and Hounds." Just how this game should be played set them to work to formulate rules. Another problem for the pupils was to decide on a place to play the game. Many places were suggested but most of them met with numerous objections. At last by a majority vote it was decided to play the game on the northwest portion of the campus as this place afforded them good hiding places, behind trees, in the ditch, behind the fountain, etc.

Their next problem was one in letter writing. Several recitations were given over to discussions on form and contents of the letter and also the rules of the game, and then another day to the re-copying of the letter on note paper. Each pupil in Grade 5 selected a pupil in Grade 6 to whom he could send his letter. When letters were ready a postman was selected to deliver the invitations to pupils in Grade 6. At present writing Grade 6 is having its discussions as to the acceptance of the invitation; if satisfied with the game, with its rules and regulations. In the very near future they will write their acceptance and also give their opinion of the game suggested and its rules.

This project-problem has brought out many things that we had not anticipated.

Project-problem in History

Grade 6.

This project-problem is an outgrowth of a need of our girls and boys for more reading of history because they are interested.

In one of our recitations a few weeks ago we were studying the biography of Samuel Adams. The text book that we use told very little about him, in fact, so little, that the pupils could not decide his importance to them. I asked the pupils if they were enough interested in this character to justify me in going down stairs and finding for them all the books that told something about this man. They decided that they did want to know if this man was really of any importance and also if he did anything that has helped them become better citizens. A great number of books were taken to their room, not only books that would help them solve their problem, but books that would interest them to know this particular period in history better. They immediately began to take a new interest in reading history and wanted to know more about those men who helped to make our country. A most interesting problem grew out of this one and needed immediate attention. We were face to face with the situation of finding a place for our books in the class room. There seemed to be no place except the teacher's desk and because of the limited amount of space and the increasing number of books it was not advisable to arrange these books only as a temporary expedient. It was at this place that the pupils felt a need for a small library in their room. The library was to consist of a few shelves fastened against the wall. One thing that came out of the discussion was the real need of a librarian and a system of keeping a record of the out-going books. A boy said, one one occasion he had borrowed a book from the office, and when he had finished with it he returned it, but in a few days he was accused of not returning the book. He told us that if there had been some record of the book he could have proved its return. Another boy gave a similar experience. The pupils were fearful

that the same might happen to their books if they did not have some way of knowing when the books were out of the room. A committee was appointed to visit the school librarian and discuss with her methods of keeping a record of the books and then to bring back to the class a report for their consideration. Another committee was selected to visit our small school library and find books that would help us in our history work. A third committee was asked to look after the shelves for the library. The committees are all at work doing their best to make our library a great help to us in knowing more history. We are planning that the pupils will decide that record cards for pupils and books are very necessary in the library equipment. Daily the pupils are becoming more interested in their history work. We are planning to keep these library shelves filled with new and interesting history material. We are hoping through this library project to help each pupil to know more history and also to make more efficient citizens.

Values of the Project-problem

Apparently the value of the project-problem is understood by few teachers. It is desirable, not only that teachers shall recognize the value of the project-problem, but that they shall utilize the problems as an invaluable aspect of educational training. The teacher of content subjects, such as geography, history, and nature study, has a golden opportunity, through project-problems, to vitalize her work. A general aim of education should be to develop an ability in pupils to interpret the factors—political, economical, social, and physical—involved in problems of the right kind. The most effective way of developing this ability is to give training in the interpretation of worthwhile problems.

We must face the issue. What is the value of project-problems? The method is of such value that should make a place for it in our educational scheme, even at the risk of a reorganization of ideas and breaking down barriers of a one time satisfactory system in education. If we believe in this method and wish to further its advancement, it behooves those of us who have even a small part in steering the drift of education to arm ourselves with plenty of common sense, that we may have clear sailing in this new scheme of educational teaching.

Recognizing that there are many dangers involved in successfully using this project method, there are many values that will keep you clear from ruts and pitfalls. These values are a reorganization and the summary of opinions of well known educators.

1. Subject matter is considered in the way that people in general consider it; in its bearing on activities in life.
2. It is the natural method of learning, through group activities; and provides the best conditions of learning.

- a. definite end
 - b. vigorous exercise
 - c. sufficient duration
 - d. use of previous experience
 - e. satisfaction in achievement
 - f. occasion for thinking
 - g. a motive for memory work and organization of facts.
3. It permits pupils to gain, under favorable conditions, that part of the social inheritance which is the business of the school to transmit.
4. It gives emphasis to attitudes.
- a. It challenges ability of pupils, arouses determination to win.
 - b. It appeals to the social, intellectual, and emotional aspects, arouses greater interest and enthusiasm.
 - c. It leaves the pupils with a desire to know more.
 - d. It develops ideals.
5. It provides a new unit for class room or individual study.
6. It is more economical. By emphasizing large things, pupils learn to evaluate and classify.
7. It furnishes a criterion for determining the capacity of children; and enables the teacher to recognize and meet individual needs.
8. By providing for the use of all the faculties, it tends toward balanced development.
9. It develops skill under conditions that tend toward habituation.
10. It contributes to democracy.
- a. It gives training in cooperative social service, including leadership and division of labor.
 - b. It provides for initiative.
 - c. It develops foresight.
 - d. It cultivates efficiency.
 - e. It encourages serious and sustained thinking, through consideration and elimination of material.
 - f. It imposes responsibility.
 - g. It exercises discriminating judgment, and hence, awakens appreciation of values.
 - h. It makes for self direction, self reliance, and self control.

The English possibilities in almost any project are very numerous. A very close cooperation must be maintained with all departments if project teaching is successful. One teacher in a room can manage the situation very well. He and he alone plans the work. He can arrange to have all or a part of the subject matter aid in the solution of the problem.

If a school has departmental organization great care should be exercised in the cooperation and unification of effort. To illustrate, if the geography teacher is emphasizing the geography of Europe, and the pupils are interested in the people of these countries, and upon this a problem is based, the teacher of reading should direct pupils' reading in this field for a portion of the reading period. The English teacher could introduce many of the poems and stories of these countries and the desire to produce a pageant in which various European countries are represented, might arise from the pupils. The pageant may involve the writing of a play. As the needs of the class demand, the teacher of music should respond with songs from each country. The teacher of physical training should teach folk dances and the teacher of sewing direct the making of costumes. The art teacher guides in the making of stage effects, posters, and invitations. While this is but a suggestion, it will readily be recognized that such a proceeding would be advantageous, not because it bears the name project, but because it contributes to the best development of the pupils by appealing to that natural interest in group activity.

Shall we say, then, that our educational institutions are justified only as they serve the highest needs of the children, and then various positions and methods incorporated in the institution must be determined by the same standard?

MARY SNIVELY.

GROUPING PUPILS IN THE JUNIOR HIGH SCHOOL

The adolescent period is one of clear recognition and emphasis of individual differences. There is abundant evidence of the fact of variation and of the need of making some recognition of it in the instruction and administration of our schools.

One of the chief motives behind the junior high school has been the greater adaptability to the varying mental capacities of the pupils; it stands out as the earliest exponent of educational provision for individual capacities and individual training. Its whole organization is founded upon the principle that individual differences have a right to exhibit themselves, and must be recognized as major considerations in the organization of the school course.

We accept then without question that there are variations in abilities and traits, and the administrative problems are the determination of the variations, and the adoption of remedial measures which will adapt education to the capacities of the pupils.

The matter of classification of pupils according to ability is basic for any real attack on the problem of individual differences, and since the junior high school brings together larger numbers of children of given ages than does the conventional plan, it may more

readily group them in sections of approximately equal ability, and adjust courses of study to the differences in ability.

In September the Training School placed the seventh, eighth, and ninth grade pupils in ability groups according to the ratings of the teachers of the previous year. In some cases there were no records available, and the pupils were classified largely according to teachers' judgment.

Each class was divided into two groups, which were to move at different rates. At the end of the first ten weeks of work, the progress of the so-called rapid classes was in some cases paralleled by the "slow" group. The varying standards of rating failed to produce groups of bright pupils.

In October, the seventh and eighth grades were given the **Courtis Reasoning Test**. The results showed a wide range of performance by children in the same group. In the rapid eighth grade group the median was 3.9 examples worked correctly, and the scores ranged from four pupils who worked six examples correctly to one pupil who failed to do any correctly. In the seventh grade group, the median was 1.8, and the range was three pupils who worked six examples correctly to three pupils who were not able to work any correctly.

The only remedial measure possible at the time was to provide a coach for the pupils who received the lowest scores.

At the end of the first half of the semester, the **Terman Group Test of Mental Ability** (ten tests) was given, and a comparison was made of the test scores and the teachers' ratings covering the work of the half-semester. The comparison showed a satisfactory general correlation. Eighty-six per cent of the pupils receiving high scores in the test were rated high by the teachers.

We realize that a number of factors other than mental ability have a great deal to do with pedagogical standing, but there is no single factor that has been shown to have anything like as high a correlation with pedagogical age as mental age.

Irregular attendance undoubtedly accounted for much of the discrepancy between the results of the intelligence test and the teachers' ratings. It is obvious that failure to attend school means failure to benefit by the instruction given therein. We do not need statistics to prove that absence from school is an important cause of failure. Data on health, habits, interests, and social status accounted for many of the discrepancies.

The correlation of the test results with the original classification was not so high, and new classification, based on test scores and teachers' rating of classroom work, became necessary. The pupils were classified in two ability groups for special types of instruction. We hope to be able to have three groups another year, grouping the bright, the average, and the slow, so that each pupil will be given

the environment which will demand the best that is in him if he wishes to keep pace with the group.

