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The
Normal School
Gerald



Commencement Number

Cumberland Valley State Normal School

Shippensburg, Pennsylvania.

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The Normal School Herald

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A PLAN FOR WIDER SERVICE

EDITORIAL

When the reunions and partings are over, and Commencement is a matter of history, there is a feeling of sadness, a tinge of desolation that comes to the recent alumni as they realize at last that they are students of C. V. S. N. S. no longer.

It is to these newest alumni, and to others further removed, that we wish to speak. We of the faculty share your feeling and miss you from your places here. The separation is inevitable, the extent of it depends upon you. We are always here to welcome you with glad hands and voices; can you not bridge the chasm by reaching out to us? Just as surely now, as formerly in the classrooms, we are waiting to help you.

That our aid may be more concrete, we are offering next year to all alumni and former students a correspondence service of advice and suggestions. Write to "NORMAL SCHOOL HERALD" asking any educational questions which perplex you. The editor will make herself responsible for the distribution of these letters to the teachers who can best deal with the problems. Questions and answers of general interest will be published in the Herald, anonymously if so desired, that they may be of the widest service.

We ask for your hearty co-operation in this plan, for your faculty wishes to give you some tangible evidence of their constant interest in you and your work.

OPPORTUNITIES AT THE SHIPPENSBURG NORMAL DURING THE COMING YEAR

The Shippensburg Normal School (officially designated the Cumberland Valley State Normal School) has just closed the most successful school year in its history. All records were broken as 1094 students were in attendance. Of these 351 were men:—a remarkable showing. In order to accommodate this large enrollment of students it was necessary for three hundred to room outside the school dormitories though boarding at the school. All available space, including manual training and stock rooms were used for recitation purposes.

While we may congratulate ourselves on this record, we frankly state our position in regard to the size of a Normal School. We believe the best work can be done in a Normal School when its attendance does not exceed 600 students. It is then possible for the faculty to know every student personally and for the students to know one another. There is then no overcrowding of classes with the resulting lecture methods of teaching. With an attendance of 600 it is possible to have many of the home conditions so necessary to real enjoyment of student life. There is also present the fine school spirit that should characterize the work of any institution. As a result we shall try to limit our attendance to 600 during the coming year, so that we may realize the ideals at which we are aiming. We shall stress the following points during the coming year.

THE SOCIAL LIFE OF THE STUDENT. We have long believed that the school should be a preparation for the actual every day life into which the student must go on leaving school. The school, therefore, should anticipate these social situations and train for them. We believe in having young people meet on the campus, in the monthly school socials that are given under faculty supervision and on other suitable occasions. They must be trained in the social life of which they are so soon to be a part. We encourage our students to take an active part in the work of the Literary Societies, in the Y. M. and Y. W. C. A., the Press Club, the Dramatic Club, the Arts and Crafts Club and other similar organizations; for in no other way can they be trained for leadership so successfully. Those who have musical ability are invited to join the School Orchestra, the Girls' Choral Society (or the Boys' Glee Club), the Glee Club of the Normal or the Philo Literary Society.

We encourage clean athletics as we have found that clean sport makes for clean living. We have made fine records in foot ball, basket ball, and base ball and we shall give much attention to track and field events next year. The girls take an active interest in hockey, basket ball and girls' base ball. The Girls Athletic Association is a very active organization and promotes hiking, bicycling, tennis and other sports. We expect to lay out four more tennis courts during the next year. The effect of this social life has been very beneficial upon the student body. Our standards of scholarship have been raised and a high type of moral conduct developed.

REASONABLE RATES. We believe especially in times of business depression that it is our duty to keep our rates for boarding, etc. as low as possible. We charge but \$6.00 a week for boarding, furnished room, heat, light and laundry, including also the services of a trained nurse, when necessary. The registration fee of five dollars is payable when a room is reserved. There are two fees of \$7.50, one payable each semester, covering the cost of admission to games, lectures, concerts, etc. Thus the entire cost of all the above items is \$236.00 for the school year of 36 weeks. We are able to furnish a high type of boarding at this rate.

A THOROUGHLY MODERN EQUIPMENT. Thanks to the liberality of the State and excellent financiering on the part of the school officials, we

will be able to make the following additions and improvements in our plant:—Modern lavatories in all parts of the buildings, hard wood floors in all class rooms, replastered and redecorated hallways, chapel redecorated, reception room enlarged and refurnished, bowling alley rebuilt and re-equipped, four new tennis courts provided, a running track laid out, new garage erected, school greenhouse installed for use of biological department and training school provided with new and up-to-date furniture. When these are added to the other equipment secured during the past year, the school will stand out as a model of what a Normal School should be in equipment.

LETTER TO HIGH SCHOOL GRADUATES

Dear Friends:

Last year we congratulated ourselves on the fact that our advanced enrollment contained the largest number of high school graduates that we had had in our history. But even that record has gone glimmering in comparison with the present. Everything indicates much the largest enrollment of high school graduates in September that we have ever had. The Normal School makes an appeal that was never possible before. Teaching has at last come to its own, for now it may fairly challenge comparison with other occupations in length of term, salary paid, and opportunity offered. The public, too, is coming to realize the value of trained teachers and will continue to demand them in increasing numbers.

In times of business depression the need of teachers is greater than ever, for the attendance of pupils in the public schools is larger than than at other times; hence the teacher is assured of a permanent position. Then too, so great is the demand for trained teachers that we can not furnish Superintendents enough graduates. We have many requests that we cannot fill for teachers who have taken the primary and intermediate work. The call for young men who can teach several subjects in Junior or Senior High School and assist in Athletics is so great that we can not meet it. We could place three or four times as many graduates in rural work as are available.

My young friends; you have just completed your high school course and you are looking about for an opening that will pay you a living wage and at the same time give you an opportunity for service. where can you find a better opening than in teaching? Under recent legislation the salaries of teachers will go steadily upward. In a large majority of cases a steady increment is assured; the term has been lengthened and the work made more attractive. Remember too, that while business has its periodical seasons of depression, during which it is necessary for business firms to lay off thousands of young men and women, teaching has no such periods. As the population increases, more and more teachers are required and everywhere there are splendid openings to the ambitious, earnest young man and woman.

