

Volume 26

Number 3

A P R I L, 1922

The
Normal School
Herald



Pedagogy Number

Cumberland Valley State Normal School

Shippensburg, Pennsylvania.

Table of Contents.

The Summer Session	3
Importance of Early Registration	3
Expenses of the Summer Session	4
Advice and Directions to Summer Students	4
Questions About Summer Session Courses	5
Principal's Letter to Alumni	7
Post Graduate Course Next Year	8
Where Do Teachers Stand?	9
Teacher Placement Service	10
Normal Literary Society	10
Philo Society	11
Y. M. C. A.	12
Girls' Choral Society	13
The Men's Glee Club	13
Country Life Club	14
The Arts and Crafts Club	14
The Girls' Athletic Association	15
Day Student Girls' Association	15
Men's Athletics	15
Alumni Personals	18
Cupid's Column	20
Stork Column	20
Obituary	21
The Right of the Child	23
Code of Ethics for Teachers	25
What Is the Matter With Our Public Schools?	26
Measure of the Intelligence of C. V. S. N. S. Students	27
An Interesting Experiment	28
The Value of Educational Tests	30
A Bibliography of Standard Tests and Measurements	31
The Training School	35
Observation in the Training School	40
Metropolitan Association of Shippensburg Normal School Banquets In Philadelphia	42
Alma Mater	44

The Normal School Herald

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

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

CARRIE BELLE PARKS.....	Editor
ELIZABETH CLEVER.....	Assistant Editor
MYRTLE MAYBERRY, '07....	Assistant Editor
ADA V. HORTON, '88.....	Personal Editor
J. S. HEIGES, '91.....	Business Manager

Subscription price, 25 cents per yearly 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 items that they think would be interesting for publication.

Vol. XXVI.

APRIL, 1922.

No. 3

THE SUMMER SESSION

(June 19—August 19)

The Cumberland Valley State Normal School is delightfully situated for summer school work.

The dormitories are large and airy. Even on the hottest days a breeze is usually stirring through the long corridors of the Main Building and Dormitories. All the rooms have electric lights and the rooms of the Girls' Dormitory have recently been repainted.

The location of the buildings and grounds is ideal. They are elevated enough to give a view of the beautiful Cumberland Valley with the North and the South Mountain ranges flanking the grounds of the school.

A series of concerts and entertainments has been arranged for the Summer Session. Every Sunday evening vesper services will be held on the school campus (or in the chapel when the weather does not permit assemblage on the campus). These services will be addressed by noted speakers.

Admission to all these entertainments and services is free to all students.

IMPORTANCE OF EARLY REGISTRATION

Attendance at the summer session must be limited to 600 boarding students and 200 day students as the class room and dormitory facilities do not permit a larger registration. Every indication points to many more applications than can be accepted. Though all summer term registrations received prior to April 1 are entered on our books as of that date, more than 150 have already enrolled at the date of this writing (Feb. 18). Because of this situation students are urged to register on or shortly after April 1. Rooms will be assigned in the order in which

applications are received, but first place will be given spring term students who wish to remain for the summer session.

EXPENSES OF THE SUMMER SESSION

The expenses of the Summer Session are not heavy.

All students must pay the ten dollar registration-term fee when a room is engaged, or in the case of a day student, when a student registers.

The cost of boarding, furnished room, light, laundry and nurse's services when necessary is \$6.00 a week—\$54.00 for the term. This amount should be paid when a boarding student enters school. Checks should be made payable to J. W. Lackhove, Bursar. If books are rented, the charge for the session will be \$2.50 or \$3.00. Thus the entire expense including registration-term fee for boarding students, will be about \$67.00.

DIRECTIONS TO SUMMER SCHOOL STUDENTS

Summer school will open Monday, June 19. The first day will be devoted to the classification of students, hence it is not necessary for a student to come to the school in advance of the opening day.

Rooms will be equipped with bed and bedding, chairs, study table, bureau, wash stand, bowl and pitcher. Students should bring all toilet articles, towels, table napkins, bureau scarf and cushions (if desired).

Trunks and other baggage will be delivered free of expense by the school authorities on the opening day of the session. Trunk checks should be brought to the office or given to the representative of the school, who will be at the station when trains arrive. If the student does not arrive on the opening day he should arrange with a taxi driver to bring his trunk to the school. A charge of 25 cents is made for this service.

Baggage should be plainly marked with the name and room number (or private residence to which a student has been assigned). All students will be notified not later than June 5 of their room assignment. Gummed labels will be furnished by the school for marking baggage.

ADVICE TO SUMMER STUDENTS

We receive letters every day asking us to advise students what course to take during the Summer Session. Perhaps a few words of advice in the columns of the Herald may not be amiss.

All High School graduates should take the course required by the state for a Partial Certificate. Credit will be given in the regular Junior course for the work finished ($\frac{1}{2}$ Semester).

All teachers without high school training with less than ten years' experience in teaching will find it advantageous to arrange to finish the normal course rather than to work for a Standard Certificate. Such students will enter the junior class if they have had five or more years of experience as teachers.

Teachers with ten or more years' experience as teachers, who have not had high school training, will probably find it advantageous to prepare for a Standard Certificate.

Normal School graduates and holders of State Permanent Certificates will be given the opportunity to take advanced studies in Mathematics, English, Social Science (History), Science, School Administration and Tests and Measurements. Students carrying the required number of hours in this work can qualify for positions in first grade high schools.

QUESTIONS ABOUT THE SUMMER SESSION COURSES

Every day we are receiving letters in regard to our summer session. We shall try to answer some of the many questions that we are asked, believing that many teachers and prospective teachers will be interested in these questions and answers.

1. Question. "I have taught fifteen (or sixteen, seventeen, etc.) years and hold a professional (or Emergency A) certificate. How can I qualify for a permanent certificate? What course do you advise me to take?"

Answer. "The State Permanent Certificate is no longer issued. The Standard Certificate has taken its place. This requires the completion of 70 semester hours of professional work. If your mark is "middle" or better from your superintendent you will receive four hours' credit for each year that you have taught not exceeding 15. Under this arrangement you would have 60 hours to your credit. You can secure the remaining ten needed for the Standard Certificate by coming to normal school for the summer session and taking the course prescribed by the state. If you pass this work you will be granted the certificate without further examination. The work you have done will stand to your credit if you should in the future decide to complete the Normal Course."

2. Question. "Is the Standard Certificate a permanent one?"

Ans. "Yes, it is permanent and gives you the privilege of teaching in the first six grades and the rural schools without further examination."

3. Question. "What is the nature of the course that I must take?"

Ans. "The course is exactly the same for all who wish to teach in the public schools next year (unless they already hold a state permanent or normal diploma). It is as follows:

School Efficiency and Observation 6 hours a week. (This course is required of all who have not completed it.)

One of the following will be required: Music, Art, or Health Education—6 hours a week.

Two of the following:

Child Psychology.

Teaching of Reading.

Teaching of English.

Teaching of Mathematics.

Teaching of Geography.

Teaching of Social Science (History) 6 hrs. a week.

No student will be permitted to take more than four subjects." subjects."

4. Question. "I have taught eight (or nine, ten, etc.) years. What is the best course for me to take?"

Ans. "The question of credits is explained in the answer to question 1. Two equally good courses are open to you. If you are a graduate of a four year high school I should advise you to take up the regular Normal Course as you will be able to secure credit for a half year of the junior work. You can finish the junior year by attending this summer and next summer sessions. If you take extension courses you can secure additional credits by taking extension courses while you are teaching. In this way you can finish the Normal Course in three or four years while continuing to teach. You will give up your position for only a half year in order to finish the course. You can, on the other hand, take the work required for the Standard Certificate. You will receive four hours' credit for each year that you have taught as indicated in question 1. You can carry 12 hours' work this session, take extension courses while teaching, receive additional four hours' credit for next year's teaching and so on until you have the required 70 hours. In the meantime you will receive a Partial Certificate paying you \$85.00 a month."

5. Question. "I am not a high school graduate but I have taught four years. What credit will I receive for a Normal School Certificate?"

Ans. "You will be credited with three high school units for each year that you have taught. If, however, you have taught two years of the four on a professional certificate your teaching will be regarded as equivalent to 15 high school units and you will be admitted to the junior class and credited with one-fourth year's work at the close of the summer session. You will also receive a Partial Certificate for next year. If you have taught four years on a Provisional (Emergency B) certificate you must secure three additional high school units before you can enter the Junior class. You can take the regular course, however, and receive a Partial Certificate next year."

6. Question. "I am a graduate of a four-year high school and have taught one year. What course do you recommend?"

Ans. "Enter the Junior class and receive credit for one-fourth year's work. You will be granted a Partial certificate for this course."

7. Question. "I am a graduate of a second grade high school and have 12 high school units. I have taught one year. Can I enter the Junior class?"

Ans. "Yes, you will receive three units for the year that you have taught. You are therefore qualified to enter the Junior class."

8. Question. "I am about to be graduated from a four-year high school. Can I qualify as a teacher next year?"

Ans. "Yes, if you will take the nine weeks' Summer Course. You will then receive a Partial certificate with a minimum salary of \$85.00 a month."

9. Question. "I am about to be graduated from a three-year high school. Can I qualify as a teacher next year?"

Ans. "The regulations require 15 high school units. If you have 13 or 14 you may be able to carry enough high school work with the regular course in the summer session to qualify."

10. Question. "I did not attend high school (or attended high school one or two years). I have never taught. Can I qualify for a certificate?"

Ans. "No. Your only chance would be in case there are not enough qualified teachers in your county or district. In such a situation your Superintendent would be permitted to issue an Emergency certificate to you giving you the privilege of teaching."

11. Question. "Will any advanced courses be offered to Normal

Ans. "Yes. We expect to offer courses in College Algebra, Trigonometry, Advanced English, Zoology, Advanced European History, School Administration, Tests and Measurements."

PRINCIPAL'S LETTER TO THE ALUMNI

Dear Friends:

I am writing this letter somewhat in advance of the date that this issue of the Herald will bear. We are anxious to have the April number in your hands by the beginning of the month, as we want it to give full information in regard to our Summer Term to you and the public in general. Then, too, this issue of the Herald will be in charge of the Department of Pedagogy and it is important that its message should be before you as soon as possible.

As I write we are trying to solve the problem of accommodating the crowds of teachers that wish to come to us for the spring term which opens April 17. Two hundred and fifty new boarding students have already paid their registration fees and applications are coming in at the rate of from four to ten a day. We must decline to accept any more as soon as the 300 limit is reached and we know that this will be in a week or ten days. We are crowded now but by using the gymnasium and other special rooms we hope to find quarters for 30 boarding students, but more than 250 must room in town. These will board at the school. The cafeteria system will be used again and a five and a six o'clock dinner hour will make it possible for us to feed about 500 people.

We realize that if we had room we should have more than a thousand students during the spring term. At least 200 of these will have to wait until the Summer Session for admission.

Though all registrations received now for the summer session are entered under date of April 1, we are already receiving applications for this session in large numbers. Present appearances indicate a registration equal to that of the spring term.

We shall give the work required by the state for the Partial and Standard Certificates. These courses are explained elsewhere. We shall also give courses that will count toward the completion of the Normal School Course.

Graduates of first grade high schools can qualify for teaching next year by taking the course prescribed by the state for a Partial Certificate. This carries with it a minimum salary of \$85.00 a month. We shall be glad to have you explain this matter to High School graduates of your acquaintance.

Well, I have said so much about term and courses that it is time for me to talk about other matters in which you are interested. I wish you could all see the girls' dormitory since it is equipped with electric lights. The rooms and corridors have been repainted and the entire building looks like a new structure.

The main building has been changed materially; a large lavatory has been equipped with all modern equipment; the hallways are carpeted and the appearance of everything has been greatly improved and rendered more homelike. The book room has changed its quarters into a thoroughly large up-to-date room with showcases and other commercial equipment.

We are interested in the reunions that are due June 13. We are told that the class of '92 is making an effort to get together for its first real School Graduates?"

reunion since graduation. That is just what we want to hear. The class of '92 has an unusually large percentage of outstanding men and women who should get together and have an old-fashioned round-the-table reunion with plenty of good things to eat. We are waiting for news from the classes of '97, '02 and '12. We expect the class of '20 to be on hand in large numbers. Now is the time to move. Don't wait till all available quarters for banquets are taken. Stir your president up (if he needs stirring up) and get a good reunion committee to work. Of course we want all of you, even if you are not members of reunion classes, to be back on Alumni Day, June 13.

Finally, won't you send us the names of young people who ought to be here next year? We want to fill the school to its fullest capacity next fall. We'd rather have this condition than to have so many crowding our doors in the spring. Keep us informed as to what you are doing and tell us about some other Alumnus. We want our personal column to be still larger and better.

Fraternally yours,

EZRA LEHMAN, '89.