S. ALICE HUBER.

COMPARATIVE AND CRITICAL ANALYSIS OF TEXTBOOKS

The recognized aim of the junior high school is to break away from the traditions of the past and to reorganize the subject matter from a social standpoint. The mathematics then should conform to these ideals of the school, and the course should be so planned as to meet the dominant interest and mental capacity of children during a certain period of growth which begins about the twelfth year.

This is the period when genuine education can begin; when children begin to develop generalizing power. It is also a period of receptivity, when the child should receive much content and a wide experience. Initiative and intelligent questioning should be fostered at this time. Mathematical principles should be established inductively through experimentation; the pupils should be encouraged in applying these principles deduced to their school activities and outside activities. Such mathematics should lead to generalizations, rationalizations, and to a useful application of all the fundamentals of junior high school mathematics. It should be applicable to various situations, so that the pupils will acquire the habit of looking at their various activities from the quantitative standpoint.

The province of the junior high school is to be that of starting pupils upon the road toward finding themselves, rather than upon the road toward some particular endeavor. Therefore, it seems to me, there is need of a general course in usable mathematics for the pupils of the junior high school.

The National Committee on Mathematical Requirements in its report, "The Reorganization of the First Course in Secondary School Mathematics" gives two principles which serve as a basis of the report: (1) "The primary purposes of the teaching of mathematics should be to develop those powers of understanding and analyzing relations of quantity and space which are necessary to a better appreciation of the progress of civilization and a better understanding of life and the universe about us, and to develop those habits of thinking which will make these powers effective in the life of the individual."

(2) "The course in each year should be so planned as to give the pupil the most valuable mathematical information and training which he is capable of receiving in that year, with little reference to the courses which he may or may not take in the succeeding years."

This reference to the recommendations of this most influential body of mathematicians incited to show that the course in the junior high school should not be selected to prepare for college entrance.

A course in unified mathematics founded on the psychological needs of the pupils should replace the old course, in which work in advanced arithmetic preceded the study of geometry and algebra. Some phases of arithmetic involve more difficult reasoning than the fundamentals of algebra and geometry and should be placed in the ninth year or in the senior high school.

The unified course should include a review of previous work in arithmetic; inductive geometry, together with construction work; graph to interpret data, to motivate study of fractions and metric system; graph for showing comparisons, and to illustrate positive and negative number; study of the angle and the use of the protractor; scale drawings; use of the compass; study of plane figures, of solids; simple elements of literal number and equation for use in formulas; equation as a tool for problem-solving; business applications of arithmetic, problems of percentage, interest, insurance, and discount.

I have endeavored to review the several textbooks with the above course and the report of the National Committee in mind. Some of the "so-called" junior high school books are merely the old grammar grade books with a new title. One of the leading book companies wrote the following in reply to a letter asking for textbooks in junior high school mathematics: "We have books which are suitable for that work as it is now given in the average junior high school, but the books were not made for junior high school work, but we have felt that the content of the courses is not sufficiently well established to enable us to define it with any degree of permanency in textbook form."

The review covers the following books:

"Junior High School Mathematics," Stone, J. C. Benj. H. Sanborn and Co. 1919.

"Junior High School Mathematics," Taylor, E. H. and Allen, Fiske. Henry Holt and Co. 1920.

"Modern Junior Mathematics," Gugle, Marie. The Gregg Publishing Co. 1920.

"Fundamentals of High School Mathematics," Rugg, H. O., Clark, J. R. World Book Company. 1919.

"General Mathematics," Schorling, R., Reeves, W. D. Ginn and Co. 1919.

"Junior High School Mathematics," Wentworth, Smith and Brown. Ginn and Co.

"Junior High School Mathematics," Lindquist, Theodore Charles. Scribners' Sons. 1920.

Junior High School Mathematics, Stone, J. C.

The aim of the two books in this series is an attempt to socialize the subject and to develop in the pupil the habit of

using his mathematics in studying the topics of ordinary conversation and general reading. To bring about this aim, the author has a brief review of arithmetical processes in book one, and centers the thought about some social issue and uses whatever mathematics is needed to answer the questions that naturally arise in a study of the issue. Arithmetic is applied to many topics of home and community interest. Constructive geometry is used to interpret designs and patterns met on every hand, and mensuration leads to a use and understanding of the formulas to express the quantitative relationships. The graph is used to show the relative value of data, for example, graph showing the production of corn in the six leading corn states. The author reproduces graphs taken from a number of periodicals, and shows the pupil the extensive use of the graph in the business world, and the need of knowing how to use and interpret it.

Book one also aims to acquaint the pupil with business terms: sales slips, bills, buying and selling at a discount, successive discounts, opening a bank account, making out a check, draft, borrowing money, problems of interest. We think this last work too difficult for pupils of a seventh grade.

Book two reviews methods of computation and introduces a few of the most used "short-cuts." The formula is reviewed and its use extended. The simple equation of one unknown quantity is introduced. Ratio and proportion precede a study of similar figures, and the study of similar figures leads to scale drawing. Functional graph is discussed briefly, and the book ends with a general discussion of percentage, business terms and problems, methods of investing money, meaning and nature of insurance, meaning and necessity of taxes.

The books are an improvement on the former grammar grade textbooks, but it is the opinion of the writer that there is not enough of the unifying idea, not enough of the relation of arithmetic, geometry, algebra, and trigonometry.

Modern Junior Mathematics, Gugle, Marie

The author states the following as the purpose of the series: "In the junior high school and in the intermediate school, work in mathematics in the seventh, eighth, and ninth grades should be complete in itself and at the same time preparatory to senior high school work. No effort should be made to "finish" arithmetic in the eighth grade, algebra in the ninth, while denying the child the beauty and interest that lie in geometry and trigonometry until his taste for mathematics has been destroyed. Nor will alternate bits of formal algebra, geometry, and trigonometry solve the problem."

The principles set forth by the author in the preface are successfully carried out in writing the books. The first book trains the child in that part of arithmetic used in every day business which he

can understand; develops his skill in rapid calculation by short cuts and time tests; shows the necessity for checking and develops the habit of checking; develops the habit of thrift by planning budgets, keeping accounts, and becoming familiar with savings banks; trains the child in the simplest elements of bookkeeping; and aims to study a few common applications of arithmetic for their social and economic value more than for their mathematical content. The first book is a course in arithmetical calculation. It contains a wealth of business applications, but omits much of the customary business arithmetic that the pupil cannot understand and for which he sees no real need. The graph and some work in formulas are introduced.

Book two aims to extend the pupil's knowledge of arithmetic through its practical applications in mensuration. Mensurational arithmetic is the basis of this second course. There is much construction work with ruler and compass, in order to train the hand to use the simple drawing implements. Relations between angles in polygons and in parallel lines are worked out; the pupil is familiarized with the common geometric forms, and the use of geometric forms in design. The formulas of mensuration are developed. Such material is not only concrete but interesting and valuable to the pupil. Although it is for the most part a geometry, the book contains some considerable practice work in arithmetic. Through a continued study of formulas general number is introduced in a natural way.

The third book is largely algebra, with geometry used to illustrate the processes, and some trigonometry in applications. It also introduces demonstrative geometry.

The first book of this series introduces concrete, intuitional geometry and the simplest uses of algebra. Arithmetic furnishes material for the first half of the book. The second half is devoted to intuitional and constructive geometry, which is more concrete than algebra, and which admit of more simple illustrations.

The arithmetic is arranged with respect to large topics, for example, arithmetic of the home, store, farm, industry, bank, geometry of form, size, and position.

Algebra is introduced through the formula. The authors suggest that the work in arithmetic be carried on parallel with the work in geometry, but they are separate in the book, and I fear would be kept so by the average teacher.

Part one of book two is largely algebra; part two is devoted to those topics of business which are appropriate to the pupil's maturity. The algebra consists of the use of the graph, equation, negative number, algebraic operations but drill is reduced to a minimum. The arithmetic is the arithmetic of trade, transportation, industry, building, banking corporations; homelife, investments, and mensuration.

Book three extends the work in algebra by showing the nature

and some of the practical uses of trigonometry, and by introducing the student to the first steps of demonstrative geometry.

This series is a reorganization of the text books in arithmetic published by the same authors, with an introduction of algebra and geometry in the seventh and eighth years.

Junior High School Mathematics, Taylor and Allen.

This series continues the work in arithmetic by drill to obtain speed and accuracy, by a study of percentage and its applications in ordinary business and in ordinary affairs, and by a study of mensuration. Books one and two extend the mathematical content of the course of the seventh and eighth grades by including those parts of elementary algebra and geometry that are adapted to the abilities of the pupils of these grades.

The algebra is approached through the formula. Throughout the course the pupil is given practice in stating rules as formulas and formulas as rules until the formula comes to be a natural expression of mathematical rules. Other algebraic notions included are: the equation; negative number, which we fear is too difficult for this early part of the course; and the graph. Common geometric notions are: the angle; the triangle, and polygon used in construction and in various problems in mensuration. Many important theorems of elementary geometry are developed from observation and construction, and are used in applied problems.

We may sum up the content of the series as follows: (1) Much drill in the fundamental operations of arithmetic. (2) Practice in the interpretation of problems. (3) Exercises in the use of literal notation in interpreting and evaluating formulas. (4) A study of percentage. (5) The study of a considerable number of geometric notions. These books approach the ideals of junior high school mathematics, but they provide for only the seventh and eighth grades.

First Year Mathematics, Breslich, Ernst R.