We have tried to make it worth while for young people to come to our school. We have kept our rates for boarding as low as they can possibly be kept while furnishing good, substantial, appetizing meals. Remember that \$216.00 pays for boarding, furnished room, heat, light, laundry and nurse's services, when necessary, for the entire school year. I shall be glad to hear from you if you are interested in the opportunities open to you at our school. We are always glad to have you visit us and to see for yourselves just what we can offer you.

DO MEN GO TO NORMAL SCHOOL?

The above query so often heard causes those connected with the Shippensburg Normal to smile for to them it would be almost as pertinent to ask, "Do Women go to Normal School?" Here we take it as a matter of course that men go to Normal School. Why not? 351 *men* were in attendance here this year as against 204 last year. In 1913, 105 men were enrolled. Nine years later the number has increased more than 300 per cent. The truth is men are coming to us in increasing numbers. Go into our class rooms, into the literary society, notice the groups on the campus, and note particularly, the crowds of men taking part in athletic sports of various kinds.

With the great demand for men as teachers—a demand that we can not meet—we look forward to a still larger attendance of men at our school.

ADVANCED ENROLLMENT FOR 1922-1923

So great has been the demand for rooms in our dormitories during the past two years, that we have required the payment of an enrollment fee when a room is assigned. At this writing the rooms in our dormitories are being rapidly assigned and appearances indicate that in spite of the larger number that will be available next year, we shall not be able to accommodate late comers with rooms. The enrollment of men is twice as large as on previous years at this date (July 1st). All who expect to come to us as boarding students should send the five dollar enrollment fee at once, so that a room may be reserved. In case a student is unable to come, the registration fee will be returned if request is made prior to Sept. 2nd. After that date the fee will not be returned.

ATHLETIC ACTIVITIES DURING THE YEAR

As noted elsewhere many changes and improvements will be made during the coming year in physical activities at our school. We shall start out by adding Miss Heffernan, who made so fine a record during the spring and summer sessions as a teacher of health education, to our teaching staff.

Plans are under way to drain the entire athletic field so that more space will be available for games. A running track will be laid out during the summer or early fall; the foot ball and hockey fields will be so arranged as not to overlap; at least four new tennis courts will be prepared; the bowling alley in the gymnasium will be thoroughly overhauled and a number of other minor improvements made.

Prof. Sharadin believes that he will have a strong foot ball team. He realizes that it will be hard to replace Hoerner, King and Mellott who were in the graduating class, but he has learned that a number of good men are coming in who have made good records on high school teams. The girl's hockey and basket ball teams should be the strongest we have ever had. Everything points to an interesting year in athletics.

CHANGES IN THE FACULTY

It is inevitable that there should be changes every year in a faculty of forty-two members. Only a few of the all-year faculty will be absent next year, but among them will be two whose absence will be noted with special regret: Misses Mayberry and Clever. Miss Mayberry after four years of service retires to go into a home of her own.

Miss Mayberry has proved herself not only an efficient teacher, but a sincere helpful counsellor of the girls of the school as Dean of Women. While we regret the loss of Miss Mayberry we wish her all possible happiness and rejoice that she is to make her home in Shippensburg. Miss Clever leaves us after three years of splendid work in English. She finds it necessary to leave us because of illness in her home. Miss Clever has proved herself an inspiring teacher of her subject:—one who vitalized the work of composition. All will unite in best wishes to her.

Prof. L. W. Rice, who filled Prof. Shearer's place very satisfactorily during the latter's leave of absence, will take special work in New York City during the summer. Next year he will fill the Department of History and Civics in the high school of Irvington, N. J. Prof. Rice was married immediately after leaving us. The Herald joins his numerous friends in extending congratulations and best wishes to him and his bride.

Miss Bausch of the French Department has been granted leave of absence for one year to take advanced work at Brywn Mawr College. We are glad that Miss Bausch will return to us in the summer of 1923 to continue the work in which she has made so fine a record.

Miss Cullen, Assistant in Art, and Miss Kirk, Assistant in English, leave us with the kindest regards of all who were associated with them.

Miss Disert who was with us during the second semester and the Summer session will take a position in the Department of Education in Wilson College.

Prof. English of the Spring and Summer faculty will be in charge of the schools of Royersford, Pa.

Three of the faculty who were with us during the Spring and Summer will remain:—Prof. L. E. Smith, who will be Director of Extension work, Miss Loretto Heffernan, who will fill the position of Assistant in Health Education and Prof. Levi Gilbert, who will serve as Dean of Men and Assistant in Science.

The teaching staff and entire student body will unite in welcoming back to Normal, Prof. S. S. Shearer, who has made a remarkable record as a graduate student during the past year at Chicago University. Prof. Shearer's work has attracted the attention of men from other institutions and he has received flattering offers from several colleges. We are particularly happy because he has decided to return to us as head of the Science Department. We know that his classes will be thronged with students who have learned how interesting biological science can be made when taught by a great teacher.

We welcome to our faculty Miss Edna Arnold of Weston, W. Va., as Dean of Women. Miss Arnold is a cultured woman of wide experience as a teacher. She comes to us well qualified for her work as Dean, because of similar experience in the University of West Virginia. Those who know her are emphatic in their praise. She made a visit to us before accepting the position and created a most favorable impression on all with whom she came into contact.

Prof. Thomas J. Pennington, formerly of Kansas but more recently of New York City where he has taken his Masters Degree at Columbia University, will come to us as a teacher of English. Prof. Pennington has been trained in Normal School work and has had a wide experience as a teacher. He comes to us with the strong endorsement of the Columbia faculty under whom he worked.

In addition to the above named teachers, two additional teachers will be added to the Training School Department and one in the English Department. We believe the faculty of next year will be found to be the strongest assembled in the history of the school.