POST GRADUATE COURSE NEXT YEAR

We hope to be able to give a year of post graduate work next year at Normal that will appeal strongly to many of our graduates.

The demand for specially trained teachers as supervisors of rural schools is far in excess of the supply. Primary supervisors are needed in increasing numbers. Many Junior High Schools will require teachers who have carried their work beyond the work of the present course and

the Consolidated Rural High Schools will need men and women who are specially trained for rural leadership.

We hope to be able to give a course that will meet the needs of these institutions. It is too early to forecast everything that will be included in this extra year's work, but it will certainly include a course in school administration; the psychology of special branches; the teaching of foreign languages; advanced mathematics; the teaching of composition and English classics. The teaching of science and mathematics should also have a place. Opportunity ought to be given for advanced study of social science with special attention to the problems of the rural communities.

We shall be glad to have all our graduates who are interested in a course of this kind write to us at once. We are anxious to know how many have caught the wider, larger vision of the work in which they are engaged.

WHERE DO TEACHERS STAND?

A prominent politician once said to the writer, "The reason you teachers have so little influence in politics is because you don't stand together for anything. If an educational measure that really has merit is introduced into the legislature, you study it to find out whether it increases your salary—or that of somebody else. You can't get together and support a measure for the good of the cause. You ought to take a lesson from policemen and firemen or the "Scrub Women's Association." The public—and "the practical politician" will soon have opportunity to judge whether the statement quoted above is true. Pennsylvania, under the able leadership of Dr. Finegan, has taken a long step forward educationally. Salaries of teachers have been materially increased, school terms in country districts lengthened, the qualifications of teachers raised and measures taken to improve the supervision of the teacher's work and at how little cost. In 1911, 26.2 cents out of every dollar spent by the state were used for education, while in 1922, with all the far-reaching improvements in our school system, only 26.3 cents out of every dollar appropriated by the state will be required.

An attack has been made by the officers of an influential state organization upon the school program that has already shown splendid results. The charges have been answered and refuted by Dr. Finegan. But in spite of these facts, attacks continue to be made upon the school legislation by persons who are for the most part misinformed or whose prejudices have been aroused by those who have a very visible axe to grind. What is the attitude of the teachers at a time like this? Are we standing together in defense of the new educational program? The State Educational Association and the State Directors' Association endorse it unanimously. Boards of Trade, Chambers of Commerce, Civic Associations, Parent-Teachers' Associations and Mothers' Clubs all over the state are speaking in behalf of the better things in Pennsylvania in no uncertain tones.

But where do you stand, you teachers in the rural districts and in the small towns? What are you doing to enlighten your directors, your patrons, the community in general as to the real value of the educational program just begun? When an attack is made upon the school system, do you defend it? Don't you realize that when the school system is attacked it is you who will suffer—you and the children of your school whose guardian you are? Where will you stand when men seek election to the legislature? Are you concerned as to their attitude toward the public schools? Was the politician right when he said that the reason teachers had so little influence was because they don't stand together for anything? Teachers of Pennsylvania will soon have the opportunity to show whether they do stand for the greatest educational opportunity that has come to their state.

TEACHER PLACEMENT SERVICE

Our Appointment Bureau co-operates with the Placement Service—Teacher Bureau, of the Department of Public Instruction, Harrisburg, Pa., thus offering additional facilities for the placement of our graduates and alumni.

The Teacher Placement Service has been established by the Department of Public Instruction and its purpose is to assist school officials secure competently trained teachers and to aid teachers secure suitable positions in fields of service for which their training best fits them.

No enrollment fee is required and no charge is made for any service rendered by the bureau. Blank forms for enrollment and a circular containing full particulars with regard to the work of the bureau may be obtained by addressing Placement Service, Teacher Bureau, Department of Public Instruction, Harrisburg, Pa.

NORMAL LITERARY SOCIETY

The excellent society spirit with which Normal began the new year has continued throughout every meeting. This spirit is shown in a number of ways; good attendance, enthusiasm, loyalty, true society spirit, co-operation, good order, and earnestness in the work.

Every member of Normal Society looks forward to the society meeting as an evening of educational enjoyment and restful entertainment from the work of the week.

Our new members are talented along many lines. In almost every meeting we are surprised to find some of them debating, reciting or declaiming exceptionally well.

The debates in Normal this year have been especially interesting and as a whole well prepared. This is the feature of a program that shows the ability and working material of our society. Some of the questions which have been debated are: Resolved, That all political prisoners should have absolute pardon; Resolved, That the women of Pennsylvania should

organize an independent political party. The general debates have been alive and interesting. It shows that the persons taking part in the regular debate are not the only ones who read upon the question. The question for the inter-society and inter-school debate is: Resolved, That the debts to the United States Government incurred by the Allies during the World War be cancelled. The debators are Mr. W. Neely, Miss Ethel Barr, Mr. C. Warren, and Mr. J. Moore. We wish the best for our team and whether in victory or defeat the feeling that the society is back of them.

Our Glee Club is doing splendid work. At the beginning of the year the work was very good but as we go along we can see that we are progressing each time. We have the talent and material in our Glee Club to do good work and by the favorable reports of the critic and critic teacher, our efforts to render good and appropriate music are not in vain. The Club now appears on the program every other week. This is because the selections are difficult and it takes a longer time to prepare them. The weeks we do not have Glee Club, members are chosen from the Club and the selections they render are pleasing and entertaining.

The weekly paper of the society, "Normal Gazette," has been a source of news, especially concerning happenings of the school. This number comes at the end of the program and is indeed a good one to close with, as it leaves fresh in our minds the current events of the class room and campus.

We bid all interested in dear old Normal and her work a hearty welcome to visit us at any time. We will work to raise her standards higher for

"Renowned throughout our land
Her name illustrious stands,
The champions of the rights of men,
A valiant, chosen band."

RENA HAWK, '22,
Secretary.

PHILO SOCIETY

"Be a Booster, not a Kicker."

That is a great deal to live up to, for we all know it is psychologically the characteristic of the human race, and especially Americans, to be ever ready to criticize without a remedy for the fault which they see, always ready to receive praise for good work done but loathe to take responsibility for mistakes. Philo members are human, yet one cannot say that they have not lived up to their motto. If they haven't, they have tried, and with every earnest attempt must come some degree of success. Philo is not perfect but she is striving, that is, a majority are striving. If you are one of the minority, would it not be well to follow the example of the majority? One may say, "I can't do anything well enough to do it in public." It is the purpose of the society to help such persons to improve and the members of the society are just as happy when a less

talented person makes an effort to entertain as when a more experienced person performs. Improvement should be the principal motive, and the society certainly appreciates improvement. Each meeting, it seems, brings forth new talent and prospective aids to better our programs. Not only does our talent lie in the Junior and Senior classes but the Freshmen have been adding very much to our programs. Of course we do not know exactly where all our talent lies but we are gradually discovering it, for since the call for volunteers to serve on programs we have had quite a few very pleasing numbers which would not have been presented probably, had not the persons offered their services. This should be the attitude of all Philos, for the program committee is always glad to receive contributions for it.

Although the attendance of the Philo Glee Club has not been as good as it might have been, the numbers that are sung, by all appearances seem to please the audience. After all it is not quantity but quality that counts. The club is acquiring better form and control of voice and this certainly shows very plainly in the numbers given. Sometimes the club may sing a selection that may seem beautiful to one person and very unattractive to another person, but Mr. Hoerner, our director, is doing his very best to try to please every one and asks that, if there is any selection whatever that any one would like to have sung, he may be notified and if at all within the reach of the club it will be presented. Philos, it is your club and it is at your service. Any suggestions will be gladly received by the club and its director.

BESS M. BAY, '22,
Secretary.

Y. M. C. A.

Wherever the Young Men's Christian Association has been organized, its influence has been marked. It has been the means of enlisting the young men of this school under the consecration of the Master, and of training them in His service. While the influence of this organization for good has been felt all over the land, it is doubtful if in any other place it has been the means of more good than in schools.

It has come to be a recognized principle in education that complete development cannot be obtained by neglecting the religious side of life. The Y. M. C. A. stands for all that is pure and holy in the sight of God. We aim to bring the students closer to Jesus Christ in their daily life, to bring them into closer touch with each other, and to raise the moral standards of every young man. Men are needed in the world from whose infectious personality religion may be caught as well as thought. Through the association meetings which are held on Sunday evening and Thursday evening we aim to instill into the student's life that religious element which is so essential.

Almost all the boys belong to the association and take an active part in it. This is not only an aid to the organization, but an aid to them-

selves. Our time cannot be spent for a better cause than for a Christian cause. We can also be setting an example for some one else to follow, by walking in the right footsteps ourselves. All this helps to make our education complete, and brings us in closer touch with God and His word.

A. STERLING KING, '22,
Recording Secretary.

GIRLS' CHORAL SOCIETY

The Girls' Choral Society has been doing fine work. Each and every member has been doing her best to raise the present high standard of the society, as well as that of the school.

Music in the normal schools has been stressed more than ever during the last year. It is for this reason that the Girls' Choral Society and other musical clubs of the school hold such a prominent place in school entertainments and activities.

We are now practising for an operetta, called "The Isle of Chance," which will be presented in the near future. This will be the crowning event of the season along musical lines. We are hoping for a brilliant success and, judging from the fine rehearsals we have had, we will not be disappointed.

HILDA G. FAHS, '22,
Secretary.

THE MEN'S GLEE CLUB

If you were to approach the Main Building of the institution at about six-thirty on Monday evenings, you would hear the sound of a multitude of sonorous voices; and from a distance, upon first impression, you may conclude that yonder in the gym was a rousing game of basket-ball. But, my gay visitor, you would be deceived! For, as you entered the halls you would immediately find them surging with harmonic strains of many voices rolling forth like the mighty waves of the Spanish Main. And after you had recovered from your chagrin, due to the realization of your utter lack of musical appreciation, and had ultimately attuned your ear to these melodious strains, you would catch the last words, "I'm off to my love with a boxing-glove, ten thousand miles away." This is the Men's Glee Club in rehearsal.

At the beginning of the school year it was seen that there were more men enrolled in the institution than usual. The idea of a musical organization for these men was then suggested and the result is the Men's Glee Club. The venture is new in this institution, but under the capable leadership of Miss Claire R. Demaree, the organization has been steadily advancing, and is now able to appear with the Girls' Choral Society, an organization which is several years old. At the service in the chapel on Thanksgiving Day the combined musical organizations rendered

special music. At Christmas time a carol service was sung by these same organizations.

At the present time the Men's Glee Club is preparing to present an entire evening of song which will in all probability take the form of an operetta. The Club will also be entered in the contest to be conducted between the various normal schools in the state. Such an organization can be made a valuable asset to the institution; and if it does nothing more than train its members along musical lines, and aid in producing wholesome entertainment, it will have served a worthy purpose.

H. W. SCHWARTZ, '22,
Secretary.

COUNTRY LIFE CLUB

The Seniors of Group IV were more than pleased to welcome nearly thirty Juniors into active membership in the Country Life Club, which now has a total membership of sixty-five.

The activities of the club during the first semester centered on practical problems in the eight rural training schools of Franklin and Cumberland counties.

The club has three definite objectives for the second semester, namely: to secure one leading rural educator a month to address the student body; to prepare practical material for the October Herald, which is to be a rural number; to get into closer touch with the Country Life Club members now in the field.

On January 12th, Dr. J. W. Halloway, State Supervisor of Rural Education in Maryland, gave an illustrated lecture on the rural schools of that state.

On February 17th, Dr. Lee Driver, State Director of Rural Schools, spoke to the student body. He presented a large number of views showing the condition of the rural schools in the state and the progress that is being made in consolidation.

We invite all rural teachers now in the field to become active members of the club during spring and summer terms, if they do desire it.

LEORA MILLER, '22,
Secretary.

THE ARTS AND CRAFTS CLUB

This Club, though still in its infancy, has plans and hopes of working out several big projects before the end of the term. We are planning to bring before all the students some of the world's masterpieces, through dramatizations and picture studies. The Club also strives to develop talent along various practical lines. Encouragement and aid is given to the members who desire taking up commercial art.

The lives and works of great artists are offered to the members of

the club through special programs. We desire to acquaint our members with those who have given real, true art to the world.

MILDRED K. WARNCKE, '22,
Secretary.

THE GIRLS' ATHLETIC ASSOCIATION

The G. A. A. wishes to thank all its members and friends for their splendid co-operation in making the vaudeville a complete success. Seventy dollars was cleared, which exceeded our highest expectations. This money will be used to finance the Girls' Varsity Basket Ball team. It is the first time in the history of the school that the girls have had a varsity team in any sport. There was much enthusiasm over the first game played at Carlisle with the high school team. Considering the fact that the girls were on a strange floor we were gratified to know they played so good a game. The score was 27-31, in favor of our opponents. Several other games are scheduled and the girls are making every effort to get into condition for them. For the first time, a "Girls' Training Table" has been arranged, another step forward.