This book combines the easier portions of algebra and geometry, and is intended for use in the ninth year.

The first chapter introduces algebra through the equation; the axioms of the four fundamental processes are stated and illustrated by concrete examples. Algebraic problems are developed from the laws of percentage and from the sides, angles, and areas of polygons. The laws of the lever and of beams are established by experiments in the classroom and are made the basis for the development of the fundamental processes and the laws of signs. Drawing to scale gives many problems in similarity of triangles and in ratio and proportion. The pupil is taught to graph statistics, equations, and general expressions of number.

To secure mastery of the equation as an instrument for the solu-

tion of problems, considerable practice is given stating verbal problems in the form of the equation and in translating formal equations into verbal language.

To emphasize the applied features of algebra, as well as to prepare for work in physics, many problems are taken from the latter science, and many formulas of physics are translated into verbal language, and are also solved for different symbols. In the study of factoring, application is made at once to operations with fractions and the solution of quadratic and higher equations. Simultaneous equations with three or more unknown quantities and a body of geometrical theorems on congruence of triangles and parallelograms complete the text.

Fundamentals of High School Mathematics,

Rugg, Harold O., Clark, John R.

The text is intended for use in the ninth year of school, and the course of study is based upon the assumption that the mathematics of the ninth grade will be the last year required. Hence they aim to include "all the fundamental mathematical notions" which can be taught in one year and to the children of that grade of maturity.

The following principles governed the authors in the selection of the subject matter: "social worth" and "thinking value." On the basis of social worth the course includes the use of letters to represent numbers; the use of the simple equation; finding of unknown distances by means of scale drawings, principles of similarity in triangles, use of the properties of the right triangle; use of statistical tables and graphs to represent and compare quantities.

On the basis of "thinking value" it endeavors to develop the principle of "functionality" or of dependence or relationship. Signed number is postponed to the second half of the book. This is in accord with the leading mathematical thought of today. The formula is introduced in the first chapter by analysis of problems in arithmetic.

The next chapter develops the way to use the equation. Chapter nine illustrates what is meant by opposite qualities, or numbers of opposite nature. Among the special features of the course are careful explanations, timed practice exercises, and a chapter on statistical tables and graphs.

The book should lead to economy of time because the authors have excluded non-essentials and a large amount of meaningless manipulations, such as is found in courses in algebra. It devotes about eighty per cent of work to the verbal problems, or to "problem solving."

Junior High School Mathematics, Lindquist, Theodore

Book one contains a complete but not lengthy review of the work

of the first six years. The reviews are arranged elastically, so that the time devoted to them can be determined by the needs of the class. The author aims to remove the monotony of review by connecting the matter reviewed by historical references of interest, by looking at it from a standpoint of business, by number contests, and by using the matter to be reviewed as a background for new work.

In connection with computations, checks are given a prominent place. Estimates and approximations are used continually. Literal numbers are confined to monomials, which are used principally in stating laws and geometric formulas. In geometric work the appeal is made to the constructive and discovering nature of the child. Signed numbers are introduced in book one, in the last chapter. According to my judgment this is too early an introduction of this phase of number.

Book two reviews short cuts, approximations, and checks. Literal numbers are studied much more fully. The equation and formula are accepted as the chief literal mathematical tools. Literal fractions are studied with numerical fractions. Graphs are studied as a new mathematical language for the comparison of quantities. One chapter is devoted to logarithms. They are treated as exponents; the pupil is not mystified by "characteristic" and "mantissa," but is given intelligible words, "whole number" and "decimal part" instead. The material in these two books is excellent, but it may be too difficult for average seventh and eighth grades.

Book three deals with advanced business procedure.

General Mathematics, Schorling, Raleigh; Reeves, William D.

This book is intended for the ninth grade in a junior high school or the first year in a four year high school.

The authors give as their aim the following: "To obtain a vital, modern, scholarly course in introductory mathematics that may serve to give such careful training in quantitative thinking and expression as well informed citizens of a democracy should possess."

Accordingly, in addition to the formal work of algebra and the solution of problems by algebraic methods we find chapters on measurement, angle relation, the formula, statistics and graph, similarity of figures, logarithms, the slide rule, and trigonometric functions.

It eliminates the excessive formalism and drill on non-essentials, that is so characteristic of the conventional first year algebra. The book also gives the pupil the vocabulary of and the fundamental ideas of geometry. It offers the pupil the consideration of such interesting and valuable material that the field of secondary mathematics has to offer and which may give the pupil very early an idea of the scope of mathematic and its application. There is also

enough history of mathematics given to impress the pupil with the influence of mathematics upon the progress of civilization.

A pupil who has studied such a course cannot fail to be impressed by the large variety of mathematical applications and must recognize the value of the study of mathematics.

S. ALICE HUBER.

BEGINNERS' LATIN IN THE JUNIOR HIGH SCHOOL

Two of the reports handed in by Seniors of work done in their classes in the Junior High School Department of the Training School.

The junior high school has brought about a need for certain changes in the organization and methods of presentation of different high school subjects. Such changes are especially important in the study of foreign languages, because the pupils of the junior high school have had less time for training in English. It is important therefore, that they be given an opportunity to sense the relation of Latin to English in the simplest and most practical ways.

The teachers seek to make the pupils aware of the fact that they have unconsciously been using Latin expressions for some time; they plan the work so as to bring the pupils into contact with Latin by requiring them to search the newspapers, magazines, and books for Latin expressions; they endeavor to have the pupils see that Latin makes the English language more intelligible, in that it helps one to see the real meaning of well-known English words; that it is the key to the meaning of many unusual English words; that a knowledge of the root word often illuminates the meaning of dozens of others; and that many Latin words have come into the English language unchanged. Prominence is given, therefore, to the study of English derivatives from Latin, and much emphasis is placed upon note book work.

The following plan is one that was worked during the first ten weeks of beginning Latin.

Beginners' Latin either creates or kills a desire for a thorough knowledge not only of Latin but also of our own English, and so it is of great importance that the pupil interested in his work from the start. In order to do this, we tried various devices, but the one in which the pupils took the greatest delight was the working up of derivative books.

The teacher of drawing first had the pupils make under her supervision the books to be used. These consisted of two backs of covered cardboard on which each drew and painted a simple, approved design. For these we used loose-leaf notebook paper and nickel rings.

The pupils had already studied "stella," star, and some of its derivatives, so we took that as the first for our books. Each of the pupils were provided with a star to be used as a pattern, and after we had discussed the derivatives of "stella" with the definitions and uses in sentences, we drew a star on the first sheet and pretended that the derivatives were rays radiating from it.

Then, together we used our dictionaries to work out the derivatives of "luna" in a similar way. The pupils agreed on a crescent-shaped moon as the best drawing to accompany the words, so we placed a moon on the second page and grouped the derivatives about it.

After completing the study of this word, the children had entered so heartily into the spirit of the work, that we decided to have them work out for themselves "insula," "island," and "porto," I carry. Next day, we found that some of the pupils had as many as fifteen derivatives for "porto" and a large number for "insula."

After following the same procedure as before in the giving of definitions and uses, we asked for suggestions for suitable drawings.

For "insula" the pupils chose an island with the derivatives as waves, so this was put into the book as the third drawing.

As the work progressed the pupils worked out together various other words, and we hope that as they realize how hundreds of Latin words are thus rich in English derivatives, they may realize the importance of a knowledge of Latin for the understanding of English words.

MARIAN FICKES.

CURRENT EVENTS CLUB

The Current Events Club is a club organized among the various grades of the Junior High School which has for its purpose the plan of making the boys and girls of the department interested in reading the daily newspapers and magazines and then discussing what they have read with the class. The period is socialized by having the meetings conducted entirely by members of the class, who are elected to their respective offices. The meetings are carried out according to parliamentary rules and under the supervision of the history teacher in the various grades of the department. One day of each week is set apart for this purpose which, of course, takes the place of the regular history lesson, for we thoroughly believe that the pupils of our American schools should be taught the present day happenings as well as those of long ago.

In order to show the type of work that is being done by the Club, we shall give a program of one of the meetings:

Calling to Order—President.

Reports from members of the club.

Bad Conditions in Ireland.
Disorders in Turkey.
Farmers Ask Congress for Relief.
Conditions Relating to Coal Miners.
Miscellaneous Discussions.
Questions on Topics Discussed.
Critic's Remarks.
Teacher's Remarks.
Adjournment.

LESLIE STOCK.

ART IN THE TRAINING SCHOOL

Some one has said "Art is adding beauty to things of necessity."

Work without an element of art is deadening and sordid.

To create and see an object grow from common, crude material, be it of clay, wood, paper, or whatever it may be, and produce a complete finished object of use is a pleasure every boy and girl should know and add to this finishing touch which will impart an element of beauty, however simple. The product arouses a feeling of pride and a certain degree of satisfaction in the creator.

This feeling of pride in creating we endeavor to arouse in the children of the Training School and to this creative work we try to add an artistic quality.

Art is the basis for true enjoyment and enrichment of life and every boy and girl should have an equal opportunity to realize his and her right to it.

We try to train the senses, to develop the faculties of observation, perception and discrimination that they may be the clearer, the finer, and so the better able to enjoy the works of both God and man.

Drawing is the basis of all the arts and has often been called the universal language, so we teach the primary grades to draw simple pictures, familiar objects, familiar activities. Illustrations of various activities are encouraged in which the children tell their stories in their own way, the teacher merely giving such suggestions and additions as they can execute and which will help tell the story more plainly.

The children model fruits, vegetables, and animals from clay developing the sense of touch and an understanding of thickness which drawing does not give them for in the primary grades two dimensions only are given to draw.