THE SUMMER TERM

The Summer Session is well under way at this writing. Our attendance will settle somewhere between 560 and 700. The outstanding fact about our enrollment is that nearly ninety per cent of the students are, or at least would be under ordinary circumstances, boarding students. All who could arrange to enroll as day students were encouraged to do so as our rooming and boarding departments were taxed to their uttermost.

Miss McWilliams and her assistants have handled the boarding proposition by serving breakfast and lunch cafeteria fashion and serving two dinners, at 5 o'clock and 6 o'clock.

All the regular and spring term members of the faculty are here for the summer term except Prof. Rice and Misses Cullen, Kirk, Robb and Snively. The Summer Term students are a fine body:—interested and alert and as a whole one of the finest groups of students that have ever been at the Normal.

PRINCIPAL'S LETTER TO THE ALUMNI

Dear Friends:

Our Commencement season was unusually attractive this year; not only because of the large class that was graduated, but chiefly, I believe, because of the "homey" atmosphere that characterized the entire week. We regret that because of the very large attendance, it was not possible for us to accommodate the graduates with rooms during their stay with us. Unfortunately, too, it was not possible to have the parents of the graduates house with us. However, everybody entered good-naturedly into the spirit of Commencement. We were particularly gratified to notice that in spite of the fact that we had no pageant to exhibit this year and that our exercises were of the common-every-year type, large numbers journeyed to Normal to take part in the various numbers of the program. The Class Day exercises were unusually good. In fact, the class could not have chosen better representatives than those who addressed the large crowds present on Class Day.

The Alumni procession was much larger than we had anticipated. The only noticeable falling off was in the attendance of the earlier classes. Probably not more than 100 of the first seventeen classes were present, but the class of '92, was represented by forty of its members and the later classes enrolled a large per centage of their membership. If the procession did not represent the variegated colors displayed last year, there was no lack of enthusiasm. Class yells were given and class songs sung with a vigor and even a tunefulness that belied the catalogue statements as to the age of the shouters and singers. The reunion classes held their meetings as usual and reports indicate that nearly all were pleased at the number of classmates who turned out at the reunions. Only one of the reunion classes failed in point of numbers and this was due to the failure of the President to appoint his committees in time to secure satisfactory results.

During the past year, I have been able to visit a number of County and City Reunions and Banquets. I wish it were possible for everyone to belong to one of these associations. It is worth while for us to get

together frequently and to sit around a banquet table at least once a year and swap reminiscences with our neighbors.

Elsewhere in the Herald the material growth of our Alma Mater has been stressed. It seems hardly possible to those who remember the school when its attendance was less than 300 to realize that during the past year 1094 different students were in attendance.

If any of us hoped that the Cumberland Valley Normal School would become one of the large Normal Schools of the State, that ambition has been more than realized. But I trust you will agree with me that there are more important things for us than growth in numbers. We are anxious to have 600 strong young men and women with us during the coming year. The eight month school term makes another Spring Term of nine weeks impossible. This will avoid the coming in of large crowds for the nine weeks spring term and will make it possible for us to keep the school at the six hundred mark. We want all of you to continue to help us secure strong and efficient young men and women from your community. You can render no better service to us and to the State than to use your influence in persuading those whom you have reason to believe would make satisfactory teachers to come to us. We shall try to make them feel at home with us and to convince them that they have made no mistake in coming to the school that you recommended. We realize that the continued growth and prosperity of the school has been made possible through your unfailing loyalty. We want you to keep in close touch with us in every possible way. If we can serve you in any way in helping you get a better position, don't hesitate to call on us. We want you to inform us of your work from time to time, so that we may share the good news with your friends through the Alumni column. The teacher is at last coming to his own. Let us prove that it was worth while for the State to raise the standards and increase the salaries of teachers, by making the coming year the best and most successful year in our history.

With best wishes, I am

Fraternally yours,

EZRA LEHMAN, '89.

Commencement Season at the Normal

SENIOR BANQUET

The 1922 Commencement season at Shippensburg Normal opened with the banquet to the senior class by the faculty and board of trustees. Miss McWilliams, school dietician, arranged an unusually inviting menu for this occasion. At the conclusion of the banquet Dr. Lehman acting as toastmaster introduced the speakers who responded to the following toasts: "The Door to Success is Labeled 'Push'," Chas. Warren, President of class; "The Third Rail," Roy Dibert, class orator; "Now and Then," Prof. L. C. Krebs; "Personality," Mary Snively; "Ships That Pass in the Night," Myrtle Mayberry; "The Trustees," Hon. Quinn T. Mickey. At the conclusion of the toasts all joined in singing "Almer Mater" and Auld Lang Syne."

BACCALAUREATE SERVICES

The baccalaureate services were held Sunday at 8 p. m. The class occupied the front part of the chapel and the ministers of the town with Dr. Lehman had seats upon the rostrum. The invocation was given by Rev. R. S. Bowers of the Memorial Lutheran Church; followed by scripture reading, Joshua 1:1-9, by Rev. H. E. Crow of the Methodist Church; after which the Girl's Choral Society rendered Rosini's "Charity." Rev. H. D. Emmert of the Church of the Brethren, offered prayer and a quartette consisting of Messrs. Hoerner, Schwartz, Means and Croft sang "The Glory of His Name." The baccalaureate sermon was delivered by Rev. Robert Bagnell, D. D., Ph. D., of Grace Methodist Episcopal Church, Harrisburg. His theme was "God's Call to Heroism." The address was an earnest, inspiring message to the young men and women. The speaker emphasized the difficulties as well as the opportunities that awaited the graduates. He stressed also the heroism of private life as manifested in the uncomplaining ability of men and women to play a man's or a woman's part in the work of the world. The hymn "Onward Christian Soldiers," was used as a recessional and the benediction was pronounced by Rev. J. B. Crawford of the Middle Spring Presbyterian Church.

CLASS DAY ADDRESS

Monday at 10 a. m. Prof. L. C. Krebs delivered his address to the senior class. His subject was "The Telescope." At the conclusion of his address the president of the class called Prof. Krebs and Mary Snively, the class deans, to the front and presented them with suitable tokens of the regard of the class for their services.