Work has started in preparation for our gym exhibition, the next event. This will be followed by a track and field meet in the spring.

DOROTHY L. HOSFIELD, '22,
Secretary.

DAY STUDENT GIRLS' ASSOCIATION

C. V. S. N. S., Feb. 27, 1922.

Dear Day Student Alumni:

Some one just said, "Our basketball team put the day students on the map tonight!" Yes, and it's true, too. The girls challenged the boarding students for a game tonight and every one put forth her best efforts to make it a success. From the start our girls were determined to win, and win they did, with a score of 12 to 8! The boarding girls played hard too and every one fought for what he got.

We knew you would be interested in knowing this, for it really means that we want to be an association in more than the name.

Wherever you are, we wish you success, Day Student Girls.

EDYTHE BURTSFIELD, '22,
Secretary.

MEN'S ATHLETICS

Throughout the winter months the men's attention was centered on a comprehensive course in physical training and one of the most extensive basketball schedules attempted for a number of years. This schedule for

the varsity squad began December 10th and ended March 11th, calling for fifteen games. Of the fourteen games played to date the Red and Blue varsity squad have eight victories to their credit, with one game to be played March 11th, Kutztown Normal to be met in the closing game of the season.

Taking the season's record as a whole, the C. V. fans have had the rare privilege of witnessing several hair-raising contests which were not decided until the final minute ended. Of the six contests lost by the Normal team only one was lost by a fair margin, the second game of the season, won by the Schuylkill College team, 26-21, which later in the season was defeated by a similar score on its home floor in Reading that required an extra five-minute period. The first four games on the schedule were lost to teams which were in a better all-round state of development and had veteran lineups, while the local Normal combination was in the "makin'". When the making was completed the team traveled through the balance of the schedule like the Allies over No Man's Land. All the opponents were bowled over in consecutive order, because the combination welded together by Coach Sharadin found its bearing in the fourth game.

For speed and clever offensive playing, Capt. Edwin Craig and Ralph Heiges more than held their own in the newly organized Pennsylvania Normal League. With the five-men defensive style of play these two forwards, together with Grba, the reliable pivot man, created an endless amount of damage to opposing guards. This trio quite frequently, with the addition of Hays, a real live wire on the cage floor, displayed some exceptionally clever inside knowledge of this popular indoor sport. As guards who could quickly size up opposing plays and intricate passes Jones and W. Neely, who replaced T. Mellot after the tenth game, more than held their own. This was plainly demonstrated throughout the season, especially in the league games. These guards held the opposing forwards to the lowest number of field goals scored in all of the league contests in which Shippensburg participated. Official varsity letters are to be awarded to Capt. Craig, Heiges, Geba, Jones and Hays. These five players participated in the required number of halves throughout the season. The following record was established, with one game remaining to be played:

- Normal, 22; Dickinson Reserves, 23.
- Normal, 21; Schuylkill College, 26.
- Normal, 24; Millersville Normal, 25*
- Normal, 25; Mt. Alto School, 26.
- Normal, 22; East Stroudsburg, 17.
- Normal, 40; Lebanon Valley Reserves, 21.
- Normal, 48; Kutztown Normal, 19.
- Normal, 61; Shepherdstown Legion, 35.
- Normal, 33; Shepherdstown College, 21.
- Normal, 23; West Chester Normal, 25.
- Normal, 26; Schuylkill College, 21*.
- Normal, 33; Millersville Normal, 26.

Normal, 28; Mt. Alto School, 27.

Normal, 25; West Chester Normal, 26.

* Extra period games.

The Reserves have so far won all of the five games played under the leadership of Capt. Harold Tarman, a former Harrisburg Tech. athlete. The other members of the victorious squad are Clair Kelly, Andrew Sterner, Paul Wert, Wm. McCulloch, J. Neely and Lloyd Martin. The record to date includes:

Reserves, 16; Arendtsville High, 13.

Reserves, 20; Mt. Alto Reserves, 10.

Reserves, 22; Mt. Alto Reserves, 19*.

Reserves, 33; Arendtsville High, 15.

Reserves, 42; Hanover High, 24.

One game remaining to be played with Horton Brothers quintet from Harrisburg.

The interclass series was a lively meet for supremacy. With the superior skill the Seniors found real opposition in only one team, the Juniors, and these met defeat twice. This series gives the Seniors the honor for the third consecutive year, while the Juniors hold second place, Sophomores third and Freshmen fourth.

BASEBALL

With the basketball season ready for the swan song attention is being directed toward the strongest baseball schedule framed in years. Twenty games are listed by Coach Sharadin, which includes a four-game trip to Virginia during the spring vacation. The outlook for baseball seems encouraging at this hour and, the sport being a favorite professional leagues in the Tri-State and South, we undoubtedly can witness some real contests from the following list, including a series with the Shippensburg A. C.:

April 12—At St. James, Md.

April 13—At Front Royal, Va.

April 14—At Woodstock, Va.

April 15—At Shepherdstown, W. Va.

April 22—Pa. State Constabulary.

April 29—Juniata College?

May 5—At University of Pennsylvania (Freshmen).

May 6—At West Chester Normal.

May 13—Kutztown Normal.

May 16—Shippensburg A. C.

May 19—At Millersville Normal.

Mal 20—At Mt. Alto School.

May 24—Shippensburg A. C.

May 26—Shepherdstown College.

May 30—At Bloomsburg Normal (A. M. and P. M.)

June 3—Millersville Normal.

June 10—Mt. Alto Forestry School.

June 12—Shippensburg A. C.

June 13—C. V. S. Alumni.

ALUMNI PERSONALS

'91. Dr. James Smiley is practicing at Yeagertown, Pa.

'92. Mrs. Martha Hammond Purvis is living at 252 N. Thirteenth Street, Philadelphia.

'93. Mrs. Eva Liggett Boyer lives in Markleville, Pa. Her daughter, Miss Lillian Boyer, is a student with us this year.

'94. Mrs. Zula Deatrick Bowman is living at Woodstock, Pa.

'94. Mrs. Eva Hartman Blocker is living at Elwood City, Pa.

'98. Mr. H. C. Brandt, whom we had lost track of for a while, we find is living at 1117 N. Second St., Harrisburg, Pa.

'00. Mrs. Lulu Morris Arters, whose address we did not know, is living at Ct. View Park, South Portland, Me.

'00. We are glad to note that Ida Newcomer Speas is to have charge of the work in Spanish classes at the Harrisburg Y. W. C. A. We clip the following note from the Telegraph of February 3:

"Miss Ella M. Stitt, general secretary of the Young Women's Christian Association, announced the forming of new classes in Spanish. Enrollment will close February 15. The instructor will be Mrs. A. P. Speas, of Penbrook, successor to and former student of Mrs. Menges, resigned principal of the Harrisburg School of Languages.

"Mrs. Speas is highly endorsed by Mrs. Menges and not only a graduate of Mrs. Menges' school but also studied Spanish in the University of Porto Rico.

"The necessity for a knowledge of Spanish can scarcely be overestimated, for today next to English, Spanish is the most generally used language," Miss Stitt said this morning in discussing the new classes."

'00. We are glad to find out the whereabouts of Mrs. Jessica Evans Young, of whom we had not heard for a long time. She is living at 13 Sixth Ave., Ellensburg, Washington.

'00. Miss Mina Kremer is teaching first grade in Ardmore, Pa.

'02. Mr. R. C. Hamil is teaching McKees School, Alleghany County. His address is New Kensington, Pa.

'02. Mr. M. O. Billow is teaching at Harrisburg. His address is 2419 N. Fifth St., Harrisburg, Pa.

'02. Mr. E. H. Burd is also teaching in Harrisburg. His address is 233 Harris St.

'05. Miss Fannie LeFevre is living at 4825 Gristom St., Frankford, Philadelphia, Pa. We have not learned in what she is engaged.

'06. Mr. W. J. Kimmel is teaching at Latrobe, Pa.

'07. Mr. Mulford Stough, mother and daughter is spending a few weeks in Sebring, Fla.

'07. Miss Florence Clippinger is Field Secretary of the Women's Missionary Association of the U. B. Church, with headquarters at 1411 U. B. Building, Dayton, Ohio. Florence writes us an interesting letter about her work. She taught Mission Methods to a class at Winona Lake last summer. The Association is celebrating its 50th anniversary this year and she is chairman of the Exhibit Committee, so she says she will

have a chance to put into practice some of the things learned in Miss Huber's drawing class. We are glad to learn of her success and wish her continued success in her work.

'08. Mrs. June LeFevre Lanfield is living at Dallard Station, Seattle, Wash., General Delivery. We have not learned whether she is teaching or not.

'08. Miss Charlotte Walhay is teaching in Cleveland, Ohio. Her address is 3619 Denison Ave.

'09. Mr. O. F. Deardorff, of Etters, Pa., is Chief Clerk Traffic Transportation and Claims of the P. R. R. at York, Pa. He lives at Etters.

'09. Mr. Ralph P. Matter is Principal at New Kensington.

'11. Mr. M. E. McKenzie is living in Warren, 18 S. Carver St.

'11. Mr. E. S. Bailey is in St. Helena, Md. His address is 117 Patapsco Ave.

'11. Miss Ruth Moore is teaching in Boswell, Mont.

'12. Miss Bertha Myers is teaching in Pittsburgh. Her address is 202 Delp St., Vellevue Branch.

'13. We are glad to publish the following short letter from Mr. C. L. Clugston, Carilla 730 Iquique English College, Iquique, Chile, S. A.:

"We have spent fourteen months in Chile. We are in a busy Nitrate port city of 49,000 people. The great desert of Atacama is back of us and the wide, wide Pacific is in front of us. Our college campus runs within 200 yards of the Pacific. I taught Math. and Science and Mrs. Clugston acted as college nurse last year.

"All three of us are quite well and wish our best to "dear old Normal."

"Sincerely,

"C. L. CLUGSTON, '13."

'13. Mr. Herman Goodhart is assistant mine superintendent at Claridge, Pa.

'13. Miss Mae Logan is teaching third grade at Ardmore, Pa.

'13. Mrs. Marion Diehl Breese has moved to Lowell, Mich., where her husband is engaged in business.

'15. Mrs. Bessie A. Wolff Pearce is teaching at Prospect Park, Philadelphia, Pa.

'15. Mr. J. C. Coons is Supervising Principal at Morrisdale, Pa.

'17. We are glad to note the honor that has come to Mr. Donald Clever. The following is taken from a Shippensburg paper:

"Donald G. Clever, who is affiliated with the American Tel & Tel. Co., of Danielson, Conn., was recently elected Secretary and Treasurer of the Employees Association of Division 2, at a convention held in New York City.

'17. Miss Ada Kauffman is teaching at Fayetteville.

'18. Miss Angella Unverzagg, of 2344 Logan St., Harrisburg, is teaching in Harrisburg.

'18. Mrs. Isabel Binkley Rutledge, 815 Sixth St. N. W., Washington, D. C., is teaching in the District.

CUPID'S COLUMN

Snider—Cole. At Sunbury, Pa., November 30, 1921, Mr. Floyd H. Snider, '10, to Miss Blanche Elizabeth Cole. They reside on North Allen St., State College, Pa.

Herting—Rathfon. At Harrisburg, Pa., Feb. 4, by Rev. Dorsey N. Miller, Mr. P. Earl Herting, '15, to Miss Miriam Rathfon. They reside in Harrisburg, Pa.

Shriner—Scottow. At Frankfort, Ky., Nov. 28, 1921, Mr. Clarence E. Shriner to Miss Vella Scottow. Mrs. Shriner was a former teacher of elocution at normal. They reside at 1512 Court Ave., Memphis, Tenn.

Selover—Gross. At Dover, Pa., by Rev. J. H. Hege, Jan. 11, 1922, Mr. Herbert E. Sealover to Miss Annie M. Gross. Mr. Sealover is a member of this year's senior class at normal.

Rutledge—Binkley. At Washington, D. C., Mr. Rutledge to Miss Isabel Binkley, '18. They reside at 815 Sixth St. N. W., Washington, D. C.

Pearce—Wolff. At Lancaster, Pa., September 1, 1921, Mr. Wilbert W. Pearce to Miss Bessie A. Wolff, '15. They reside at 2333 Tasker St., Philadelphia.

Bender—Hetrick. October, 1921, Mr. Loyd Bender to Miss Alice Hetrick, '17.

STORK COLUMN

Meck. At the Keystone Hospital, Harrisburg, Pa., February 15, 1922, to Mr. and Mrs. Robert Meck, of 907 N. Sixteenth St., a son, Robert Meck, Pr. Mrs. Meck was Miss Margaret Gates, of Shippensburg, a former music teacher at the Normal.

Skelly. At the Carlisle Hospital, February 2, 1922, to Mr. and Mrs. William Skelly, of Mt. Holly Springs, a daughter. Mr. Skelly graduated in the class of '11.