Children's fondness for scissors and paper cutting are encouraged and used to develop the sense of form and proportion.

Flowers are cut from colored papers and pasted to appear in a

vase, bowl, or basket; fruit is cut from colored paper or from mica paper, colored and pasted to appear in a bowl, on a plate, or in a basket; vegetables are cut and mounted in the same way.

Animals cut and colored, especially when jointed and so fastened together as to assume any attitude the child may wish, prove fascinating and educational. These animals may be arranged to appear as in a circus parade, to which may be added the usual clown, the balloon man, and any of the other familiar characters.

Simple weaving in paper, raffia, and cord are excellent both from the viewpoint of industrial training and design.

All children love pictures, so we foster this love by familiarizing them with the world's best art. We arrange the subjects to conform with the different ages and grades, stages of development and appreciation.

We try to have the work in drawing correlated, as far as possible, with the general work of the grades. Special days are observed as are special activities and occasions.

On the occasion of a Hallowe'en musical entertainment, the girls of the eighth and ninth grades made the necessary decorations for the costumes worn by those participating in the play.

During the same week the teachers of the third grade had a party for the grade, so the drawing teacher used several periods previous to the day in working out favors and decorations for the occasion. (The teacher's description of this party is given elsewhere).

The work in the intermediate grades is follow up work in part, in that we strive harder to inculcate more deeply the idea of beauty as a necessity in industry.

We try to teach that it costs very little more to produce a beautiful box, bookmark, sign for ROOMS TO LET, or BOARDING than to produce a careless piece of work and often no more.

We try to make pupils discriminating and on the alert to appreciate what is good from the viewpoint of color and design both as preparatory for their responsibility as future producers and purchasers.

We take up poster work to encourage and foster an appreciation for good advertising from the decorative standpoint as well as the commercial standpoint with concerns itself chiefly with the lettering.

One common method of advertising is by means of the billboard which has been so annoying to people of culture and refinement that war has been waged against it. It is such a source of profit, however, to the advertiser that, according to those who have made it a careful study, it has come to stay, so the only thing to do is to make it as attractive as possible. From this angle, lately, the best designers and artists of note have been

giving it their attention with the result that the objectionable billboard is becoming an annoyance of the past and new ones of merit are taking its place.

If a community of the public highways must have their billboards by all means let us educate the boys and girls to be discriminating and not allow anything to be there except the best of its kind.

The boys and girls in school today are going to be the designers, advertising and commercial artists of tomorrow so it is important that the principles of design, drawing and color are planted early and kept constantly before children.

Color makes a strong appeal to all so in our work in design, whether it be a simple border to decorate a box or handkerchief case, careful attention is given to color.

Simple costumes are designed. School dresses with appropriate trimming, or collar, cuffs, and belt are worked out by both boys and girls. Boys sometimes work out suits with appropriate tie suggestions for themselves.

This work is done by allowing the pupils to trace the contour of a boy or girl from a catalogue of styles, then adapting or changing the details of the dress, thus learning how to adapt styles from fashion plates to their needs and individual tastes. We hope in this way to bring before the children the advantage of tasteful dress, the ease with which it may be secured if only a little time and thought of the right kind be given to it and also overcoming that inability of men and woman to select suitable clothing for themselves.

We also have the pupils design simple forms for dishes, bowls, cups, and pitchers and later decorate them simply to inculcate right ideas of what to select when in later years they buy these things for general use.

These are some of the ways in which we make our work practical.

We do not forget the aesthetic while teaching the industrial part of the work. We teach art appreciation all the while and at least once a month teach one of the world's great pictures, selecting them according to age and grade.

Every boy and girl who does not go through high school should have had his and her share of knowledge of the beautiful creations of man in so far as pictures can reveal them.

They should have an opportunity to know some of Raphael's beautiful Madonnas, The Madonna of the Chair and The Sistine Madonna and those of some of the other Masters.

They should know Millet's pictures which bring all closer to the working man and woman and bring about a sympathy for the dignity of labor. Who does not delight in Millet's "The Angelus?"

Landseer's and Bonheur's animal pictures should be familiar to all children in the grades for they will the better love and care for animals.

The works of Corot and the other nature painters awaken an interest in the beauty of God's handiwork which is all around us but which so few people see.

These pictures can be purchased, for schoolroom use, for a half-cent apiece, or larger sizes for one cent apiece from The Perry Picture Company, Malden, Mass., or The University Prints, 7 Boyd Street, Newton, Mass.

In the Junior High School we stress the fundamental principles of art and endeavor to develop good taste and judgment and as much skill as possible in handling the various media.

We try to have the teaching bear fruit in matters of dress, decoration of all kinds whether objects constructed as books, writing pads, portfolios, decorative boxes, whisk broom holders, cushion tops, and table runners.

Lettering and design receive careful attention and are applied to posters for advertising or announcing some school activity or entertainment.

At the time of this writing the pupils in the seventh grade are making cushion tops of odds and ends of patches brought from home. Harmonious tints and shades are selected by pupils with the teacher's guidance and arranged on the foundation which is dull blue, brown, tan, green, black and white, simply what could be found at home. Out of a collection of small pieces of material, patches too small for use at home, and of all kinds of fabrics, muslins dipped in water color paint to dye them, gingham, batiste, silk, and sateen, the pupils with the teacher's aid, are working out designs of conventional fruits and flowers, which are to be applied to the foundation with some dark thread by means of the blanket stitch. The boys are much interested and are doing their work very neatly, in most cases, as well as the girls.

So in every way possible breadth of treatment and a practical application of the principles of art are employed for their development.

M. IRENE HUBER, Art Supervisor.

CORRELATING DRAWING WITH SCHOOL ACTIVITIES

The following is one way in which drawing may be correlated with the work and activities of the school:

All of the teachers in the third grade joined in giving the children a Hallowe'en party on Friday preceding Hallowe'en.

The day happened to be a dull, gray day so the shades were drawn and candles lighted.

The room was decorated with jack-o-lanterns, boughs of leaves, while witches cut from black paper, black cats and bats were suspended from opposite sides of the room forming a perfect canopy of flying forms, and filling the children with expectations of "lots of fun" and a "good time."

As favors, I had each pupil make a paper cap the day before the party. This consisted of a band of orange paper the size of the head. On the front of this band was a large bat with outstretched wings set well above the top of the band. On each side of this central bat were two smaller ones with outstretched wings drawn by the pupils after patterns which I had given them. The bats were colored black with colored crayons. After the coloring was done the bands were pasted together. They were worn by the children during the party.

As containers for the candy, cakes, and nuts which the teachers had provided, as a part of the refreshments, I had the pupils make baskets of construction paper. I cut five inch squares of green paper indicating where certain cutting was to be done which the children did. They then cut paper pumpkins from orange paper after patterns I had given to them. Faces were drawn on these pumpkins and the pumpkins pasted on the sides of the basket extending more than half the height of the pumpkin above the sides of the basket. A strip of paper was fastened with brass sprigs to opposite sides of the basket after the sides had been pasted together.

These baskets were a good problem in construction for the grade, gave the children pleasure and profit in the making, and expedited the serving of refreshments, and, with the head band, were souvenirs of the party to take home.

MABERT SPANGLER, '21.

WEDDINGS

ADAMS—BAER. Cards have recently been issued by ex-Sheriff and Mrs. Jas. M. Baer announcing the marriage of their daughter Edna, '12, to James Fowler Adams, at New York, April 15, 1920. Mr. and Mrs. Adams will reside in Newark, Del., where Dr. Adams is Plant Pathologist at Delaware College.

POTTER—SNIVELY. The marriage of Margaret Isabel Snively, '12, and William Potter was solemnized Oct. 27, 1920, at the home of the bride's parents, Mr. and Mrs. Ed. Snively, Greencastle, Pa. The ceremony was performed by Rev. Dr. Lester M. Conrow, pastor of the Presbyterian Church. They have gone to housekeeping in Waynesboro where Mr. Potter holds a responsible position.

CLUGSTON—ARMER. Miss Rachel Armer of Bellefontaine, Ohio, and C. Lester Clugston, '13, of East Waterford, Pa., were

married Oct. 6, 1920. They expect to teach in Christian College, Iquique, Chile.

ROWLAND—ESSICK. Mr. and Mrs. Walter B. Essick of Chambersburg, announce the marriage of their daughter Anna Jeanette, '12, and Henry Engard Rowland of Wayne, near Philadelphia. The wedding took place at the parsonage of the Methodist Episcopal Church in Lehighton, Nov. 20, 1920, the pastor, Rev. Geo. Rowland, brother of the groom, officiating.

CHRIST—BYERLY. In June, 1920, at Wiconisco, Mary Byerly, '18, and John F. Christ were married. Their address is 115 West Sunbury St., Shamokin, Pa.

HICKEY—FOGELSANGER. The marriage of Mildred Fogelsanger, '15, and Harry Hickey of Harrisburg, took place Nov. 23, 1920, in the New Cumberland Methodist Church, the Rev. V. T. Rue officiated.

FICKES—HUSTON. Mary Elizabeth Huston, '08, was united in marriage with Benjamin Kahler Fickes of Rochester, New York, at the home of the bride's father Nov. 24, 1920. The ceremony was performed by Dr. G. M. Reed of the United Presbyterian Church of Newville, assisted by Rev. J. J. Glenn, of the Dickinson Presbyterian Church. They will make their home in Rochester, New York.