MUSICALE

The musical program rendered Monday night was one of the finest ever presented at the Normal School. Miss Wright's students furnished the major part of the program. The vocal and instrumental selections

were pleasingly interspersed. The following persons were on the program: Zota Rice, Garnette Frye, Hazel Frye, Mary Nesbit, Laura Weibley, Viola Shuler, John Neill, Kathryn Hazelet, Marian Rummel, Janet Shearer, Orville Fox, Harry Markley, Mildred Shambaugh, Maude Nesbit, Ira Knepper, Mildred Smith, Eleanor Addams.

CLASS DAY

The big event of commencement week is Class Day. The exercises were largely attended by the friends and relatives of the graduates who came from all parts of the State. Updegrove's Orchestra furnished the music. The exercises opened with the president's address by Charles Warren of Shippensburg. After a few words of welcome Mr. Warren mentioned the many advantages which the school had offered for mental, physical and moral development. He said that opportunity did not come, but had to be sought and that what to one person might appear to be an utter impossibility and unsurmountable difficulty, might to another be looked upon as a great opportunity. The man who waits for opportunity to find him is usually a failure, while the person who makes his opportunities is on the road to success.

Roy Dibert of Pavia, delivered the class oration. His theme was "Democracy." The speaker said "The old idea had prevailed in Germany, Austria and Turkey that kings possessed a divine right to rule. These countries fought the battles of imperialism and lost. Let us hope that out of the present world contentions there may come a greater consciousness of the value of democracy; a realization that democracy is a thing born, not out of the struggle of opposing interests and clashing prejudices but out of the body of common opinion and mutual feelings."

Mildred K. Warncke of Treichlers, Pa., was class historian. She brought out in an interesting manner the most important accomplishments of the class since they enrolled as freshmen four years ago. The history was presented in four chapters, each including the most important events of a school year. The class had been unusually successful in many lines of endeavor and the history revealed a marked degree of growth from beginning to end.

The mantle oration was delivered by Wimbert Neely of New Oxford, Pa., who spoke on "The Value of an Ideal." A high ideal is essential to success in life. America has always been faithful to her ideal of liberty and justice. At the close of his address the speaker presented the mantle of the class of 1922 to Mary Goodyear of the junior class. Miss Goodyear, in accepting, spoke of the responsibilities symbolized by it and pledged her class to carry on the work and ideals of the school.

The class will was read by Catherine Weaver of Macungie, Pa. Miss Weaver's bequests departed somewhat from the conventional type usually found in class wills. Her handling of the theme showed that Miss Weaver appreciated and took advantage of all the humerous possibilities open to her.

Arthur Green of Munson, Pa., was the ivy orator. After speaking

of the significance of the ivy he joined with his classmates in planting the ivy near the entrance to the Training School.

The class song was then sung. This was the composition of Charles Hoerner of Hummelstown.

ALUMNI RALLY

The alumni procession is one of the important features of the commencement season. Though the attendance this year did not compare with that of last year when 6000 persons, including more than 1000 alumni were present to commemorate the 50th anniversary of the laying of the corner stone of the main building, there was a fine turnout of representatives of all classes. The classes of '82, '92, '97, '02, '12, and '20, held reunions followed by banquets.

Dr. Lehman, principal of the school, welcomed the Alumni. He spoke of the remarkable growth of the school during the past 10 years. In 1912 there were 250 students in attendance. This year 1094 were enrolled. He also spoke of the contemplated improvements which will be made during the coming year. He called upon the Alumni to rally to the support of Superintendent of Public Instruction Dr. Thomas E. Finegan in the work that he is doing. He characterized the Finegan program as the most far reaching piece of educational work that had ever been attempted in Pennsylvania, to put first among the states of the union. He showed how little had actually been added to the financial burden of the people in carrying out a program that will give equal educational opportunity to every child in Pennsylvania.

Other speakers on the program were Dr. J. C. Devenney, '82, Harrisburg; Supt. J. C. Wagner, '92, Carlisle; Paul B. Faust, '12, Harrisburg, and S. W. Shearer, '20, Lewistown.

The following officers were elected for the ensuing year. President, G. Will Henry, '99, Penbrook, Pa.; Vice President, S. M. Stouffer, '12, Hanover, Pa.; Secretary, Myrtle Mayberry, '07, Shippensburg, Pa.; Treasurer, O. C. Bishop, Oberlin, Pa.

ALUMNI PLANS

A large, standing room only crowd was present in the Normal School chapel to witness the two plays—"The Traitor" by Percival Wilde and "The Old Peabody Pew" by Kate Douglas Wiggin on Tuesday evening. The first of these is a thrilling one-act play dealing with an event in the Boer War. The cast was made up of Wimbart Neely as Col. Anstruther, Ralph Heiges as Maj. MacLaren, Frank Eberly as Captain Grantham, Louis Dorian as Captain Parker, Hurn Diller as Captain Bates, George Wolf as Captain Willoughby, and Arthur Easterbrook as Lieutenant Edwards. The parts of the orderly and guard were taken by John Mountz and Charles Pyle.

"The Old Peabody Pew" is a quaint old talky play but with splendid opportunity for character portrayal. It was in marked contrast to the first play presented. Maud Keister was the reader and the other parts were taken by the following persons: Mrs. Baxter by Cleo Conner,

Mrs. Burbank by Catherine Weaver, Mrs. Miller by Dorothy Hosfeld, Mrs. Sargent by Catherine Kinzer, the Widow Bruzzel by Faye Martin, Lobelia Brewster by Esther Smith, Maria Sharp by Maeda Weicht, Nancy Wentworth by Tacie Zeigler and Justin Peabody by Andrew Sterner.

The performance netted more than \$200 for the Alumni Fund.

COMMENCEMENT EXERCISES

The chapel was crowded to its capacity on Wednesday morning to witness the closing exercises of the school year, the graduation of the large senior class. Rev. J. D. Lindsay of the Shippensburg Presbyterian Church, delivered the invocation after which Mildred Smith sang "Were My Song With Wings Provided."