Clugston. At Iquique, Chile, South America, January 10, 1922, to Prof. and Mrs. C. L. Clugston, a daughter, Elizabeth Jean. Mr. Clugston graduated in the class of '13. He is in the English College in Iquique and his address is Carilla 720, Iquique, Chile, S. A.

McDonald. At South Brownsville, Pa., April, 1921, to Mr. and Mrs. McDonald, a son. Mrs. McDonald was Miss May S. McClellan, '15.

McClelland. At Bellevue, Pa., February 1, 1922, to Mr. and Mrs. Cummins McClelland, a son, Lloyd Shaw. Mr. McClelland graduated in the class of '11.

Kell. At Chambersburg, Pa., February 6, 1922, to Mr. and Mrs. W. Britton Kell, a son, William B., Jr. Mr. Kell was graduated in the class of '99 and Mrs. Kell was Miss Mary Brandt, a former student of Normal.

Zimmerman. At Shiremanstown, Pa., February 8, 1922, to Mr. and Mrs. Walter S. Zimmerman, a daughter. Mrs. Zimmerman was Miss Daisy Russell, a former student with us.

OBITUARY

HUSSLER

Mrs. Verna Cover Hussler, '06, died February 8, 1922. We take the following report from a Shippensburg paper:

"Mrs. Verna Cover Hussler, a daughter of Mr. and Mrs. W. A. Cover, former residents of Shippensburg, died at her home at Penn Park, this state, last Wednesday, February 8th, and the bodies of the mother and infant child were brought to the home of Mr. Hussler's parents at Leesburg, where the funeral was held Sunday afternoon at 2 o'clock, with services in the church, Revs. Sanders and Hoffman being in charge. Interment was made at Leesburg. Deceased was a member of the M. E. Church, a graduate of the C. V. S. N. School, class of '06, and had been a teacher for several years. The survivors are her parents, husband, Thurman Hussler, formerly of Leesburg, and two sisters, Mrs. Fred Plasterer, of Middletown, and Miss Maud at home. Isaac Cover, of town, and D. E. Cover, of Walnut Bottom, are uncles of deceased."

FOGELSANGER

Eva Fogelsanger, '09, died February 4, 1922. We take the following account from a local paper:

"Miss Eva Fogelsonger, a daughter of Mr. and Mrs. Chas. E. Fogelsonger, died at her home, near Foglesonger's Church, Hopewell Township, Saturday evening, February 4th, at 6 o'clock, aged 33 years, having been born at Ashland, Ohio, September 11, 1888. Deceased had been ill with heart trouble for about two years and was a member of the Church of God of Shippensburg, in which she was faithful and true. The survivors are her parents, three brothers, John, of near Newburg; Paul, of Newburg, and Lester, at home; also by seven sisters, Misses Gertie, Lily, Violet, Fay and Barbara, at home; Mrs. Jacob Coover, Jr., Shippensburg, R. R. No. 3, and Mrs. Joseph Wagner, of Chambersburg. The funeral took place Tuesday morning at 10 o'clock, from her late home, her pastor, Rev. H. R. Lobb, in charge. Interment was made at Fogelsonger's Church."

HARLACHER

Mrs. Nettie Harbold Harlacher, a former student, died January 22, 1922.

We take the following from a Harrisburg paper:

"Mrs. Nettie Harbold Harlacher, aged 36, wife of Prof. J. E. Harlacher, died yesterday afternoon shortly after 3 o'clock at her home, 2468 North Sixth Street. Mrs. Harlacher was a public school teacher of York County prior to her marriage and at the time of her death was an active member of the Sixth Street United Brethren Church. She was widely known in the West End, where she has resided for several years. In addition to her husband, who is a teacher in the Camp Curtin Junior High School, she is survived by two children. Harold Harlacher

and Mary Louise Harlacher; her parents, Mr. and Mrs. Alfred J. Harbold, Sr., of Dillsburg, and two sisters, Mrs. Paul H. Reynolds, 26 North Sixteenth Street, and Mrs. Theodore Detter, of Dillsburg."

OTTO

Mrs. Sallie Meixel Otto, '78, died February 10, 1922. We take the following from a Harrisburg Paper:

"Mrs. Charles W. Otto, 65 years old, died yesterday morning at 2 o'clock at her home near here, following an illness of four months. Funeral services will be held in the United Brethren Church at Churchtown Monday afternoon. Burial will be made in the cemetery at Churchtown. Besides her husband she is survived by one son, Ivo V. Otto, of Boiling Springs, and one brother, John Mikesell, of Harrisburg."

ADAMS

Prof. John F. Adams (State Certificate), '99, died February 28, 1922.

We take the following account from a Harrisburg paper:

Millersburg, Pa., March 1.—The entire student body of the schools of the borough view the body of the late John F. Adams, superintendent of the schools of this place, which laid in state this morning in the Millersburg Methodist Church. The services were held this afternoon at 2:30 o'clock and burial was made in the Oakhill Cemetery.

"Mr. Adams suffered a stroke of apoplexy early on the morning of Feb. 28 in the Philadelphia & Reading Railway Station at Reading, while waiting for a train to take him to Philadelphia. His death occurred a short time later at the home of his wife's brother, Dr. S. Banks Taylor, of 126 Oley street, Reading. Mr. Adams was in ill health for some time and recently the school board of this place granted him a month's vacation. He was 46 years of age.

"For 18 years Mr. Adams has been supervisor and principal of the schools of Millersburg, having come here from Orrville, Ohio, to take up his present position. Last year he served as president of the High School division of the State Educational Association. For many years he was a member of the Millersburg Methodist Church and was a teacher in the men's Bible class. He was a member of the Susquehanna Lodge, Free and Accepted Masons, the Modern Woodmen of America and the Knights of Malta.

"He is survived by his widow, Mrs. Elizabeth Adams and the following children: Donald, at State College; Miss Frances, at the Bloomsburg Normal School, and Eugene and Edith Adams, at home. His mother, Mrs. S. E. Adams, of Montoursville; one brother, C. V. Adams, of Montoursville, and two sisters, Miss Edith Adams, of Montoursville, and Mrs. F. W. Raker, of Shickshinny, also survive.

"Mr. Adams was active in civic affairs of the borough and was a

member of the board of trustees of the Johnson Public Library fund, a bequest which is to be used to build a library in Millersburg. The fund has grown to more than \$100,000."

MORROW

William B. Morrow, '11, died March 10, 1922

Mr. William Morrow, of the class of '11, died at the home of his mother in Shippensburg on the above date after a lingering illness. He taught for several years after graduating but later engaged in the insurance business. He is survived by his mother, one sister and one brother.

PIPER

Rev. H. S. Piper, 94, died March 5, 1922. We take the following notice from a Shippensburg paper:

"The Rev. Dr. Harmon S. Piper, aged 47, pastor of the First Methodist Episcopal Church of Beaver Falls, died suddenly at 10 o'clock Monday morning, Feb. 27, at the parsonage. Death was due to neuralgia of the heart. He was in his usual good health Sunday and preached in his church Sunday morning and evening. He was stricken ill sometime during the night.

"Dr. Piper was born and reared at Amberson, Franklin County, and prior to going to Beaver Falls last October held charges in the Homewood Methodist Episcopal Church of Pittsburg, the Scottdale Church and the West Bridgewater Church. He served as pastor of the West Bridgewater Church for six years, or from 1904 to 1910, and from there went to Scottdale.

"Mrs. Piper, who was Miss Edith Little, of Concord, Franklin County, collapsed from the shock of the sudden death of her husband and is in the care of a physician.

"Besides his widow, two sons, Rex, a student at the Carnegie Technical School, Pittsburg, and Robert, student at Allegheny College, Meadville; a brother, Dr. Elmer Piper, of New Kensington, and two sisters, Mrs. Joseph Culbertson, of near Scotland, and Mrs. Masten Brinley, of Tarentum, survive. Deceased was a graduate of the C. V. S. N. S., class of 1894, and was well known in this community."

THE RIGHT OF THE CHILD

For centuries the child had no rights educationally. He was never considered in the formation of any educational scheme or policy. Something outside of the child was the governing conception. This something differed in the various countries and was modified from century to century. In the first half of the eighteenth century a voice arose from

the educational desert which startled all civilized Europe, imparted fresh vigor to educational endeavor, and gave expression to the new idea that had been evolving for seventeen centuries. With Rousseau the idea that the child should be the chief consideration in all educational work took root. We hear him assert that all the educational theories should be derived from the study of the nature of the child; that education is no longer a procedure independent of the child—artificial, harsh, unsympathetic and repressive. We hear this man, who forgot most of his precepts in his own practice, exclaim, "Oh men, be humane; it is your moremost duty. Love childhood, encourage its sports, its pleasures, its amiable instincts."

Here is the beginning of the recognition of the right of the child—that he be made the center of the school economy—made theory by Rousseau, but made practice by Pestalozzi and Froebel.

By virtue of the child's right to be the center of the school economy, he may expect, yes demand certain things from the state and from those in control of educational affairs. Among the things which he has a right to demand is a higher standard of the teaching profession.

In Pennsylvania the best teachers are equal to the best teachers in the different countries of Europe or to those in our neighboring states, but there is this difference in Pennsylvania; there has been no bottom. There has been no standard recognized the state over that separates the fit from the unfit. He ought not to be granted a certificate; his scholarship does not warrant it—but then he has a large family depending upon him. She cannot teach because she is weak in discipline—but then, she is a deserving girl. He should not be in the school room, his character is bad—but then, he has a large political following. These are the things which you have heard. These are the things which we all have heard. These are some of the things that have prevented the child from receiving his rights. The determining of who was qualified to teach belonged to scores of superintendents. Numberless influences such as appeals of friends, the scarcity of teachers, the pecuniary needs of candidates for certificates, the political strength of directors, were determinants in this matter of highest importance. In this way teachers who were morally, intellectually, or physically unfit entered the teaching profession as well as those who had no interest in the work of teaching, but expected to use this high calling as a stepping-stone to something more attractive to them. By admitting persons of this type into the field of teaching enthusiasm is stifled, the most precious thing in this world—the human soul—is being toyed with, and the child is not receiving his right.

Let us, therefore, all rejoice that our State Department of Education with the coöperation and sanction of the leading educational bodies of the state has raised the qualification of teachers and standardized the certification of teachers. It means that the child has been accorded at least one of his rights.

J. S. HEIGES, A. M.

The teacher is the most important factor in a school. It is, therefore, essential that the schools of our state be manned by teachers with the proper spirit as well as with the proper educational qualifications. The spirit which characterized the life of Pestalozzi, of Arnold, and of Horace Mann is the spirit which the Normal Schools of our state must endeavor to inculcate. If they fail to touch the spirit of the student preparing to teach, they are not fulfilling their highest mission. To prepare and send out from our State Normal Schools young men and young women enthused with the spirit of conscientious service, earnest endeavor, and love and sympathy for children is to render to the state the highest service of which these schools are capable.

A CODE OF ETHICS FOR TEACHERS

- I. Teachers should consider first the health, comfort, and happiness of their pupils, and should be careful of their own health, happiness, and efficiency in order that they may be of the greatest service to their pupils.
- II. Teachers should not speak adversely nor insinuate faultiness in respect to the work of a predecessor or any of their associates, nor repeat adverse criticisms made or heard to anyone except to the one criticised or to his superior.
- III. Teachers should have a high regard for their profession, never speaking lightly nor disrespectfully of it. They should be acquainted with its literature, always striving to raise its standards, and glad to support its organizations.
- IV. A fraternal relationship should exist among teachers which should express itself through helpful coöperation, kindly consideration, and warmest sympathy.
- V. Teachers should be optimistic, agreeable, and sociable.
- VI. Teachers should receive information with open mind and exercise a suspended judgment on theories.
- VII. Teachers should regard a contract not only as a legal but as a moral obligation, and should not violate it.
- VIII. Teachers should fearlessly expose corrupt and dishonorable practices.
- IX. Teachers should be willing to assume their share of responsibility in movements for civic improvement and moral uplift.
- X. Teachers should not act as agents or receive commissions for any books or supplies purchased by their districts.
- XI. Teachers should be honorable in seeking appointments or increases in remuneration by being fair to their fellow-teachers, just to their employers, and honest with those who seek their services. Upon accepting an appointment, they will notify all other officials to whom letters of application have been sent.
- XII. Teachers should give fair and valuable service.
- XIII. Teachers should hold sacred:—
Their duties to every child,

Their obligations to the parents,
Their responsibility to the community in which they live,
Their loyalty to their country,
Their citizenship in the world,
And, above all, the profession they have entered.

XIV. Teachers should strive for accurate scholarship and acquire sound professional training.

XV. Teachers should place more importance on the forming of character and the development of a fine personality than on the mere culture of the intellect.