COYLE—BENDER. The marriage of Miss Nettie Minerva Bender of Carlisle, and Mr. Robert Coyle, '16, of Everet, was solemnized Dec. 15, 1920, in the First Presbyterian Church of Carlisle, Rev. Dr. A. N. Haggerty officiated.

STOCK—KEENY. In the New Oxford Reformed Church by the Rev. John Keener, Martha M. Keeny, '12, became the bride of Harry C. Stock, Dec. 3, 1920. They will live in New Oxford.

McCAULEY—LA LONDE. On September 30, 1919, by Rev. I. Darms, Lieut. Earl H. McCauley and Oral M. LaLonde, '16. They reside at 1996 Senator Ave., Detroit, Mich.

BIRTHS

SPEAS—Oct. 11, 1920. A son, Richard Norris Speas was born to Mr. and Mrs. Alvin Speas of Penbrook, Pa. Mrs. Speas was formerly Miss Ida M. Newcomer, class of 1900.

MUMER—Oct. 9, 1920. At Newport, Pa., a son to Mr. and Mrs. Wm. E. Mumer. Mrs. Mumer was Miss Hettie Smith, 1909.

ALUMNI PERSONALS

The following resolution and recommendation have come into the hands of the personal editor of THE HERALD, who believes

it will be of interest to the Alumni in general, as well as to the class of 1890, as it is an endorsement of the work of the school and an appreciation of the splendid welcome that the members of the class of 1890 received when they returned to the school.

A RESOLUTION endorsing the administration of our fellow student, Dr. Ezra Lehman, with the assurance to him of our loyalty and support, and COMMENDING THE TRUSTEES of the institution upon their wisdom in choosing one so capable from among the alumni to lead the school, was passed unannmously.

A RECOMMENDATION bringing to the attention of the Principal the suggestion that he urge the various classes to appoint a permanent Secretary to inspire and preserve the class spirit and cooperation for the school was passed unanimously. J. M. Fogelsanger, class of '90, 38 West Phil Ellena St., Mount Airy, Philadelphia, was elected permanent Secretary.

A CALL for a class reunion in 1925 with the pledge of all those present to support it by their presence and their help in bringing forth a larger representation was passed on to the Secretary.

Our Record: 1910, 17 present; 1920, 27 present; 1925, ?. Up to you THE CALL IS OUT NOW!

With thanks for your kind cooperation, I am

Sincerely,

J. M. FOGELSANGER.

'91. The following letter explains itself and will be of especial interest to the members of the class of '91:

Huntingdon, Pa., December 1, 1920.

Dear Classmate of '91,

The almanac says that Tuesday, June 21, 1921, marks the thirtieth anniversary of your graduation from the C. V. S. N. S. On that date Dr. Lehman very cordially invites you back to Normal in reunion and tenders the hospitality of the school for your entertainment. We shall unanimously accept his invitation—EVERY ONE OF US. One of the assembly rooms has been reserved for our use and I have appointed Prof. J. S. Heiges, Mr. J. S. Omwake, and Miss Nancy B. Martin as a committee to complete the arrangements for our reunion and banquet. Please plan to attend our class reunion; it is a long time since we have met one another. The date is June 21, 1921. Kindly give me early notice of your intention to be present that I may make reservation of a room for you.

Very sincerely yours,

W. M. RIFE, President, '91.

'93. Dr. James D. Kennedy writes to have his address changed to Toadlena, New Mexico. He is Government Physician at the U. S. Indian School located there.

'97. Rev. E. M. Sando is now pastor of the West Manheim Reformed Church, Hanover, Pa.

'02. Mabel K. Shryock writes that she is living within sight and sound of the Pacific in wonderful California. She is principal of school No. 129 in Los Angeles. She finds it more convenient to home in Long Beach. Her address is 338 Cedar Ave., Long Beach, California.

'05. Dr. Garry C. Myers is at the head of the Department of Tests and Measurements in the Cleveland School of Education, Cleveland, Ohio. Elsewhere the advertisement of the Myers Tests and Measurements will be found. These tests are being used in many cities and towns. Cleveland has adopted them for use in all its grades from the first grade up through the Normal School. We have recently introduced them into our own Training School and commend them to superintendents and teachers.

'07. Elder P. J. Weibe is dean of Beulah College, Upland, California, and is teaching Latin and Algebra in the institution. He writes that if any of the Alumni ever go to California that he will be delighted to have them call to see him, and he will be glad to entertain them.

'11. Ira C. Mummert's address is changed from Williamstown, Pa., to Lititz, Pa.

'11. Jos. W. Eshelman writes from the Sunny South that he likes his work very much and well pleased with the locality. He has charge of the entire south for the Republic Flow Meters Company. His address is 927 Grant Bldg., Atlanta, Georgia.

ALUMNI MEETINGS AND BANQUETS

Luncheon by Adams County Alumni

Fifty alumni of the Shippensburg Normal School at present living in Adams county attended their second annual dance-luncheon held at the Hoffman Hotel after the evening session of Institute Thursday.

Dancing reigned supreme until eleven o'clock when it gave way to a luncheon served in the other dining room of the hotel.

Harper Wentz presided over the gathering and called on Professor H. Milton Roth, Hon. C. Arthur Griest, Professor W. Raymond Shank and Percy Eichelberger for speeches, after which officers for the ensuing year were elected as follows: president, Percy Eichelberger; vice president, Professor Guile Lefevre; secretary, and treasurer, Miss Eva M. Boyer. The president then appointed Professor Walter D. Reynolds, Professor W. Raymond Shank, Mrs. Guile Lefevre and Mrs. Lloyd Hartman as an executive committee to arrange for the annual affair next year during the Institute sessions.

Professors Walter D. Reynolds, Guile Lefevre and Harper Wentz comprised the committee on arrangements.

Cumberland County Alumni Banquet

The Cumberland County Alumni and former students of this school sat down to a splendid banquet in the Blue room of Hotel Carlisle on Thursday evening, December 2nd. The menu was prepared and served to the entire satisfaction of the diners. Toastmaster J. C. Wagner then called upon the following persons to respond to toasts: Supt. J. Kelso Green, Assistant Supt. W. G. Rice and Dr. Ezra Lehman. The speeches were short as the hour for the evening entertainment had arrived, but all united in expressing the hope that the banquet might be a regular yearly affair. By unanimous vote it was decided to hold the banquet at an early hour on Monday evening of Institute week next year. As there will be no evening entertainment on that date, it will be possible for all to get together for a good time socially and wind up with a dance for those who are fond of this pastime. The officers for 1920 were re-elected for the ensuing year.. The Normal School was represented by Miss Keiffer, Miss Stroh and Dr. and Mrs. Lehman.

C. V. S. N. S. Banquet at Huntingdon

About 35 persons—graduates of the C. V. S. N. S.—Met in Fisher's restaurant, Thursday evening of Institute week and had a banquet which was enjoyed by all present. Addresses were made by Prof. Rife, Miss Zeiders and Jo. Hays. It is gratifying to know that the teaching force in the county from our school has increased from 15 in 1917 to 35 in 1920. The following is a partial list of those present: Miss Mildred Bales, Isabel Cunningham, Ruth Diven, Margaret Dorsey, Anna Goshorn, Anna Hecter, Ora and Kathryn Houck, Byrd McClain, Miss Miller, Marie Steel, Ora Underwood, Elizabeth Whittaker, Maybelle Zeiders, Messrs. Warren Cochlin, Norman Eberly, Paul Freet, Jo Hays, J. A. Kell, Lester Sachs, Miss Harris, Mr. and Mrs. Young, Mr. and Mrs. W. M. Rife and son John. The faculty was represented by Miss Harris.

Franklin County Alumni Dine at Hotel Wallace

At the close of the entertainment, on Wednesday evening, Nov. 17th, the Franklin County Alumni and their friends journeyed to Hotel Wallace where a fine banquet had been provided under the supervision of a capable committee headed by John Maclay of the High School faculty. The president and toastmaster was Prof. A. C. Schuck, principal of the Chambersburg High School. He called upon Principal Lehman as the first speaker. After expressing his gratification at the large number who were present Dr. Lehman spoke of the work that the alumni ought to do to help realize the plans of Dr. Finegan. He urged all present to unite to bring about

a bigger, better Pennsylvania educationally. Dr. Henderson of the University of Michigan was present and expressed his gratification at the fine spirit that characterized the men and women who represented the Normal School. Dr. Warren, formerly of Almyra, N. Y., but now of Mansfield, Pa., brought the greetings of the Mansfield Normal School to the representatives of Shippensburg. Prof. Schuck and the other officers were re-elected for another year. The members of the faculty present were Dr. and Mrs. Lehman, Prof. Heiges and Miss Keiffer.

Fulton County Alumni Meet

The Fulton County Alumni and former students met in the High School room of the Public School building on Friday forenoon, Dec. 10. President Harper P. Barton, '11, presided. Dr. Lehman was introduced and spoke briefly urging the alumni to support the measures to be brought before the legislature for the improvement of the Public School System. The association sent its greeting to the Fulton students at Normal. Prof. Barton was re-elected president and Miss Marguerite Stigers, secretary.