The three commencement honor numbers were the recitation from Victor Hugo "Jean Valjean and the Bishop" by Helen Fisher of Greencastle; oration "A great City, Simplicity" by Roy Dibert of Pavia, and an essay "Alice Freeman Palmer and the Higher Education of Women" by Mary Funk of Shippensburg.

PRINCIPAL LEHMAN'S ADDRESS TO GRADUATES

The commencement address was then delivered by the Principal Dr. Ezra Lehman. His subject was "At the End of the Rainbow." Dr. Lehman spoke as follows:

Ladies and Gentlemen:

For a number of years past I have been privileged to address the graduating class at this institution on various subjects. I find that these have all been of an entirely practical character, dealing with the work of the teacher, his duties and his privileges. On this occasion, however, I have determined to give myself the privilege of speaking on a subject that has at least a poetic connotation especially when compared with most of the subjects upon which I have addressed previous classes. So I turn from such prosaic themes as "Campaigning for Pennsylvania" and "What a Teacher has a Right to Expect from a Community" to the more poetic one "At the End of the Rainbow." I chose this subject not because I deem this class less poetic than its predecessors and, therefore, more in need of idealistic appeal but because I realize that in times like these the members of the class will have the practical considerations of life thrust upon them before the sounds of farewell from school and classmates have died away from their ears. It is my hope that the rainbow ideals that they have cherished may not be too abruptly dissipated by the glaring light of actual life.

Members of the Graduating Class: Do you remember when you first saw the rainbow spanning the sky and were told by someone that if you would but journey to the end of that bow you would find pots of gold, great sums of money,—in short untold wealth?—or perhaps she who told you the story of faring forth may have said, as her clear eyes seemed to glimpse something beyond the ken of ordinary men and women. "You will find happiness at the end of the rainbow" and did you then

venture forth through the long lush grass while the rain was yet falling to be first at the end of that elusive bow—only to have it vanish from your sight with its end unnoted and its treasure uncharted?

Do you remember, too, that when you were just a little older and were handling some of the seemingly commonplace things of life in the physics or chemical laboratory, suddenly some of the secrets, the very arcana of life, were revealed to you. Then you discovered that when you took a triangular shaped piece of glass and allowed the sunlight to pass through it, a rainbow was born and its end lay at your feet. The impossible had come to pass! The rainbow was smaller, it is true than the one whose end you had sought as it stretched across the clouds, but just as perfectly formed in its prismatic colors.

Perhaps then you realized that every myth, every fairy story,—yes, every fable, was gloriously true when the mists and fogs were cleared away by the sunlight of God's universe. Did you also realize that the treasure, the success, the happiness for which you had longed lay at your feet?

And so, my young friends, on this your graduation day, I want you to believe that every wish you have formed and every hope you have entertained is already fulfilled or will be, when you realize that the end of the rainbow is even now where you are—and what is still more important—the end of the rainbow will move as you move and will be wherever you are. You have a right to everything that you find at the end of the bow. There will be no question of disputed possession, no court will issue injunction proceeding against you, provided—one thing only—you can bear the weight of the treasure on your own shoulders. What could be fairer than that—and yet let me warn you that thousands of men and women have failed to enjoy the treasure that they might have had because they were either unable or unwilling to carry it themselves.

It is a commonplace of psychology that every conscious act or endeavor originates in a desire for the possession of something—be it money, pleasure, power or fame. It is also a truism that the thing shall be sought for its ability to bring happiness to the possessor.

A few years ago you had completed a high school course here or in some other place. The goal toward which you had been striving had been reached, but the rainbow beckoned you and again you set forth. I know not what you sought at the end of the bow. It may have been merely a desire to do something,—to go on because you had not arrived at a stopping place that appealed to you. Thus you may have come to this school because it offered the path of least resistance. It was the nearest school to you and you could attend it with least expenditure of time and effort or it may be that you drifted into this institution because father, mother or brother or sister were graduates or former students or perhaps free tuition and lower rates made a strong appeal to you.

If these were the animating purposes of your course you have attained them. You have been spared the expenditure of large sums of money—you have kept what you might have expended under other con-

ditions. You are about to be graduated from the institution that enrolled your friends and relatives. You have your desire; you are at the end of the bow. But let me remind you, members of the class, that there has been nothing particularly noble in your achievement. The strength that comes from the exercise of mental and moral muscle is wanting for the fiber of our inner being is toughened and strengthened by use just as is the fiber of our physical being. A member of the faculty of a large eastern college has made a careful study of the lives and records of its graduates. It finds that only ten per cent. of those alumni who lived within a radius of ten miles of the college distinguished themselves in after life. On the other hand, twenty per cent. who lived within the next ten mile radius attained distinction. So in like manner he shows that as the distance that the student lived from the college increased, his chance of success increased, until at last he found that the percentage of students living more than 300 miles from the college who won places for themselves was seventy-five. He also shows that another important factor to be considered was the wealth of the student; the poorer the student the greater his chance of ultimate success.

I am well aware that a record of this kind is fair game for the columnist of the newspaper and that any one will be able to show that many other factors contribute to the apparent result. But I can not help pointing to the fact that there is nothing strained or unnatural in the conclusions reached. I have often wondered whether a survey of this school would not show that the student who was compelled to make financial sacrifice, who was compelled to make his own way, who travelled nine or ten miles every day, who chose to come here in the face of real hardship—had attained place and position not secured by the mass of those to whom attendance at school meant little sacrifice and practically no hardship.

But now the prize is yours, the end that you sought has been attained. You all receive the same certificate and yet you have paid different prices for it. Your certificate of graduation may resemble that given him or her who sits beside you and yet the two will not be identical—one has woven into it high endeavor. Into its fiber has gone the tested and tried web of mental growth the other is sham and shoddy, it represents work done by others, it is made of the pretenses of life rather than the realities. On its face it declares that its holder is a true man—a true woman, but its deceit will soon be revealed. Don't deceive yourselves, your diploma is worth just as much as you are—not a whit more. The seal of this institution placed upon the bit of paper that you receive may help you at the beginning to secure place and position but it won't keep you there. The world was never so critical as it is now. It was never so willing to pay for real worth, nor so unwilling to pay for sham.