(The above code is the work of the students in Introduction to Teaching and in School Efficiency during the first semester of this year, using suggestions supplied by the Extension Class at Middletown, and material secured through consultation with Dr. Lehman and from professional reading.)

WHAT IS THE MATTER WITH OUR PUBLIC SCHOOLS?

When there is no longer anything the matter with our schools there will be no further need of such instruments, for the schools are institutions established by human beings and as such they must inevitably be less than perfect. When humanity becomes perfect, a better medium of instruction will have been evolved.

"But the schools are not as nearly perfect as they should be!" is the charge of the burdened tax-payer, thinking of the increased and ever increasing cost of our schools. Granted without argument; but is the public school the only institution that is not functioning properly? Can it be possible that the American Homes are exactly what they should be for the best interests of the children in those homes? Does the Church do the work she desires to do precisely as she would like to do it? Is Democracy faultless in its governmental capacities? Then why must the Public School be immolated because they are not 100 per cent efficient?

No one knows more fully than does the conscientious teacher that our schools are not perfect. No one is more zealous for improvement than is the earnest teacher who is devoting his life to his work. All teachers are conscious of shortcomings and failures from day to day. But no teacher can do his best under the constant scourge of fault-finding; and teachers are acutely suffering from the petty criticisms made by a not too well-informed public. That attitude of the public and the consequent response from the teachers make for one of the worst faults in our schools today—a lack of unified effort on the part of the four great factors in the education of the child: the home, the school, the church, and the library. Would that some Moses would come forth to lead us out of the wilderness of inharmonious effort into the land of promise where every child will come into his rightful heritage—a co-ordinated relationship of all the agencies that shape his development!

Parents should visit the schools frequently and pleasantly. Teachers should be welcome guests in the homes of their pupils. A cordial relationship should exist among all parents and all teachers just because they are parents and teachers. All are devoting their best energies toward the development of the children. Why not work together?

One of the serious charges made against our schools is undeniably true. Children attend school for from eight to twelve years, but do not develop much skill or acquire much culture. Does the teacher seek to shift a part of the load by claiming that the child lacks sufficient mentality to master all that the course of study contains? Does the parent endeavor to place the blame by maintaining that the teacher cannot or does not teach correctly? Possibly both are partly wrong, but both are partly right. Few teachers really know exactly what they should teach the child in the elementary subjects. Their methods may be perfect, their principles sound; but more is needed than methods and principles, necessary as both of these are to teacher and pupil. Certain skills must be developed through the study of each subject. For example, in Arithmetic twenty-five distinct abilities must be acquired before the fundamental operations with integers alone are mastered by the pupil. Similarly, there are definite and specialized skills that must be developed through the study of each subject taught in our schools. These constitute one of the chief goals toward which all teachers should strive. But how many teachers know precisely what this one goal is?

The so-called "tool subjects," the Three R's of the days of our grandfathers, are as essential today as they were in colonial times, and the skills which must become automatic through the study of these necessary subjects must be clearly in the minds of teachers. How shall they teach unless they know just what products should result from their efforts? When all teachers know the definite goal to be attained through each subject he teaches, the work of our schools will be less harshly condemned.

A MEASUREMENT OF THE INTELLIGENCE OF C. V. S. N. S. STUDENTS

At the request of the State Department of Education, a test of the intelligence of the members of the Senior and Junior classes was made in October. Parts M and I of Thorndike's Test were used as directed. The papers, approximately five hundred fifty in number, were scored according to Thorndike's plans. The scores obtained are shown in the accompanying graphs. It is to be remembered that these scores are the sums of the scores made in the M and I parts, not the complete test as worked out by Dr. Thorndike. Due to that fact, we can make no comparison of our students with those in colleges or other schools where the four parts of the test were given. It would be much more interesting and valuable to have the final score of each C. V. S. N. S. student, because then a basis for comparative study would have been furnished.

It may be interesting to note a few significant features shown by the

scores. First, the lowest scores in the Senior Class were not as low, and the highest scores were considerably higher than corresponding scores in the Junior Class. This may be due to the fact that the members of the Junior Class have had more nearly equal preparation for study. Note, too, that there is a wider range between the lowest and the highest scores in the Senior Class compared with those of the Junior Class. This indicates a greater variation in intelligence among our Seniors than among our Juniors. A third significant fact is that in the Senior Class the lowest score was made by a boy, and the highest three scores were made by girls. This order was reversed in the Junior Class. The highest scores made by boys in the Junior Class were higher than the highest scores made by boys in the Senior Class. This promises much for the men of the Class of '23. Another point to be noted is that the group tendency is higher in the Senior Class than in the Junior, and higher among the Senior girls than among the Junior girls. The interpretation of this can be aided by remembering that the Seniors have survived one year of work at Normal. Possibly some few of this Junior Class may not be members of next year's Senior Class. It will be interesting to compare results obtained from similar tests to be given next year.

Owing to the use of only a portion of the complete test, we have been handicapped in our use of the data secured by this measurement, but the scores as tabulated have been consulted in making decisions as to the native ability of our Seniors and in checking up students whose grades are unsatisfactory. The scores are not considered infallible, but have been used as a source of verification by the teachers who have wished for objective measurements rather than the subjective judgments which are so frequently biased and inaccurate.

The administration of this intelligence test this year is the first step taken toward an ultimate scientific evaluation of candidates desiring to enter the teaching profession. The continuation of the work will be watched with great interest.

CLARA L. ROBINSON, A. B., Ped. B.,
Instructor in Educational Tests and Measurements.

AN INTERESTING EXPERIMENT

The class in Educational Tests and Measurements during the first semester did a very interesting piece of work in the Training School when they gave the well-known intelligence tests spoken of as the Stanford Revision of the Binet-Simon Scale.

The work was entirely individual. This made it necessary to divide the Measurements class into ten groups of two people each. As it developed after the work had been carried on for one day, it would have been far better to have used the entire class of thirty-two students. The time taken for each test is from twenty to seventy minutes, depending partly upon the rate of reaction of the several children and partly upon the nature of the tests themselves. The plans had been made and put

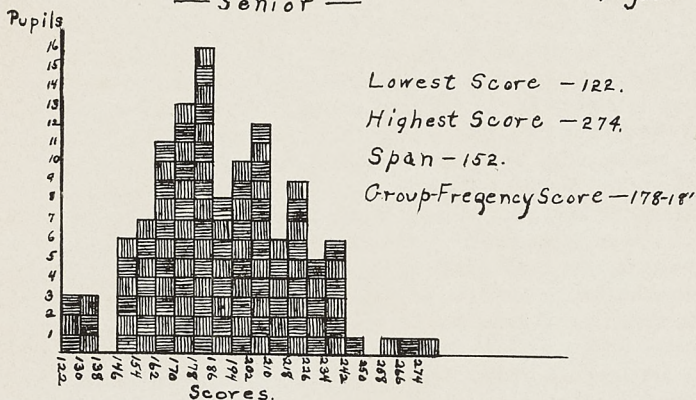
C.V.S.N.S.

Albert L. Childs
Psychology.

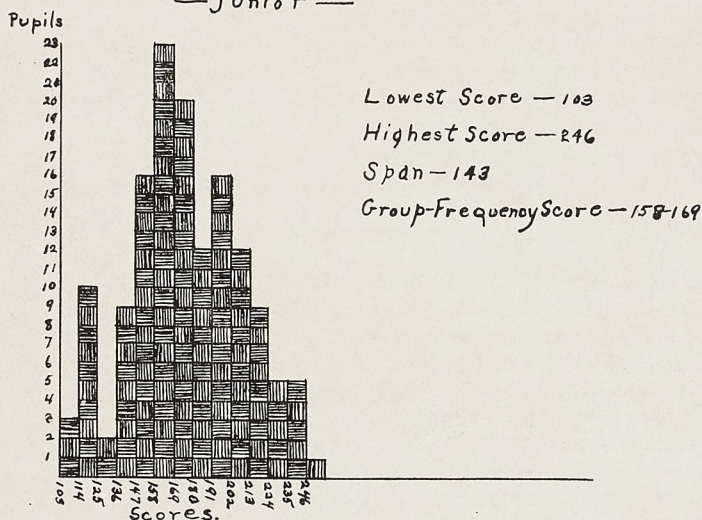
Graphs Showing Junior and Senior
Intelligence Scores — Thorndike Test.

Oct., 1921.

— Senior —



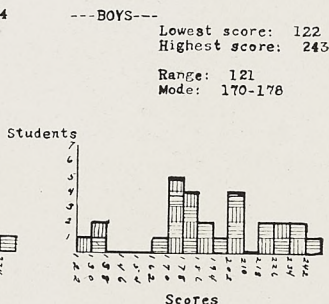
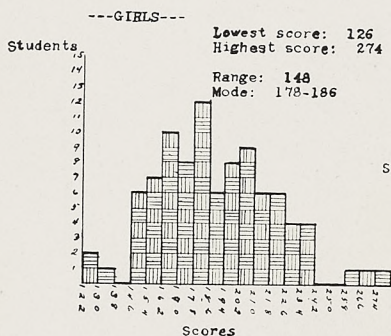
— Junior —



THORNDIKE TEST

M. Keister
Educational--
Psychology

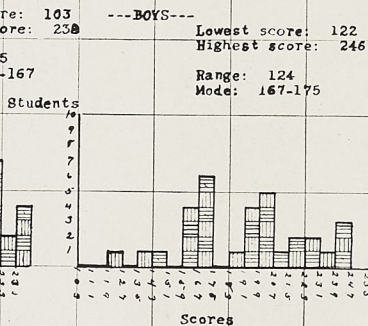
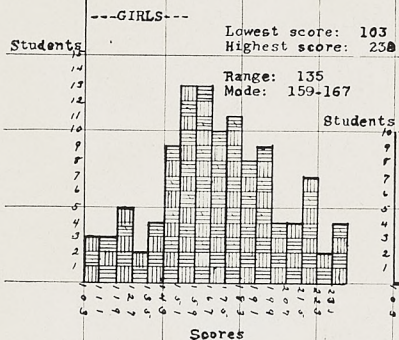
October, 1921

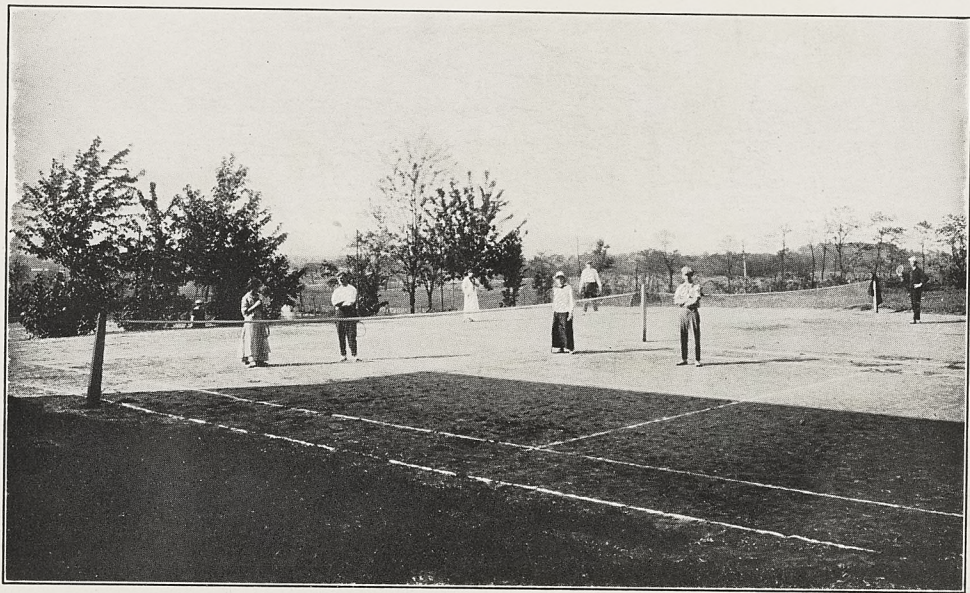


THORNDIKE TEST

Hilda G. Fahs
Educational--
Psychology

October, 1921





THE TENNIS COURTS



BASKET BALL TEAM

into operation before it became obvious that more than one day would be needed for the administration of the tests to the entire school. Briefly, this is what each group did, illustrating by the procedure of the first group, for example: They examined all children who would supposedly be between the mental ages of three and six. This included all of the B section of the First Grade, many of whom, however, passed the sixth year test and were then sent to the second group of examiners to be given the tests for the next higher years until a test was failed by the child, thus placing him definitely as of a certain year's "mental age." In the same manner was the work of each of the other groups carried on.

The examiners tried not to assume the attitude of the scientific examiner who inspires fear in the minds of children. The nature of the test would not permit such an atmosphere. The test was given at the time of a snowfall shortly before Christmas. These factors assured a very informal approach to the child. He was greeted with some such question as, "What do you want for Christmas?" or, "I'm sure that you will have lots of fun in this snow!" Usually the child came out of his shell, so to speak, by the time he was shown that the examiners were interested in him and his play. Consequently there was no timidity on the part of the child when he was asked the questions of the test. Many children became so interested that it was almost a problem to keep them from telling all they knew. One little seven-year-old gave a detailed account of how to reach his home when it became necessary to ask him where he lived in order to judge an answer that he gave to one of the questions.