York County C. V. S. N. S. Banquet

Thursday evening of York County Institute a banquet was held which was attended by the following persons: Misses Belle Anthony, Georgietta and Miriam Arnold, Ruth Bair, Elva Baker, Mary Burger, Nellie Bushey, Bess Cadwallader, Mildred Haar, Cora Hake, Winifred Kauffman, Miriam and Reba Lutz, Mary M. Martin, Mr. and Mrs. Kenneth Preisler, Clara Rife, Mary Schue, Margaret Skinner, Mrs. G. W. Smith, Elsie Springer, Estella Thomas, Clara E. Waltemeyer, Nannie Williams, Clara Youndt, Messrs. Charles Albright, H. M. Arnold, A. H. Filler, J. A. Fishel, C. E. Myers, G. H. Quickel and O. L. Spahr. Speeches were made by Messrs. Albright and Preisler, also by Miss Harris. The association commended the administration of the school and resolved to stand back of it. Mr. Charles Albright was elected president for the coming year and Miss Belle Anthony, secretary. A committee was appointed to make arrangements for a meeting to be held next year to be attended by members of the alumni and undergraduates of the school. Miss Harris was the one member of the faculty present at the banquet.

ATHLETICS

Football

The success of the 1920 football season was very gratifying to all who are interested in C. V. S. N. S. athletics, not only because of the large number of games won, but also because of the unselfish

loyalty manifested at all times by the players, students, members of the Faculty, and friends of the institution.

Faculty Manager, L. C. Krebs, had arranged an excellent schedule. It was probably the hardest schedule ever attempted by a Red and Blue eleven, but was well balanced and afforded opportunity for gradual development.

Only three men of the strong 1919 team responded to the call for candidates early in September. Consequently a new team lined up against Gettysburg High School for the first game of the season on October 2. The Normal team won this game by the score of 21 to 0.

The next week the Scotland Industrial School surprised the over-confident Normal eleven, working the forward pass successfully for a 20 to 7 victory. This unexpected defeat, however, provided the proper stimulus for harder work, the results of which were evident when Shippensburg defeated the strong Mercersburg Academy Reserves to the tune of 20 to 0.

Next came the most important game of the season considered from the standpoint of rivalry—Millersville Normal. The Millersville team was heavier than the local boys and both teams were determined to win. After an hour of desperate conflict the Red and Blue warriors proved their superiority and sent the Millersville boys home with the short end of a 25 to 21 score.

On October 23 Shippensburg went to Bloomsburg to match her prowess against another of the State Normal Schools. Although a hard game was anticipated, Capt. Shope found little difficulty in leading his men to a 40 to 0 victory.

Shippensburg added another to her string of victories when she defeated Dickinson College Freshmen on the 30th of October, the score being 34 to 12.

The game against Juniata College on November 13 was the only game of the season that the Normal team was unable to cross the enemy's goal line. The Shippensburg boys put up a plucky fight against the heavier and more mature college team and in the first half clearly outplayed them although neither team scored. In the second half Juniata proved too strong and succeeded in scoring four touchdowns. During this half of a game was the only time during the season that the local boys felt that they were playing a stronger team.

The last game of the season against Tarsus Gymnastic School, of Harrisburg, although a 66 to 0 victory for the Normal, was a disappointment. The Tarsus team did not have all of their players on the grounds but insisted on playing short-handed against the wishes of the Normal. We were sorry to end our season with a game of this kind and in the future will be more careful in arranging with teams whose management is questionable.

C. V. S. N. S. Football Schedule, 1920.

	Nor.	Opp.
Oct. 2—Gettysburg High School, at Shippensburg-----	21	0
Oct. 9—Scotland Industrial School, at Shippensburg-----	7	20
Oct. 16—Mercersburg Academy Reserves, at Mercersburg	20	0
Oct. 23—Millersville State Normal, at Shippensburg-----	25	21
Oct. 30—Bloomsburg State Normal, at Bloomsburg-----	40	0
Nov. 6—Dickinson College Freshmen, at Shippensburg--	34	12
Nov. 13—Juniata College, at Huntingdon-----	0	28
Nov. 20—Tarsus Gymnastic School, at Shippensburg-----	66	0
Total -----	213	81

The Athletic Committee awarded the 'Varsity S to the following players: Captan Shope, quarterback; Craig, halfback; Moore, halfback; Warren, fullback; Spessard, left end; J. Neely, left tackle; W. Neely, left guard; Sealover, center; Epley, right guard; Mellott, right tackle; King, right end; G. Kelly, utility halfback; and E. Raffensberger, student manager. Second team letters were awarded to Capt. Shull, Nagle, Meredith, H. Markley, Neill, Charlton, Harvey, Hoover, Hensel, Benner, and C. Kelley.

At a meeting of the 'Varsity letter men Sterling King of Littlestown, Pa., was almost unanimously elected to captain the 1921 football team. Mr. King has played two years in the position of right end. His enthusiasm and good judgment should make him a very capable leader.

Basketball

The outlook for the 1920-21 basket ball season is very bright. Although we do not have any of the regular 'Varsity men of last year, the candidates are working hard and are developing rapidly. We are sorry to lose Capt. Charlton, who on account of severe illness of some time ago is unable to take part in his favorite sport this season. Ed. Craig, of Shippensburg, has been elected to succeed him as Captain. Although the team has not been definitely chosen, there is plenty of good material from which to choose.

MEETING OF SUPERINTENDENTS AT NORMAL

On Thursday, November 4th, a most important meeting was held at Normal. Invitations had been issued to twenty of the city, borough, county and assistant county superintendents in our Normal School district, or from adjacent territory.

The purpose of the conference was to give all an opportunity to discuss the practical problems that the Normal School authorities and the superintendents had in common. No definite program had been prepared and the conference was entirely informal. A number of questions were discussed that dealt with the work of the normal

school graduate in the public schools, the best methods of following up this work, the type of work to be given the student who is teaching on a provisional certificate, the best methods of presenting professional courses to the young teacher, etc. All present agreed that the conference was a most helpful one and a resolution was passed asking that such conference be of as frequent occurrence as possible because of their helpfulness since it was possible for the superintendents and the Normal School authorities to work out their problems to better advantage as a result of these conferences. The city superintendents present were Layton of Altoona, Downes of Harrisburg, and Wanner of York; borough superintendents, Gordy of Chambersburg, McCulloch of Waynesboro, Wagner of Carlisle, Davis of Steelton; the county and assistant county superintendents present were Smith and Finafrock of Franklin, Green and Rice of Cumberland, Roth and Shank of Adams, Kline of Perry, Rife of Huntingdon, and Albright of York.

NORMAL LITERARY SOCIETY

Did you ever hear of a loyal member of a society thinking "his" society was "the" society? Well that is what each member of N. L. S. thinks. We all have ample reason for thinking thus, as you will see in these notes.

A few things that a society needs, to make it move, are the things that N. L. S. possesses:—enthusiasm—true spirit—earnestness—loyalty—good attendance—good order—co-operation—and last but not least—Society Pep.

I will now explain a few of the very good numbers that Normal renders weekly:

Music—We have even excelled the Normal standard in music during the past few weeks. Each member does his and her part to make all vocal as well as instrumental music the best. It shows that talent for this particular feature is available in our society.

The dances we render are a great help in the balancing of our programs. They are both interesting and humorous. The Japanese dance which was given lately was a good feature in which we could use our imagination.

We are very much pleased to find such good, workable talent in the new students when it comes to humorous recitations. The reader is always recalled to the rostrum by the enthusiastic applause.

Orations, discussions, as well as topics of the day are always found to be carefully selected and prepared. Topics that are vital are always chosen.

The short plays that are given always show that the participants are anxious to do their best. They show that no person is lacking in co-operation. Pantomimes show the same thing. The Pilgrim scene

of Captain Miles Standish, Priscilla and John Alden took us all back to a bit of every interesting history.

Last but not least, are the debates. This is the feature that shows Normal's working material. They also show its ingenuity and are very helpful. They hold the interest of each and every member. Our questions for debate are always vital. The splendid general debates prove this. A few of our questions are: Resolved, That the League of Nations Should be Ratified Without Further Reservation of the United States Senate. That the Smith Towner Bill should be passed, etc. The latter was debated at our last meeting Nov. 26, 1920. The debators on these questions deserve special comment. A good sportsmanship is always shown by the side that loses. We are glad to say that no person assumes a harsh spirit towards his opponent in debating these most vital political questions.

These are some of the big features of Normal. Come to visit us and you will see, that our society is everything we claim it to be.

IRMA ESTELLE HOFFMAN, 21, Secretary'

PHILOMATHEAN LITERARY SOCIETY

The mere mention of "Philomathean Literary Society," gives each of its members a satisfied anticipation of an evening spent in educational enjoyment and wholesome humor.

Much interest is continually manifested whenever a debate is scheduled for Philomathean's members show their literary ability and interest by lively and spirited discussions.

Other numbers, which we as members and others as visitors enjoy, are the special features which always keep us in suspended surprise which is usually gratified to the fullest extent.

The music of our society is keeping up its reputation—a reputation consisting of praise to no small degree. Everyone seems to appreciate the efforts of the Glee Club as well as the individual contributions of our members.

One of our most recent programs that is worthy of special mention was the one rendered during the Thanksgiving Holiday. At this time quite a successful pageant was presented, a pageant which depicted in episodes the life of the Pilgrims from their first appearance in America.

We are proud to say that we, as a society, aim not only the rendering of well-organized and appreciated programs, but we aim to fit ourselves for any kind of future literary work whether it be in the form of a debate, a special feature or an extemporaneous selection.

More of our ability as a society was manifested in the most successful program of this year. That program was given on the evening that we devoted the entire time to Shakespeare. It was a genuine Shakespearian evening when the genius of this wonderful English

poet and dramatist was depicted by all the numbers on the program. It was an entertainment of which we are proud to boast—because it was so different in character from most of the literary programs. The evening consisted of "Scenes from Shakespeare," parts of that great writer's life, "Sketches" of his greatest works and short, snappy numbers which afforded just a sufficient amount of humor to touch the interest of the audience.