At the end of the rainbow you bear away just as much treasure as your physical, mental and moral being can carry—not one scruple more.

Perhaps some of you looked forward to a season when you could earn more money as a teacher than you were earning. You believed that a time would come when the teacher should receive a salary more nearly

comparable with that received in other lines of endeavor. You hoped possibly rather than believed that this would come to pass at the end of the bow. Well it has come to pass. Your salaries will be larger than they ever were before. Your communities will pay more in teachers' salaries than they have ever paid. The teacher is beginning to be paid wages more nearly commensurate with those paid in other callings. But the public will measure and test you as it never tested teachers before—and it is right that it should do so. If it pays journeyman's wages it will not be satisfied with an apprentice's work. You have been trained to look upon teaching as a profession for which four years of high school study followed by at least two years of special training may properly be required. You have been encouraged to regard it as a calling, demanding continued growth and development. You have been instructed that your work will not be confined to your school room but that it will take in everything that makes for the good of your community. Consequently we expect to find you active in the work of the Church, the Sunday school, the Y. M. or Y. W. C. A., the Civic Club and every organization that makes for the good of the community. I have found that usually when a community is opposed to an increase in the salary of teachers its opposition is based on the notion that it will be required to pay a higher salary for the same type of teaching that it received when it paid a lower salary. Much of this opposition is therefore understandable, but higher salaries are justified only on the ground that to get better teachers we must pay better salaries—such salaries as will attract strong men and women. We believe that our boys and girls are entitled to the best teaching that can be given them—that the boy and the girl in the country are entitled to educational opportunities equal to those assured the pupils in the schools of the town. If you are not better teachers than the men and women who did not have your educational opportunities, you do not deserve the salary that you find awaiting you; but if you are live men and women, striving to make your communities better, to bring sweetness and light into the lives of your pupils, you will find that your record will be known in other places and that you will receive a compensation suited to your service.

Much of the unrest that has lately been so marked in teaching circles has been due to the fact that the community has been striving for a better or at least a different type of service. Boards of directors have not always chosen wisely or well; they have sometimes dismissed a superintendent or teacher because he had the courage to oppose tendencies that he believed unwise and to advocate progressive though unpopular policies.

The harm to the superintendent or teacher is temporary, but the loss to the district is hard to remedy. It is my belief that every really strong teacher eventually advances to the position for which he is qualified. You, my young friends will find just as much money at the end of the rainbow as you are able to carry,—in short, as you are worth.

Did any of you hope that you might find a magic wand at the end of your journey? A wand that would draw men and women to you;

that would make you respected, loved and sought after—that would in short make you a leader? Well—wonderful to say—it is found in the treasure chest that is yours—It is a wand that is always found at the end of every physical, intellectual or moral progress. On it is graven "To him who can."

My friends, there has never been a time when the world did not need a leader;—the vast majority of men and women are sluggards intellectually and morally. They do not want to think for themselves; they will sweat under burdens well nigh intolerable and will follow in the beaten tracks of former times rather than make new roads for themselves. They await the coming of the man or woman who will speak with the voice of authority or—alas that it should be so—of pretended authority. It listens to every one who speaks confidently or forcefully; hence the crowd is as likely to follow the pretender and the demagogue as the real leader;—perhaps even more likely because the former speaks with the utmost confidence on all matters, no matter how little he may know or how poor his judgment may be. Not even the wildest vagary in politics, education and religion has wanted for followers when a loud mouthed agitator appeared to advocate its adoption. But the fickle crowd usually turned upon its leader when it detected the unsoundness of his position. How different is the world's treatment of the real leader. It refuses at first to follow him since he speaks with modesty and deference. He holds out no promise that the thing that he advocates will be the golden panacea for all the ills of life. He does not flatter the crowd. He utters certain necessary truths that are often galling to the pride of the community. The presence and voice of the real leader invariably awakens the demagogue, who denounces the plans that would make for the betterment of the community—of the race. He flatters the voice of the crowd,—and the crowd denounces the man or woman who would lead it along the paths of progress. It attacks him cruelly, vilely. It insults him by questioning his honesty and sincerity. It ridicules his motives. It seeks to exile him, to drive him from public life—and when its passions are allowed full sway it sends him to death. Call the roll of the world's great intellectual and spiritual leaders, Savonarola, Luther, Wesley, Robert Emmet, Wendell Phillips. All suffered from the hatred of the mob. But the years pass and the men who hurled the stone or lighted the torch see with clear eye and undimmed vision the real worth of the leader they denounced and they erect monuments in his honor and hail him as one of the immortals.

And now my young friends, I want to pass quickly from these generalizations to a few specific applications to modern times. Do you aspire to leadership? I trust you do—for unless you want to stand in the front of your communities, you are not worthy the recognition that will soon be conferred upon you in the name of the state. There are just a few qualities that you must have: a backbone, not a mere collection of vertebrae strung together; a mind of your own not a phonograph reproducing impressions received from others; a will that is the captain of your soul. You must add to these good humor, tolerance for the

opinions of others, tact combined with firmness in asserting what you know to be right. You will need all of these to keep your poise when you are misunderstood, attacked, ridiculed, repulsed, but not defeated.