It was interesting to note how the answers given differed according to the home environment of the child. One of the questions was, "What is a fork?" Only those children who lived in town said that it was something to eat with. The children who lived on farms, almost with no exception, explained that the fork was a tool used in the barnyard.

On the whole, the experiment was one most interesting and helpful to the members of the class in Measurements. The experience thus gained was very valuable from several points of view. It was found that the tests could be given without any difficulty if the examiner was interested in the scientific measuring of children's abilities. It showed, also, that much could be gained for the child through such testing.

Three specific results obtained from the work were: First, the tests showed that a few had mental ages far beyond their chronological ages. One five-year-old passed the eight-year test. Such children should not be held back with other five-year-olds who rate at a lower age mentally. Second, there were those who did not measure mentally up to their chronological ages. One girl of sixteen years of age was unable to pass the test for the mental age of seven. Of course, this girl would be considered to be mentally deficient and really should not have been in a graded school. Third, almost without exception, those who were retarded in their work did not measure up to the standard in the tests given them.

These facts which had often been read about in books when seen tried out and proved by their own investigations did more than anything else to show to the members of the class something of what scientific

measuring of mental products and abilities is doing for the better education of American children.

HELEN AUGHINBAUGH, '22.

THE VALUE OF EDUCATIONAL TESTS

TO THE YOUNG TEACHER

The young Normal School graduate steps into his first position as teacher. He feels that a great responsibility has been suddenly thrust upon him; and so it has. His first consideration is, "What will help me get my bearings and then guide me in carrying my work to a successful close?" This is where his knowledge of educational tests and measurements, gained in the course of his Normal School training, will function. What though he knows his subject matter thoroughly, and understands and can apply all the pedagogy he has studied? This is all necessary, but is it sufficient? He must have some criterion by which he can judge the standing of his pupils when he enters upon his work, and their increase in skill and knowledge from that time until a definite period has elapsed in which they should have gained in abilities and understanding. Has there been any progress; if so, how much? Should it have been greater or less? Are the pupils being rushed beyond their natural capacities, or are they being needlessly retarded in their progress? Is the new knowledge of the type that will aid the pupil in later life? Or is it superficial and soon to become a detriment? Will it make him more cultured and efficient? Will it be an incentive to him to spur him on to a greater interest in life and its possibilities?

The tests prepared by the ordinary teacher will not meet these requirements. True, any teacher can prepare a test which will show whether certain facts have been learned; but such tests do not show whether these are the facts and skills that the pupil should have at that particular time. The teacher's judgment is by no means perfect, and will vary from time to time. His judgment, moreover, will not coincide with that of another teacher in regard to the same matter. And, regardless of the result of the test, it does not and cannot furnish a good basis for comparison with the work of other schools. Yet it is only the results obtained by this teacher as compared with those that should be obtained and are obtained by other teachers of the same grades in other schools which actually reveal the character of the teacher's work and his efficiency.

The standardized tests have been carefully prepared by men who have given all of their time to the study of the essentials within the various school subjects, the skill requisite for their mastery, the amount of skill a child of a given grade can be expected to possess, the conditions of our public schools, the possibilities of improvement, and the many other factors which influence the teaching process. Through long and arduous scientific studies and much experimentation, they have finally arrived at certain reasonable conclusions as to what should be expected of a certain pupil in a certain grade anywhere in the country. Tests have been devised and

administered, corrected and changed, until a fairly accurate measure of ability in any certain subject may be determined by the use of the appropriate test, *which, furthermore, is almost, if not quite, purely objective, not subjective*, as is the common test; thereby eliminating errors of judgment or in decision on the part of the teacher, and so preparing an actual and true test of the quality of work accomplished, especially as it relates to that which should be completed and that which has been completed in other schools in the same grade. The measure is *reliable*. When once this information is secured, it is a comparatively simple matter for the teacher to remedy the defects as shown by the use of the standardized test, and to conduct his work accordingly. The tests can be repeated at intervals, and the new material and methods of procedure guided by this so as to keep the pupils close to standard.

The administration of the tests requires little time, and the results are so profitable to the young, inexperienced teacher as an impartial critic of his success or failure, that it has become my firm conviction that every Normal School student, soon to take up that great and enjoyable, but delicate, mission of preparing our children for successful lives in the future, should be required to take a course in the study of educational tests and measurements. Such a course makes clear the value of the tests as well as trains in the proper administration of them. Whether required or not, every young teacher truly interested in his profession will make it a duty to go into this subject thoroughly.

M. KEISTER, '22.

A BIBLIOGRAPHY OF STANDARD TESTS AND MEASUREMENTS

I. Intelligence.

A. Individual Tests.

1. Stanford Revision of the Binet-Simon Scale, published by Houghton Mifflin Co., New York. The best test available, but not to be used unless plenty of time can be set aside for preparation for giving the test according to the directions given in Terman's "The Measurement of Intelligence," published by Houghton Mifflin Co., New York, and for the actual examining of the children. From thirty to seventy minutes of time should be estimated for each child. If several teachers can assist in the examining and scoring, a school of two hundred pupils can be tested in three days.

B. Group Tests.

1. Otis Group Tests.

- a. Tests A and B for Primary Grades (First to Fourth, inclusive).
- b. Tests A and B for upper grades (Fifth to Eighth, inclusive).

A very satisfactory test of intelligence. One teacher can

THE NORMAL SCHOOL HERALD

administer the test to the lower four grades or to the upper four grades at the same time, an hour being sufficient time to complete the testing. Standard scores have been secured. The key for grading the answers is easily used, and complete and clear directions are supplied. Any intelligent teacher can administer the test after a careful reading of the directions. All material can be secured from The World Book Co., Yonkers, N. Y.

2. The Dearborn Group Tests, published by J. B. Lippincott Co., Philadelphia, Pa., are good, but are for first three grades only. They are easily given. Results can be compared with standard scores furnished by Dearborn.

II. Elementary School Subjects.

A. Reading.

1. Silent Reading.

a. Vocabulary.

- (1) Thorndike Visual Vocabulary Scale B, sold by The Bureau of Publications, Teachers College, Columbia University, New York City. Secure score sheets, directions for giving the tests, and the standard scores for comparison and evaluation of the work of your class or school.

b. Silent Reading Comprehension and Speed.

- (1) Kansas (or Kelly) Silent Reading Tests may be secured from the State Normal School, Emporia, Kan. Order the score sheet and a copy of the answers. The standard scores are printed on the answer sheets. These tests are easy to give. They furnish an objective measurement of the ability and speed of the child. If remedial work is given to correct deficiencies shown, marked improvement follows their use. These tests are as good as any on the market today.

2. Oral Reading.

a. Gray's Oral Reading Test.

This can be secured from the University of Chicago Bookstore, Chicago, Ill. Order the tests with directions for their use and the standard scores to date. This is a splendid test, because it is purely objective; but it takes considerable time to give, since all oral reading must be individual. This test requires elaborate marking of each paragraph, which takes additional time.

B. Handwriting.

1. The Gettysburg Edition of the Ayres's Scale is the simplest one to use. This can be purchased from the Russell Sage Foundation, Division of Education, New York City. Full directions and methods of using accompany each test, though a more comprehensive treatment is given in Monroe,

DeVoss, and Kelly's text in "Educational Tests and Measurements."

2. Freeman's Handwriting Scale is the most detailed and helpful, though taking much more skill and time in using. Freeman's book, "The Teaching of Handwriting," should be carefully studied before attempting the use of his scale. Individual Record cards for use with his scale are of immeasurable assistance to the busy teacher. All of these materials can be secured from the Houghton Mifflin Co., New York City.

C. Arithmetic.

1. Fundamental Operations.

a. With Integers.

- (1) Courtis Standard Research Tests, Series B, may be ordered from the author, S. A. Courtis, 82 Eliot St., Detroit, Mich., or from the State Normal School, Emporia, Kan. There are two forms, 2 and 4, which should be given at different times in the order of their numbering. Order answer cards, score sheets, Folders A, B-A, and D for complete instructions and standard scores to date. These are the most accurate tests devised for measuring abilities in the fundamental processes with integers. The answers are dependable, and all directions are clear and definite.

b. With Integers, Common Fractions, and Decimal Fractions.

- (1) Monroe's Diagnostic Tests, Nos. 1 to 21 inclusive, may be ordered from the State Normal School, Emporia, Kan., Bureau of Educational Tests. These tests are easy to give and clearly indicate the degree of facility with which the child can perform the operations tested. It would be wise to prove the answers furnished with the tests before checking the work of the pupils. A few incorrect answers have been found on the list. Order the score and answer sheets and the latest standard scores when placing the order for the tests.

2. Reasoning.

- a. Monroe's Reasoning Tests are very good and easy to use. Order tests, standard scores, answer and score sheets, and directions for giving from The Bureau of Educational Tests, State Normal School, Emporia, Kan.

D. English Grammar, Punctuation, and Composition.

1. Grammar.

- Starch's Grammatical Scales (A, B, and C), sold by the State Normal School at Emporia, Kan., are the best available.

2. Composition.

2. The Thorndike Extension of the Hillegas Scale is easy to use. It can be secured from the Bureau of Publications, Teachers College, Columbia University, New York.
- b. The Trabue Completion-Test Language Scales are most widely known. They are a test of language ability rather than a measure of one's ability to write.

3. Punctuation.

- a. Starch's Punctuation Scales are the best and easiest to use. They may be secured from The World Book Co., Yonkers, N. Y. Always order the standard scores and directions for using the scale or test.

E. Spelling.

Ayres's "Measuring Scale for Ability in Spelling" is the most accurate one, but the beginner had better study how to use it before attempting to measure the ability of a pupil by this or any other scale. The text by Monroe, DeVoss, and Kelly explains fully how to use the scale. Copies of the scale can be purchased from the Russell Sage Foundation, Division of Education, New York City, for five cents.

F. Geography.

The Hahn-Lackey Scales are the most widely known, but are hard to handle because of their unweildy size. They furnish a good guide for the eager teacher. They are sold by The Public School Publishing Co., Bloomington, Ill.

G. History.

The VanWagenen American History Scales, sold by the State Normal School Emporia, Kan., are very good. There are seven sheets, each a complete test in one phase or another in American History. The series runs as follows: Thought Scale A, Thought Scale B, Information Scale A, Information Scale B, Character Judgment Scale A, Character Judgment Scale B, and Character Judgment Scale L. They are helpful, because they point out the essentials in the subject and serve as a guide to the teacher who wishes to place the emphasis where it belongs.

III. High School Subjects.

A. Algebra.

Monroe's Standard Research Test (Emporia, Kan., as above).

B. Geometry.

Minnich's Geometry Tests, sold by The Public School Publishing Co.

C. Mathematical Ability Tests.

Rogers's Sextet, sold by the Bureau of Publications, Teachers College, Columbia University. A fine measuring instrument to determine the mathematical ability of a pupil.

D. Physics.

Starch's Tests in Physics (Emporia, Kan.).

E. Latin.

Kansas Latin Tests (A, B, and C), Form I of each (Emporia, Kan.).

F. French.

Handschin's Reading Tests, A and B. (Emporia, Kan.).

Comprehension and Grammar Test A (Emporia, Kan.).

G. Ancient History.

Sackett's Scale (Emporia, Kan.).

Note: A complete bibliography of all of the standardized tests in use today may be secured for ten cents in postage from The World Book Co., Yonkers, N. Y.

CLARA L. ROBINSON, A. B., Ped. B.

Instructor in Educational Tests and Measurements.

THE TRAINING SCHOOL

To Dr. Ezra Lehman, Principal:

I am pleased to submit the following preliminary report of the work of the Training Schools for the present school year:

A school that is used for the training of teachers is attended with a variety of problematic situations. There is a certain amount of suspicion as to the efficiency of student teaching and any evidence of retardation of pupils, or failure of pupils who have passed through the training school forms an inviting subject for conjecture. This has led to a survey of a number of training schools with a result almost entirely the opposite of what was expected. In every such investigation it was found where such student teaching was closely directed by expert supervisors the children of those schools showed a better standing in their school work than was usually found in the public schools.

A study of our own training school leads us to the same conclusion as that found elsewhere. However, there are so many different situations arising in our school that we find it rather a circuitous search until anything that might be considered final is reached. Fifty-seven varieties seem a small number when compared to the varying elements in our school. Of the 207 children enrolled there seem to be about that many social as well as psychological differences to consider in our study. These children come from seven different school districts, covering a radius of ten miles from the training school, and in each district certain social conditions quite different from that of the others.