We have stated these few out of many interesting bits of Philomathean news to acquaint our alumni with our progress. We feel that they will be proud to know that we are rapidly ascending the ladder of successful literary attainment. Another rung which we are about to add to this ladder will be our great Christmas entertainment which we are planning as the "best ever" of our programs. We always aim to make this last program before Christmas an interesting and touching appeal—an appeal which follows our members with them to their homes over this most appreciated holiday of the year.

Last but not least, we have taken great care lest the aesthetic side of our interest be neglected. Our dances, whether they be solo or group, are always welcome numbers. Aesthetic dances tend to relieve the audience from the continual pour of literary and musical numbers—and indeed there are several of our members whose ability is very strongly centered on this aesthetic attainment.

And so in conclusion, the officers as well as the members aim to uphold these good records of the society so that in the future these facts may still stand true.

MARY A. LEWIS, '21, Secretary.

PHILO GLEE CLUB

Philo Glee Club is feeling very good and is feeling that its efforts to render good and appropriate music are not all in vain. Last Friday evening, the evening after Thanksgiving, the Glee Club sang Kipling's "Recessional." The leader felt pleased over the way the Glee Club had sung the selection and had smiled her appreciation to the Glee Club. But imagine how pleased both leader and Glee Club were when our faculty visitor in her remarks, said that was one of the best renderings of that particular piece she had ever heard,—and the opinion of this member of the faculty is one that we may well feel proud of having.

The leader was especially inspired by this helpful remark because the success or failure of the Glee Club almost rests on the leader. Also this public praise was most helpful for it is always at the public rendering of the selection that shows the leader how the Glee Club has assimilated her suggestions and coaching.

We are striving to give music not only that the audience will feel that we are up there singing just because there has always been a Philo Glee Club and because it has always sung immediately after the

reading of the minutes by the secretary, but that they may realize these pieces that every one should know may be given in different ways,—ways that add value to a song. In this day and age of advancement, our music must advance also and thus you see we can't conduct our Glee Club as it has been done years ago. By modern or advanced ways we do not mean that we must sing our selections in a very tremulous voice or in a vaudville voice nor must we have theatrical effects to remind the audience that this is almost 1921. No, we must give our music in the advanced good-music style. We try to put something back of our singing, we try to put ourselves into the song and sing it whole-heartedly.

We have been informed that the alumni are interested in the reports of the Glee Club. Alumni, why don't you show your interest by telling the society or Glee Club or the Glee Club leader what you think of our music—when you come back to Philo to visit—if we are advancing, if we stay the same, or if we are backsliding? If you hear anything favorable or otherwise about the Glee Club it is almost your duty to inform the Glee Club so that the unfavorable may be remedied and the favorable made more favorable. If you would drop us a note, we would thank you very much and receive it as constructive criticism. Those looking on can more easily see the faults of those performing.

This Friday we will give "In Old Madrid." Class of '20, do you remember how that was given last year? We wish you could hear us give it this year. We are singing the whole song—words and all,—not merely notes or a tune. We want our audience to see a Spanish maid looking out of her casement window, at the close of day, listening to the soft notes of the serenade her lover is playing to her. But—"oh- the river flow'd along between them ever more." Then in later years her lover fell for France and the maid entered a convent, but still she would look out of her casement window and sigh for her fallen lover.

The Philo Glee Club will give something special at the Christmas meeting of Philo, based on the old Christmas carols.

REIDA LONGANECKER, Secretary.

NORMAL SOCIETY GLEE CLUB

The Glee Club of Normal Society has been making rapid progress during the last few months.

Through the efforts of our director, Miss Wineka, we rendered some fine selections during the Christmas season. Among the songs were: Bendemer's Stream by Thomas Moore and Light of Bethlehem by Franz Abt.

We have been talking of preparing a musical in the near future.

We can very easily do this with the support of our splendid Club.

We are very proud of our Society Song. It has been mastered by the entire society, under the direction of Miss Wineka. The song was written by Harry Taylor, a loyal member of Normal who was killed in service in France, 1918. No one but a true lover of Normal could compose such inspiring and praise-worthy words. Neither can it be sung without arousing a feeling of love and loyalty for our society.

Normal Society Song:

From voices gay and young,
 Send out the joyful song
 That sounds the praise of Normal School
 In chorus loud and long.
 In north, south, east or west,
 Where'er may be your guest,
 You find that our Society
 Will always be the best.

Her crowds delight the eye,
 Her banners wave on high,
 The boys and girls between her walls
 A lot of joy receive.
 A leader great and grand,
 With joy at his command,
 The products of our Society,
 Are known o'er sea and land.

Renowned throughout our land,
 Her name illustrious stands
 The champion of the rights of men,
 A valiant, chosen band,
 Then, too, a noble train,
 Of cunning hand and brain,
 Give story in Society
 Which ever shall remain.

Chorus:

Then sing! Then sing! In voices free
 Glad notes in voices free
 For Normal we upraise.
 Then sing! Then sing! Our Normal free
 Our Normal fair and free
 Let all unite to praise;
 Let all unite to praise.

Y. M. C. A.

Our association is not only a religious organization, but is fundamentally a brotherhood, an expression and a promoter of friendship among the boys here at school. It seeks to unite young men both for fellowship and for service with other young men.

Mr. L. M. Miller of Harrisburg, State Student Secretary of the Y. M. C. A., spent Monday evening, Nov. 8, at our school. He gave a very helpful address to the boys. On Tuesday he had private talks with some of the boys. All were eager to listen to his gospel message. He left the school gratified to know that the organization was moving along so well.

Our Bible Study Class is making progress. The attendance has increased somewhat, but greater than this, the spirit of Christ is manifested.

The Cabinet decided that more furniture was needed in the Y. M. C. A. room. With the kind help of Prof. Shearer, a dozen chairs were secured with the promise that more elaborate furniture be furnished later.

The boys find the Y. M. C. A. room an interesting place to spend their time, outside of school hours, in playing games and reading. At present the reading material consists of "The Church Advocate," "The Association Men," "Colliers Weekly," "The Pathfinder" and "The American Legion."

The new students have fallen into line and are ever willing to do their part to help make the Y. M. C. A. a success. May we all do our part in making our lives rich in friendship, unique in achievement, abounding with satisfaction, and filled with the consciousness of the companionship of God. In this way we can most efficiently serve the lowly Nazarene.

Father I know that all my life,
Is portioned out by Thee,
And the changes that are sure to come
I do not ask to see:
But I ask Thee for a present mind
Intent on pleasing Thee.

JOHN RANKIN MOORE, '22, Recording Secretary.

Y. W. C. A.

The Y. W. C. A. is still following up its aim of making the new members feel at home. On Nov. 17th the organization dedicated its new room by a tea given to the girls of the school. An enjoyable social time was engaged in by all the members—new and old. The lady members of the faculty poured and the girls were served by the cabinet.

Another social time is promised to its members by the Y. W. in

the form of its annual bazaar on Friday, Dec. 17th. All articles are contributed by the present members and the alumni. The proceeds will go to the Y. W. fund.

SARA HESS, Secretary.

THE PRESS CLUB

Our Club is having the most successful year in its career. We not only have the largest membership in our history but we are placing our notes in more papers than ever before. We are trying to be a live wire organization and are striving to keep abreast with the times.

Our Club meetings are not dull and unprofitable but are enlivened with music, literary exercises and frequent addresses by successful newspaper men.

At our November meeting Mrs. Rolar, editor of the Shippensburg Chronicle, delivered a very helpful address. She explained to us the advantages of the modern way of printing over the former ways. She also told us that it is the personals about the people from the community to which we are writing, that are most desired by newspaper men.

It is our intention to send our items to papers in some of our more remote counties, and thus send notes of our school to all localities where our Alumni may reside.

Our annual reception will be held in April and we are all looking forward to a most pleasant evening.

The Club meets the second Monday evening of each month at 6:15 o'clock, and we should be very glad to welcome any former members of the Club at any time.

RENA HAWK.

THE STUDENTS' LEAGUE

The close of the year 1920 brought to an end the most successful period in the records of the Student League. With the dawn of the New Year comes a greater impetus to strengthen the League for higher lines of endeavor.

Efforts are being made to strengthen the administration of the Council. A new feature along this line has recently been added, that of floor chairman. One member of the Student Council from each floor of the dormitories has been selected to further maintain the objects of the League. It is their duty to give the girls information through the proctors of the respective corridors. Matters discussed at the Council Meetings, which pertain to all the girls are explained. In this way the girls are brought to realize and understand what can be done to improve the maintenance of quiet and decorum in the dor-

mitories, to improve the standards in matters of personal conduct and other objects in accordance with the League's high ideals.

Just before the Christmas holidays, when every student was anticipating the joys which vacation brings, expectation was made realization. The Students' League gave another of its jolly parties. As on previous occasions the girls were not disappointed in their expectations. It was just a pleasant prelude to the Christmas season and an agreeable conclusion to the school year.

At the beginning of this, the new year the girls may feel that they have been benefitted by the Students League and may view their worth while accomplishments from the standpoint of Anne Morgan, who said:—"Our girls of the future will work as they have been trained to work, with fearlessness, honesty of purpose, courage and determination, and with trained intelligence and moral integrity ready to cope with life's problems as they present themselves."

HELEN DRAIS, '21, Secretary.

THE GIRLS' ATHLETIC ASSOCIATION

The spirit of the G. A. A. is shown by the number of people that came out for hockey and are coming out for basketball. The different class teams were chosen and when we played a game, the other classes were right there to give their yells and see who would win.