You have been enrolled in an army where every soldier is on picket duty; where you must work in many cases separate and apart from your fellows; where you must meet difficulties and discouragements alone and win. But you are not only soldiers in the educational army, you must be missionaries as well in the cause of education; but you must combine with your spirit of consecrated service, the business ability of the traveling salesman—for it will be your business to sell education to communities that need it but are ignorant of their needs. When communities in the Cumberland Valley, the Garden spot of Pennsylvania, with unsurpassed resources, defeat progressive school directors who are pledged to give the children of their district better teachers and better school accommodations; directors who realize that the dilapidated little one-room school building belongs to the age of the tallow candle and the rake reaper and should have passed with them; when these or other communities try to persuade a county superintendent to issue emergency certificates to inexperienced eighth grade school boys and girls so that it may be possible to fill the schools of the district with these and thereby save from ten to twenty-five dollars a month; when communities in this valley allow themselves to be misled into opposing the most progressive—far reaching educational program that this state has ever had;—when we face these conditions, we realize that there is a need for missionary work right at home, no need to go to Africa. Graduates of the Cumberland Valley State Normal School, what will be your attitude when you meet these situations in your communities? Will you stand up and be counted with those men and women who are pleading that every boy and girl in the most backwood mountain district in the State shall have educational opportunities equal to those given the boy or girl in Philadelphia or Pittsburgh? Will you stand with your faces toward the light, tactful and judicious in non-essentials, but uncompromising in the demand that the State shall continue its educational program just begun?

You must be leaders. You must not be narrowly partisan, but you must be in politics for the good of the children of the state. You will find men and women in your communities misinformed as to school affairs in Pennsylvania. Political demagogues have talked to them about great expenditures of money for education, but they have not explained that the total spent for our schools in 1911 was 26.2 cents out of every dollar of the general appropriation and in 1921, it was 26.3 cents. Certainly an increase of 1-10 cent in ten years, to give longer school terms, better qualified teachers, to raise Pennsylvania from its position of twenty-first among the States of the Union, is not an extravagance. During the same ten years the increase in expenditure for highways has doubled—for forestry trebled. These are worth all that we are paying for them but are they to be compared in importance with the education of the children of the Commonwealth.

To you men and women, citizens of this sovereign state, I also appeal. Your presence here attests your interest in the cause of education. You are the parents and friends of these young people. Will you not stand boldly forth and demand of those who seek to represent you at Harrisburg whether in the Executive or the Legislative branch of government, that they pledge themselves that they will support the educational program that has already done so much for our state; and that they will see to it that no matter what retrenchment may be necessary in other matters, the appropriation for public education shall not be cut a single dollar. You have a right to demand that every dollar expended shall secure a dollar's worth of improvement in our school system, but you must not allow yourselves to be misled into a policy of opposition to the greatest educational advance ever made in our State.

Members of the Graduating Class: Here is the opportunity for leadership that you have sought. "To Him Who Can." Are you fitly trained for the opportunity that now is yours? Do you have the ability that comes from a serious study of great problems, the strength that comes from a constant exercise of your moral muscle? If so, "You Can."

The members of the faculty have counseled you in the work of your literary societies, in your debates, in your various types of social service. Are you ready to step into the captaincy that now awaits you? If so, the ideal that you have sought will be realized at the end of the bow that lies at your feet.

And now finally what can I say to you members of the class of 1922 that has not been said on occasions like these to other classes? Class succeeds class in a constant procession. Others will step into your places just as you stepped into the places of those who preceded you. You bear the certificate carrying certain privileges, just as did those who occupied your places on this rostrum in the years that have passed. Yet in this seeming similarity, the members of the faculty, who have watched the classes come and go, will be able to point out striking diversities. Every class has a personality of its own—and if recognizing this fact, I were to characterize you as you appear to me, I would say that while you may not have furnished as many honor group students as some other classes or as many outstanding young men and women in various fields of endeavor, your teachers will watch your progress with great interest because you number among you a group who have learned to think for themselves, who have initiative and a type of executive ability that should enable this class to furnish the world with leaders of whom this institution may be proud in the years to come. We shall watch your progress. You have been given more professional training than other classes and it is fortunate that you have been thus trained for the world will demand more of you than it has demanded of your predecessors. You step into the active life of the world at a time when every theory is being tested and tried. You must prove to the world that the best investment it can make is in highly trained consecrated manhood and womanhood. You will be discouraged at times as you struggle alone, misunderstood and

seemingly unappreciated. Let me say to you that at such times, I trust the ideals of the old school, the teaching of the class room—but still more the lives of the men and women who have been your councillors and advisors may appeal to you and cause you to live worthy of the best that is in you. Don't give up your ideals even if you go into the most backward school of your county. Remember that in the score or more of children who gather around you there are potential leaders groping toward the light. Be it yours to raise the curtains that shut out life's wide stretching horizon and to bring that message greater than any radio call from the clouds, the sympathetic appeal of an earnest sincere man or woman to the best instincts and the noblest impulses in the hidden recesses of the child's brain.

In conclusion, don't fail to continue to be students. Know books—and men and women, keep in touch with the work that great teachers are doing. And above all don't fail to sit at the feet of the Great Teacher—who taught as never man taught; who glorified childhood and gave a splendor and a meaning to life that has lifted the labor of the teacher above that of any craftman or artificer.

Do you seek the treasure at the end of the rainbow?
Behold it is here!"

Dr. Lehman's address was followed by the commencement chorus "Daybreak" after which certificates of graduation were awarded to 123 members of the graduating class.

The winner of the 1908 prize for the highest scholastic record of a four year student was Frances Brenneman of Mechanicsburg, with honorable mention of Ralph E. Heiges of Shippensburg. The winner of the 1916 Public Speaking Contest was Maud P. Keister of New Cumberland, with honorable mention of Mary C. Hoover, Harrisburg, and Harold G. Ritz, Lashley.

Prizes of books for excellence in debating were awarded Wimbart Neely, New Oxford, and Florence Davis, Harrisburg.

The prize offered by the Girl's Athletic Association for the greatest number of credits earned by a girl student was won by Grace Henry of Clear Ridge.

Dr. Lehman reviewed briefly the work of the past year with its record breaking attendance of 1094 students. He spoke of the improvements that will be made in the athletic field, that will result in the addition of a number of extra tennis courts, a running track, the re-arrangement of the baseball, football and hockey fields, the equipment of a new bowling alley in the gymnasium, the building of a large school garage and the introduction of a number of improvements in the dormitories that will add much to the comfort of all students.