Ninety-eight of these children live in farm homes and 94 live in the suburbs of Shippensburg and are for the most part rurally-minded children. The following tabulation shows the distribution of the children as to the school districts from which they come:

Southampton Township.....	28 children
Hopewell Township.....	8 "
Newton Township.....	6 "

Southampton Township, Franklin Co.	11	"
Lurgon Township.....	2	"
Shippensburg Township.....	139	"
Shippensburg Borough.....	15	"

The pupils are distributed through the schools as follows:

Primary Group

First Grade.....	39
Second Grade.....	21
Third Grade.....	22

Intermediate Group

Fourth Grade.....	19
Fifth Grade.....	20
Sixth Grade.....	21

Junior High Schools

Seventh Grade.....	19
Eighth Grade.....	22
Ninth Grade.....	24

The work of the rural group is being done in six one-room schools and one two-room school, with an entire enrollment of 208 pupils.

The progress of the children of the training school through the grades of the school presents a situation that is serious, and being a training school it affords a splendid opportunity for hasty conclusions which could more easily be wrong than right.

	<i>Above Grade</i>	<i>Normal Grade</i>	<i>Below Grade</i>	
Primary Group.....	6	37	39	47%
Intermediate Group.....	8	19	33	55%
Junior High School Group...	15	26	24	37%
	—	—	—	—
	29	82	96	47%

Only 82 children are in the grades that they normally should be, while 96 are below grade and 29 above grade. That 47% of these children should be below grade is a most serious situation,—a source of great expense to the districts from which these children come and a severe handicap to the children themselves.

A closer analysis of the situation will show, however, that this retardation must not be laid at the door of the training school. A comparison of the standing of the pupils who have come up through the grades of the training school with those who have come in somewhere above the second grade is significant. Such a comparison in the first two grades would not be a very significant study, as the cause of retardation in these grades is not the same as in the higher grades.

	<i>No.</i> <i>in Grade</i>	<i>No.</i> <i>Retarded</i>	<i>Always in</i> <i>Training School</i>	<i>No.</i> <i>Retarded</i>
Third Grade.....	22	11	8	1
Fourth Grade.....	19	12	7	0
Fifth Grade.....	20	11	7	3
Sixth Grade.....	11	10	9	3
Seventh Grade....	20	11	2	0
Eighth Grade.....	20	5	9	2
Ninth Grade.....	25	5	6	2
	147	65	48	11

Of the 147 pupils in grades three to nine 65 or 44% are retarded, and of the 48 children who have always attended the training school 11, or 23%, are retarded. This is still too high, but a study of the social condition in which these 23% live and the intelligence tests shown below, are sufficiently convincing that a less retardation is hardly to be expected. A question arises here that should be answered: Why should so many of these children who found their way into the training school sometime after they began their school work find themselves below grade?

There is no attempt in the training school to expect more from our children than is expected in the average public school. The course of study follows the requirement of the state, and the aim is to make the course of study fit the child.

The first answer to the question is that many of these children are what are commonly spoken of in school administration as "floaters." Their parents have moved about frequently and the children have attended a number of different schools. When this is the case there is considerable time lost on the part of the children. The text-books are different, the routine and methods of the schools are different, and much time is lost before the child really finds himself. Many of these people are poor. Many of the parents are illiterate and not only are not able to help their children, but can make no provisions for study for the children at home. They may be seen on the streets at late hours of the night. Their lives are lived at random with little purpose or aspiration. The Terman intelligence tests showed that many of these children are below a normal intelligence.

Another noticeable source of retardation is found in the group of children who come to us from the rural schools. They are quite different, however, from the children mentioned above. The fact that the parents of these children make the sacrifice of coming a greater distance than would necessarily be required for sending their children to school, shows that they are a progressive people, and the children show a vigor and interest in school work that makes for progress, but for the number of years they have been in school they must be laid at the door of the rural schools. The short sessions of school, the frequent changing of teachers, the meager and obsolete type of equipment, and in many cases the gross in-

competence of the teachers are some of the causes of the lost time of many of these pupils.

During the month of December the Terman Intelligence tests were given to the children of the training school. This study was made to further analyze our problem and try to determine the type of procedure best suited to our conditions. The following tabulation shows the result of the tests:

TABULATION OF TERMAN INTELLIGENCE TESTS

		<i>Grades</i>								
		<i>I</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9 Total</i>
	160	1	0	0	0	0	1	0	0	0—2
	150	2	0	0	0	0	0	0	0	0—2
	140	1	0	0	0	0	0	0	0	0—1
I. Q.	130	2	2	0	0	0	0	0	0	0—4
	120	5	0	2	1	0	1	2	0	0—11
	110	6	4	2	4	1	1	3	4	7—32
	100	8	5	5	3	5	4	1	6	0—37
	90	6	6	6	5	6	7	6	3	7—52
	80	2	0	2	3	3	5	3	4	3—25
	60	0	0	2	1	3	1	4	4	5—20
	50	0	0	4	1	0	0	0	0	0—5
	40	0	0	0	0	1	0	0	0	0—1

Normal Mental Age..... 37

Mental Age Above Chronological Age..... 52

Mental Age Below Chronological Age..... 110

The numbers at the left of the tabulation are the Intelligence Quotients or the relation between the child's mental age and his chronological age; 37 children are of normal mental age, 52 are above normal and 110 are below normal. Here again, as might be expected, most of those who are below their normal mental age belong to the two classes of pupils mentioned above. What was somewhat surprising is that so many of the boys and girls who have come from rural schools and do a good type of work made low intelligence scores. Their papers show that their greatest failures were in the vocabulary tests and questions relating to practical information. A possible cause for this condition is the narrow field of the rural school curriculum where most of the school work is based entirely upon the text-book and a wide selection of library and reference books is not available.

Another serious cause of retardation is revealed by a study of the medical inspection, the results of which are shown in the following tabulation:

RESULT OF MEDICAL INSPECTION

Grade	<i>Teeth and Mal-</i>						
	<i>Normal</i>	<i>Teeth</i>	<i>Throat</i>	<i>Throat</i>	<i>nutrition</i>	<i>Sight</i>	<i>Defects</i>
I.	2	2	24	18	4	0	1
II.	1	3	14	12	1	0	2
III.	1	1	12	11	3	0	0
IV.	2	2	11	8	2	1	0
V.	1	2	15	12	0	1	1
VI.	3	2	15	9	1	1	0
VII.	3	5	9	9	0	2	0
VIII.	2	3	14	7	0	1	0
IX.	7	5	12	11	0	0	0
	—	—	—	—	—	—	—
	22	25	126	97	11	6	4

That there should be but 22 children of the 207 enrolled, less than 10%, with sound and healthy bodies is not a happy situation. It is, first of all, a sorry reflection upon the community, for more than 96% of the defects are preventable, and no serious danger would be incurred in attempting to correct them. The retarding effects of such physical handicaps is quite apparent, and presents to the directors of the training school and citizens of the community a problem that challenges their mutual co-operation.

It is the purpose of this preliminary report to set forth an analysis of the school problem in the training school and to draw a few conclusions as to the causes of the conditions we have found. We maintain that the conditions are not unusual, but rather a mere suggestion of what might be found in the average rural or suburban school in Pennsylvania, if these communities could be given the same critical analysis as the training school has received. We maintain also that such a school affords ideal conditions for the training of teachers. These candidates for the teaching profession need a knowledge of such problems in the school room and practice in ways and means of overcoming them.

It seems to be quite in place here to suggest a few things that are being done in the school and classes to help these children. The hot lunch which has been carried on so successfully for a number of years is being carried out on a still larger scale. The playground activities have been organized and are very efficiently supervised. In every grade of the school by means of projects, club work, class and group organizations, both teachers and directors take advantage of the best methods of appealing to the interests of the children. A number of opportunity classes have been formed and special coaching is given. The school nurse has also helped us in providing for the weighing of the children and following up those who are under weight and providing for a general supervision of the health of the children. A delightful part of his work is the splendid interest manifested by the children for the good of the school as well as their own advancement.

A final word should be said with respect to the teachers. There are 125, and are distributed for teaching as follows.

	<i>Primary</i>	<i>Intermediate</i>	<i>J. H. S.</i>	<i>Rural</i>
First Semester.....	18	12	25	7
Second Semester.....	12	12	31	8

Although these young people are inexperienced, they possess an enthusiasm which under the direction of expert supervision results in a high type of school work. Modern practices in education appeal to the teachers whose minds have not been warped by the limitations of traditional thought and procedure.

Respectfully submitted,
W. P. HARLEY, Director.

OBSERVATION IN THE TRAINING SCHOOL

My observation was in the three divisions of the training school. I went to the primary room first and was very much interested in the rosy-faced children, some with large apples in their hands and others holding bright-colored papers. Every child was happy. No one seemed to be sorry that he was in the school room, but appeared eager to start the morning's work. During the opening exercise each child took part in an orderly yet enthusiastic manner.

During the few minutes the children were getting their material for the morning's work, I let my eyes wander around the school room. The general appearance of the room was very pleasing. On a stand near the teacher's desk was a vase of cut flowers. The desk was not littered with papers and books, but was orderly and perfectly clean. The floor was clean and free from dust. I noticed there were different kinds of hand work posted on the wall, where also hung a few good pictures, not old calendars, but really good pictures. The appearance of the room was greatly aided by the fine lighting and seating arrangement. The seats were of uniform size and were comfortably built for small children. The ventilation also was very good.

The tone of the room was pleasant and inviting. The teacher was courteous to her pupils, each of whom showed great respect and courtesy toward her. Energy and a willingness to work was very conspicuous. Firm but not harsh reproof was necessary in one or two cases. The attitude of the teacher was that of willingness to give aid and showed great patience so that her instruction was given as many times as was necessary until the pupils grasped the thought.

My observation was a great help to me in choosing my group. The work was so well done and the characteristics of the teacher necessary for this work so well shown that I felt satisfied as to what group I should take. The work was all interesting, but one could readily see that all persons could not perform such tasks as the different grades called for and be a successful teacher.

What I have said of the primary room is applicable with very few exceptions to all the rooms that I visited. I expected the pupils, especially in the intermediate grades, to watch those of us who were observ-

ing; but I was much pleased to see that they paid no attention to our presence. Each pupil was attentive to his lesson and seemed quite willing to work.

The lesson was in history. Each child was to think of a good question or idea about this particular occasion. The majority of the pupils did excellent work, but there were one or two pupils who seemed rather lacking in mental ability. These pupils were larger and older than the other members of the class. I was interested in knowing just how the teacher would manage these pupils. They appeared to let their minds continually wander from the lesson. They were brought back not by stern words and reproof but by an interesting question from the teacher. When the class copied the work from the board, I noticed these same pupils had to be helped individually. They were not permitted to get behind the other pupils. Except for this the attention of the class was given through interest and not because it was required.

I was much concerned with the way or manner in which the pupils made use of the text book. As each new topic was looked up the teacher helped the pupils find the place and get the right topic; no pupil was left to search blindly for the topic. Some one in the class would then read the desired information or explanation. In this way each pupil found with a little aid the essentials of the lesson. Each one seemed eager to have the teacher know that he had found the right place. I noticed throughout the whole period that the pupils seemed very anxious to please the teacher although she gave no special words of commendation but showed the same approval to each good recitation.

The teacher's technique in reference to the building up of the habits in the pupils was interesting. As this is the habit-building age I noticed the children's manners. It was amusing and yet pleasing for they were so anxious to be polite that they were a little over-polite. If it is true that a teacher is reflected in her pupils, then many compliments can be paid her, for the girls and boys were truly courteous. Some of the children, I imagine, knew very little of what it means to be courteous until they come to school, and yet they were in no way rude or boisterous.

The general tone of the intermediate grades and those of the junior high school was very pleasant. There was no bustling around or unnecessary confusion. Each pupil knew what to do and did it in an orderly way. The rooms were clean, neat, and well ventilated. Cut flowers and plants added greatly to the cheer of the rooms. The pictures in the rooms were not many but were well chosen.

The lesson I heard taught in the junior high school was an arithmetic lesson in ninth grade. The pupils were just beginning the study of triangles and were learning how to measure them. When the teacher was explaining the different processes she had the attention of every pupil. Some did not grasp the thought as readily as others and by questions the obscure point was discovered and made clear. I was particularly anxious to see in just what manner the teacher would appeal to these adolescent boys and girls. From the pupils' reaction I gathered that they thought of her as a friend and helper and not as someone

placed on a pedestal whom they should fear and strive to please to the degree of unnaturalness. Every pupil in the room seemed to act naturally and at ease. All this made the atmosphere of the room pleasant, agreeable, and interesting. The attitude of the pupils toward their work was very good; every one attacked his particular problem with a determined manner, not in an "I-don't-care" way. I believe this was due to the way in which the teacher handled the lesson. Before helping them to any extent she permitted them to work a little for themselves, then offered suggestions and helps. In this way the pupils were made to rely on their own ability. The period did not drag but was kept alive, this lesson continually progressing. At the end of the hour the pupils seemed as keen and energetic as at the beginning. I was very well pleased with my observation in this room.