All the classes put up a good fight and showed wonderful spirit to the opposing team while playing the game. Every one was anxiously watching who would get championship, when it was decided with the Junior and Senior game. Everyone was putting up a good play, when the whistle blew and the Juniors won championship and the Seniors close second.

Those on the different class teams were:

Seniors—Forwards.—Misses Krajl, Captain; Williamson, Fox, Kerlin, Lewis, Longanecker R., Fogelsanger.

Halfbacks—Misses Dougherty, Lewis M., Longanecker M., Stoops.

Full Backs—Misses E. Craig, Manager; Gingrich and Ream.

Goalkeeper—Gladys Wolf.

Junior—Fowards—Misses Henry, Captain; Addams, Sleichter D., Craig H., Sleichter M., Kamerer, Brandt.

Halfbacks—Misses Wineka, Beistle, Wittmeyer.

Goalkeeper—Miss Brennehan F.

Sophomores—Forwards—Misses Minehart, Manager; Upperman, Captain; Miller, Mathna, Curry, Brone, Coble.

Halfbacks—Misses Freby, Baker, Heckman.

Fullbacks—Misses Etter, Krajl.

Goalkeeper—Miss Bert L.

Freshmen—Forwards—Misses Kime, Taughinbaugh, Hykes, Omwake, Captain; Hiatt, Manager.

Fullbacks—Misses Dyer, Logan, Miller.

Halfbacks—Misses McKee, Lehman, Bealor, Strohm
Goalkeeper—Miss Boyer.

The G. A. A. had a meeting and decided to get Miss Danielson, who is ill with typhoid fever, a remembrance from the Association. They appointed a committee who decided to get her a writing case.

The following girls, Misses Longanecker, Kamerer, Krall and Williamson, who had secured the required number of points, were presented with their S's by Miss Nason during the chapel service.

The girls are working hard and are coming out for every sport to get points to join, get their numerals and school letter. There are very many girls coming out for basket-ball and this shows that we will have quite as close observation in choosing basketball teams as in hockey.

Penn Hall asked the physical instructor of Shippensburg Normal if we would not play them a game in hockey. After faculty consideration, they decided to allow us to play the game. This was our first opportunity of ever having a varsity team in any sport, and we as an association, appreciate it very much. We decided upon the varsity team one day and played the next. We put up a very good fight and held them very well but the score was 6 to 0 in their favor. They did very good playing and were accustomed to playing colleges and winning. Students showed their spirit at this game by attending and giving the school yells and songs.

The varsity team was chosen by the physical instructor, the four managers of the different classes, and the head of hockey. The following people were chosen on the varsity team:

Forwards—Misses Henry, Williamson, Captain; Addams, Craig H., Minehart, Kamerer, Sleichter D., Manager.

Halfbacks—Misses Dougherty, King, Lewis M., Mijler.

Fullbacks—Misses Craig E., Winika, Beistle.

Goalkeepers—Misses Brenneman, Wolf G.

ALTA WILLIAMSON, Secretary.

THE CHORAL SOCIETY

The Girls' Choral Society rendered the selections Donizettes', "The Day of Joy" and Von Flowtows' "The Forest" at the Arbor Day exercises. At the Thanksgiving services the society sang Beethovens' "Creation Hymn."

The Society is planning a Christmas Carol service to be presented the 22nd of December. The program will be printed in the following issue.

The caste has been selected and rehearsals begun for the Oriental Operetta "In India," by Paul Bliss. This will be presented either the latter part of January or the beginning of February.

ROMAINE BREHM, Secretary.

JUNIOR HIGH SCHOOL GLEE CLUB NOTES

One of the new features of the Training School, in addition to the 7th, 8th, 9th grades being the Junior High School, is the Junior High School Glee Club. The Glee Club meets every Thursday evening at 4:15 and rehearses for J. H. S. literary society, which meets every two weeks on Friday at 4:00 p.m. But in order to make the Glee Club more interesting and vital to the members and for entertainment as well, the Glee Club, under the direction of Miss Adams of the Normal School, gave a little operetta called "The Wishing Leaf."

"The Wishing Leaf" was written by Margaret J. McElroy and was published in the October, 1920 number of "The Music Bulletin." The address of this magazine is, 100 Washington Square, New York City, or the operetta may be obtained from the American Book Company. The operetta is based on the legend of Jack o' Lantern.

This is a sketch of the operetta:—Little Boy Blue is out hunting the "Wishing Leaf." He is going to put it between his lips and wish that the ship on which his father is may return in safety. Then his aunt will go away and Boy Blue won't have to read the books of his aunt, and most of all his mother will laugh again. While Boy Blue is searching for this leaf Gypsies came on the stage, give a dance, and when they hear of Boy Blue's troubles they promise to help him, and take Kelvin Grove to consult the witch woman. While the Gypsies are consulting the witch-woman and asking her to help them in their various troubles an Owl, Old Man and Jock o' Lantern come on the stage. Jack o' Lantern tells how he had sold his soul on Hallowe'en to elves and had turned away a poor man whose wife was dying and whose little children were hungry. Now he must pay penance and go around with his lantern lit all the time. But the witch tells him his hour is nearly come. Little Boy Blue asks Jack o' Lantern if he will help him and Jack o' Lantern replies:

"He asks for help—this child!
And in his trouble turns to me
Whom all men mock and hate and fear. Fear not!
Tonight we both shall find the Wishing Leaf."

Then Little Boy Blue's mother comes on the stage singing. She is looking for Boy Blue and asks him where he has been. He replies that he has been hunting for the "Wishing Leaf." How happy Boy Blue is when his mother tells him that she has found the "Wishing Leaf." When they leave, they drop the leaf and Jack o' Lantern puts it between his lips and wishes. Then he says:

"And so I, too, find rest tomorrow.
No more wondering and no more sorrowing
A little child has trusted me,
And I have kept the tryst.

The play was certainly successful. The children entered into its spirit and put themselves right into their parts. The stage was decorated with leaves and the foot-lights were covered with red paper. Altogether the staging and background looked as nearly like a forest scene as possible.

This play enters into the school work especially in that all the songs used are in the music books used in the school which are the 1st, 2nd, 3rd, 4th, 5th, and 6th year music books of the Hollis Dann Course. All songs are rote songs. These were taught in regular music periods, then the persons chosen for the parts sang these and sang them well and did not need any special teaching.

Another attractive feature was the dances. There are three dances,—one of gypsies, shadows, and grotesque figures. These delighted children.

The costuming of the play was easy in this case because former May Fite costumes were used, but in instances where new costumes are necessary, they could be obtained easily and inexpensively because they are decorated with witches, owls, pumpkins, cats, etc., thus making plain costumes very appropriate.

About twenty-two took part. The following are the characters: Boy Blue, Mother, Jack o' Lantern, Owl, Witch, Old Man, Gypsies, Inez, Rita Miguel, Lopez, Juan, Gray Shadows, Grotesque Figures.

It was very successfully given, and the entire audience expressed themselves as very much pleased with the performance.

REIDA LONGANECKER,

Senior Director of J. H. S. Glee Club.

SOCK AND BUSKIN CLUB

The Sock and Buskin Club is doing better work than ever before. The meetings are just full of "pep." The members are working together very splendidly as is shown in our meetings. The kind of "mettle" our members are made from was shown during "Better English Week." A large number entered the try-out for the Thanksgiving play. All concerned did the work given them very, very well. Our programmes are exceptionally good this year. For example here is one. Judge it for yourselves:

General Subject—Booth Tarkington

3. Story from Penrod—Martha Lewis.
1. Tarkington—The Man, the Personality—Kathryn Worley.
2. Discussion of Penrod Stories—Verdella Dick.
4. Synopsis of play—"Clarence"—Blanche Beistline.
5. Scene from—"Clarence"—Mr. Heiges and Mary Lewis, Dir.

Altogether the Sock and Buskin Club is doing the very best work possible and is fulfilling the "hope" that it be a year of success and pleasant experience.

MARTHA LEWIS, Secretary.

THE DAY STUDENT BOYS' ASSOCIATION

We as an association feel that our aims are being realized. The boys seem to have a better attitude toward the school and regulations than ever before. Not in the history of our association do we find as clean a record as we have developed thus far this year. We are going to do our best to keep our record from becoming blurred in any manner. Although this demands united effort on the part of all of us we believe that we are able to do it. These results are both interesting and of value when one compares them with the conditions a number of years ago when there was no such organization. This with several other examples at Normal has proved that student government is the desirable method of student control. It teaches the student that one of the most important qualities of life which must be learned if a successful career is to be hoped for, is to be able to assume responsibility when called upon.

We are awake to the fact that there is still plenty of room at the top and we are making this our goal. Of course, all progress is determined by the amount of determination and effort put forth. We are doing our best and feel that we are amply repaid by the results obtained.

The officers together with the House and Order Committee have effected a decided improvement of conditions in the portions of the building given over to us as the Day Student Boys.

REESE E. BERT, Secretary.

ALMA MATER

In the dear old Cumberland Valley
'Neath the glowing sky
Proudly stands our Alma Mater
On the hill top high.

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
Of her glorious fame.

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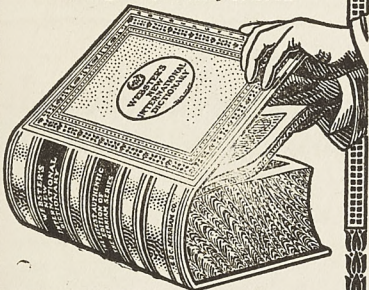
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