My observation was a great benefit and help to me for although I had partially made up my mind to take group three my time spent in the training school strengthened my decision.

GARNETTE FRYE, '23.

METROPOLITAN ASSOCIATION OF SHIPPENSBURG NORMAL SCHOOL BANQUETS IN PHILADELPHIA

The first banquet of the newly organized Metropolitan Association of in Kugler's restaurant at Philadelphia on Friday evening, March 10th. the graduates of the Cumberland Valley State Normal School was held. The meeting was in charge of a committee with Miss Laura Staley, of Ardmore, as chairman. Every member of the committee was a live wire and worked most diligently for the success of the first meeting. Miss Staley and her association tried to get in touch with every member of the alumni in Philadelphia, Camden, and in Bucks, Delaware, Chester and Mountgomery Counties. So successful were their efforts that ninety persons sat down to the banquet at 7 o'clock.

Dr. S. Z. Shope, of Philadelphia, was selected as toastmaster and he filled the place as only Dr. Shope can fill it. After everyone had attended to the wants of the inner man Dr. Shope introduced, with appropriate words, the following alumni and called upon them to speak of various phases of their present and past lives: Prof. C. J. Walter, '87, of Philadelphia; Howard K. Strickler, '90, of Philadelphia; G. P. Eckels, '90, of Wyncotte; Dr. J. P. Garber, '79, Philadelphia; Prof. E. W. Martindell, '90, Tobyhanna; and Dr. Frank Lehman, '98, of Bristol.

Dr. and Mrs. Ezra Lehman were the guests of the Association and Dr. Lehman conveyed the greetings of the school and congratulated the Association on the success of its first meeting. The election of officers for next year resulted in the choice of Dr. S. Z. Shope, '89, Philadelphia, President; Miss Laura Staley, '86, Ardmore, Secretary; and Dr. H. L.

Zimmerman, Philadelphia, Treasurer. The following menu was served:

Fruit Cocktail, Vanderbilt	
Golden Hearts of Celery	Salted Almonds
Midget Radishes	Queen Olives
Puree Mongole Soup, Julienne	
Fried Filet of Flounder	Sauce Tartar
Half a Spring Chicken, Braise Cardinal	
Baked Potatoes	Asparagus Tips
Hearts of Lettuce, Russian Dressing	
Neapolitan Ice-Cream	Mixed Fancy Cakes
Coffee	

A dance followed the conclusion of the banquet.

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 golden 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.

COSTUMES
For Plays and Masques
ACADEMIC CAPS AND GOWNS
FOR COMMENCEMENT
WAAS and SON

Booklet on Request

Philadelphia, Pa.

The COMPLETE Line of School Equipment

R. and M. Special Lines School Supplies.

A. H. Andrews School Furniture.

**Wiese Laboratory Furniture, Domestic Science and
Manual Training Equipment.**

**Smith System Heaters, Chemical Toilets and Drinking
Fountains.**

Wayne School Cars and School Wagons.

And Other Equipment for the Schools

FOR INFORMATION WRITE TO

ROBERTS & MECK
HARRISBURG, PA.

FRANKLIN and MARSHALL COLLEGE

LANCASTER, PA.

**Standard four-year courses of study leading to the
degrees of Bachelor of Arts and Bachelor of Science.**

**Thorough Pre-medical courses and in preparing
teachers for High Schools and Academies and for service
in industrial chemistry.**

**New course in Economics and Business Administra-
tion for students preparing for a business career.**

HENRY HARBAUGH APPLE, L. L. D., President

DAUCHY'S CANDY KITCHEN
CANDIES, SUNDAES, SODAS
EVERYTHING FRESH
13 SOUTH EARL STREET

WHERE TO EAT IN SHIPPENSBURG

J. B. MORRISON and BRO.

RESTAURANT AND CONFECTIONERY

Bell Phone 51-R

Deliveries to All Parts of Town

BUCKNELL UNIVERSITY
EMERY W. HUNT, D.D; LL. D. - PRESIDENT.

THE COLLEGE

Awards the degree of B. A. on the basis of four years of undergraduate work.
Awards the degree of B. S. in Biology, Home Economics, Chemical Engineering, Civil Engineering, Electrical Engineering or Mechanical Engineering on the basis of four years of undergraduate work.

Awards the degrees of M. A. and M. S. on the basis of one year of resident graduate work.

Awards the degrees of Ch. E., C. E., E. E. and M. E., for special attainment.

THE SCHOOL OF MUSIC

Awards diplomas for courses in Piano, Pipe Organ, Violin, Voice Culture and Art of Singing, Wind Instruments, History of Music, Public School Music, Harmony, Composition, Theory, Vergil Clavier.

Bucknell University aims to develop men and women who will apply true Christian ideals in every department of human endeavor.

For catalogue and information, address

THERON CLARK, REGISTRAR
LEWISBURG, PA.

Have you ever Stopped

to think what this world would be without Music?

We wish to supply you in either a piano, player, grand or a Grafanola.

Our line is manufactured by some of the oldest and most reliable in the industry.

Nearly two decades of experience is to your advantage.

Special prices to graduates and friends of Normal.

Write for booklet on Piano quality.

Spangler's Music Store,

2112 North Sixth Street

Harrisburg, Pa.

MILTON BRADLEY CO.

MANUFACTURERS OF BRADLEY WATER COLORS
COLORED CRAYONS, TINTED CONSTRUCTION PAPERS AND
EVERYTHING FOR DRAWING AND MANUAL ARTS

MILTON BRADLEY COMPANY

S. E. COR. 77th AND ARCH STREETS, PHILADELPHIA

NEW DEPARTMENT STORE

DRY GOODS AND NOTIONS

READY-TO-WEAR

COR. E. KING and N. PENN STS.

SHIPPENSBURG, PA.

KIRSSINS' DEPARTMENT STORE

HEAD - TO - FOOT - OUTFITTERS

FOR MEN, WOMEN AND CHILDREN

8-10 WEST KING STREET

SHIPPENSBURG, PA.

H. S. ROTH

FURNITURE

RUGS

LINOLEUMS

FUNERAL DIRECTOR AND EMBALMER

Day and Night Calls Answered Promptly

Established Jan. 1915—Busy Ever Since

BRUCE BERRY, Manager

READERS Get the Information--ADVERTISERS Get Results

When They Line Up With

COMMERCIAL
and JOB WORK

THE NEWS

NEATLY and
QUICKLY DONE

12 WEST KING STREET, SHIPPENSBURG, PA.

J. J. STROHM

CANDIES, FRUIT, CAKES; ALSO
NOTIONS AND DRY GOODS
STUDENTS SERVED WITH BEST PRICES

WEAVER & GATES
TAILORS

READY-TO-WEAR CLOTHING

SHOES AND FURNISHINGS

D. Edw. Hamilton

Wm. A. Railing

READY-TO-WEAR CLOTHING, SHOES,
TRUNKS, BAGS, GENTS' FURNISHINGS

HAMILTON & RAILING

33 WEST KING STREET

SHIPPENSBURG, PA.

AGENCY FOR BEST LITHOGRAPHING AND ENGRAVING HOUSES

THE CHRONICLE

(Published Weekly—\$1.25 per year)

ADVERTISING

- -

JOB PRINTING

12 South Earl Street, Shippensburg, Pa.

THE PEOPLE'S NATIONAL BANK

No. 22 East King Street

WE INVITE YOU TO DO YOUR BANKING WITH US

Total Resources Over \$1,000,000

*Hundreds of
Thousands*

**of WEBSTER'S
NEW INTERNATIONAL**

DICTIONARIES are in use by business men, engineers, bankers, judges, architects, physicians, farmers, teachers, librarians, clergymen, *by successful men and women the world over.*

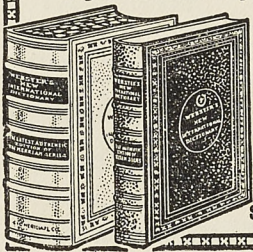
Are You Equipped to Win?

The New International provides the means to success. It is an all-knowing teacher, a universal question answerer.

If you seek efficiency and advancement why not make daily use of this vast fund of information?

400,000 Vocabulary Terms. 2700 Pages.
6000 Illustrations. Colored Plates.
30,000 Geographical Subjects. 12,000
Biographical Entries.

Regular and India-Paper Editions.



Write for specimen pages, illustrations, etc. Free, a set of Pocket Maps if you name this paper.

**G. & C.
MERRIAM
CO.,**
Springfield, Mass.

AT

HARGLEROAD & HOLLAR'S

Can Constantly be Found
Anything in the

Fresh and Smoked Meat Line

They have 'phone connection and deliver meat to any part of town.

17 W. King St., Shippensburg, Pa.

Go to Miss Alter's

for

FINE

MILLINERY GOODS

69 E. King St., Shippensburg, Pa.

J. L. HOCKERSMITH & SON

Dealer in

CANDIES, CAKES

and

FRUITS

SHIPPENSBURG, PA.

ALTICK

DRUG STORE

FLEMING & FLEMING, Props.

SHIPPENSBURG, PA.

THE

First National Bank

SHIPPENSBURG, PA.

Capital, \$ 75,000

Surplus, \$125,000

Total Resources Over \$1,000,000

Pague & Fegan

Successors to—

J. W. McPherson & Sons

HARDWARE

CUTLERY, PAINTS, OILS, ETC.

53 West King Street

SHIPPENSBURG, PA.

N. D. STALEY

66 East King Street

Shippensburg,

Pennsylvania

RUMMEL, HIMES & CO.

Established and Incorporated 1888

"SHIPPENSBURG" MEN'S WEAR

PANTS, COATS, OVERALLS, SHIRTS

SHIPPENSBURG, PA.

C. V. S. N. S. Students' Headquarters

FOR JEWELRY AND JEWELRY REPAIRING

LEE H. DIEHL

36 E. KING ST.

PHOTOGRAPHS AT

LAUGHLIN'S STUDIO

Always Give Entire Satisfaction

FINISHING FOR AMATEURS

FRAMING and POST CARDS

24 EAST KING STREET

HARGLEROAD BROS.

Shippensburg's Popular Wholesale and Retail

FLORISTS

Q. T. MICKEY

Attorney-At-Law

SHIPPENSBURG, PA.

J. S. OMWAKE

Attorney-At-Law

SHIPPENSBURG, PA.

S. G. A. BROWN, M. D.

Eye, Ear, Nose
and Throat

SHIPPENSBURG, PA.

DR. J. D. BASHORE

Dentist

SHIPPENSBURG, PA.

R. PAUL SMITH

DRY GOODS AND NOTIONS

Corner East King and South Earl Streets

Shippensburg, Pa.

TEEL'S Men's Department

THE NOVELTIES OF THE SEASON

Are Always to be Found in Our Furnishing Store

SHIRTS, NECKWEAR AND UNDERWEAR

That Will Appeal To Your Good Taste

L. P. TEEL

COR. KING AND EARL STREETS

SHIPPENSBURG, PA.

MARTIN'S DRUG STORE

PARKER FOUNTAIN PENS

GARDEN COURT TOILET LINE

SUNDAES AND SODAS

Stationery and Everything in Drugs

URSINUS COLLEGE,

Collegeville, Penna.

Devoted exclusively to the college grade of work. Six groups of courses leading to A. B. and B. S. degrees. Faculty of university trained professors of recognized scholarship and teaching ability. Strict administration of standards of admission and graduation. All courses open to both men and women, including Physical Training.

Summer Session. The oldest college summer school in Pennsylvania. Has survived the competition of universities. Preparatory studies and college courses fully correlated. Continuation work in Saturday courses providing exceptional opportunity for teachers in service. A beautiful and comfortable place for summer study under regular college professors. Ample library privileges. No distractions.

Department of Education. A full professionship offering liberal and professional courses. Sixty per cent. of all graduates within the past fifteen years in the educational profession—university and college professors, normal school principals and instructors, superintendents, high school principals and department teachers.

The COLLEGE for TEACHERS

Address, Geo. Leslie Omwake, Pres.

Cumberland Valley State Normal School



MODERN UP-TO-DATE SCHOOL
finely equipped. Located in Ship-
pensburg, Pa., an ideal educational
community; no saloons, twelve
churches.

The new course of study gives oppor-
tunity for specializing in Primary, Kinder-
garten, Intermediate, Rural and Junior
High School.

FREE TUITION to all students in regular
Normal Department.

.. Tuition in High School Department \$2.00
per week.

Second Semester Monday Feb. 6.
Spring Term of nine weeks opens April
17.

Summer Term of nine weeks opens June
19.

For Catalogue and other Information Address

EZRA LEHMAN, Ph. D.

PRINCIPAL

SHIPPENSBURG, PENNA.