PRESENTATION BY CLASS OF 1920

A pleasing number of the Commencement Exercises was one that was not listed on the program. Mr. S. W. Shearer the President of the Class, presented a gift of one hundred dollars to the Principal on behalf

of his class. The only stipulation in connection with the gift was that it be spent in further equipping the Infirmary.

The class of 1920 is to be especially commended for collecting this sum and thus making it at once available.

When the money pledged by the Classes of 1918 and 1919 is received, the Infirmary will be equipped in a manner that will make it among the finest in the State.

TRAINING SCHOOL COMMENCEMENT

The Training School Commencement was one of the pleasing events that marked the close of the school term. No prouder class ever received diplomas than the twenty-five young people of the ninth grade, and hardly would any one venture to say that any class was more deserving. The Normal School chapel was beautifully decorated and filled with admiring parents and friends of the graduates.—Also with the directors of the training school who gave so richly of their time, and patience for these young people witnessed the event with much real joy and satisfaction, and not the least was the pleasure of the student teachers who for the first time had the experience of seeing the graduation of boys and girls whom they taught.

A very appropriate program was very beautifully rendered. The stiltedness and accustomed formalities not to say the sameness so much in evidence in the usual graduation exercises were pleasingly absent. The occasion was fresh with originality and ideas intended to instruct as well as to entertain. The commencement address was made by Prof. J. K. Stewart of the Normal School. Prof. Stewart in his own clear and forceful manner spoke on the subject "Things that Count". His address was full of wholesome suggestions and good advice. It was especially pleasing also to have Dr. Lehman with us to present the diplomas.

PROGRAM

Music	Orchestra
Essay.....	Problems of the Modern Girl.....Edith Kendig
Chorus	Junior High School Chorus
(a) Who Knows.....	West
(b) A Coming-Out Party.....	Spanish Melody
Reading..	The Play's the Thing..George Madden Martin, Katharine Main
Essay.....	What the Junior High School Means to a Community Lillian Eshelman
Oration.....	A Retrospect.....Arthur Mathna
Sextette.....	(a) The Song of the Gondolier....Arthur Edward Johnston
(b) Music Everywhere.....	Arthur Edward Johnston
Lillian Eshelman.....	Albert Weibley
Katharine Main.....	Lynn Angle
Ella Reese.....	Harry Koontz
Flower Oration.....	Vada Hoch
Class Song.....	Class

The Class Review.....	Nellie Duncan
Address to the Graduates.....	Things That Count.....Prof. J. K. Stewart
Presentation of Diplomas.....	Dr. Ezra Lehman
Music	Orchestra

CLASS ROLL.

Earle Angle	Lilian Eshleman
Lynn Angle	Ailine Goodhart
William Easterbrook	Vada Hoch
Graydon Fisher	Edythe Kendig
Robert Highlands	Gail Kendig
Harry Koontz	Katherine Main
Virgil Long	Ella Reese
Arthur Mathna	Gladys Rockwell
Benjamin Rosenberry	Viola Shope
Lester Watson	Nellie Warren
Albert Weibly	Miriam Whorley
Rachael Barbour	Nellie Wiseman
Nellie Duncan	

PITTSBURGH ALUMNI BANQUET

The Association of the C. V. S. N. S. held its twelfth annual banquet at the Hotel Chatham in Pittsburgh, on Friday evening, May 26th. Owing to the lateness of the date the attendance was small, but the twenty-one who were there enjoyed every minute of the time.

Dr. Lehman wrote us a very splendid and encouraging letter which carried our thoughts back to "old Normal" again. We were very glad to hear of the rapid growth of the school and rejoice in its success.

Mr. H. Frank Hare talked to us concerning the course at Normal.

We endorse the movement for vocational training and all feel that we must get behind it and push it all we can.

Plans were discussed for improving our association and a definite date was set for holding our banquet in the future. This date is the third Saturday in February.

The officers for the following year are: President, J. Frank Hare, '17; Vice President, J. M. Nycum, '97; Secretary Treasurer, Mary Oellig, '17.

ALUMNI PERSONALS

'97. Mr. W. W. Eisenhart is Superintendent of the schools of Tyrone.

'97. Mr. H. E. Freed has completed fifteen years teaching in the public schools of Philadelphia and writes us that to him the profession is as new and inspiring as ever.

'98. Mr. L. A. Burkholder is a druggist in Chester, Pa. His address is 1149 Edgemont Avenue.

'98. Mr. E. S. Stambaugh is a practicing physician in York.

'99. Mr. Frank L. Swigert is with the N. W. Ayer & Son, Advertising Headquarters, Philadelphia, Pa.

'01. Mr. C. E. Beam is engaged in the Real Estate business at Progress, Penna.

'01. Mr. A. E. Spangler, 2112 North Sixth Street, Harrisburg is proprietor of a large musical instrument house, which appears on his letter head as "The House of Musical Wonders". "Reddy writes us that he is always glad to get the Normal School Herald, as it brings back "Old Normal Times" to him.

'02. Prof. Ralph Jacoby who has been for a number of years Principal of the Mechanicsburg High School was elected Superintendent of Cumberland County at the recent election.

'02. Mr. L. A. Bosserman has recently been appointed Postmaster at Barnsboro, Pa. Besides this he is engaged in the coal business, banking business and newspaper business in the above town. We were sorry not to see him at the twentieth reunion here in June, as he wrote us some time ago that he expected to be here.

'05. We are pleased to note that Mr. W. Don Morton has recently been appointed General Agent of the Mutual Benefit Life Insurance Company at Sioux City, Iowa. His present address is 421-26 Frances Building. The Herald extends congratulations to Don on his promotion.

'06. Miss Mary McElroy is Assistant in the Domestic Science Department in the Ridgewood, N. J. schools. Her address is 37 West Ridgewood.

'07. Mr. Geo. W. Guyer, Scout Executive, at Rome, N. Y. was recently invited to make three addresses on Scouting at the Oswego State Normal School. The school is contemplating putting on a course in Scout Leadership for their men teachers, and Mr. Guyer was invited there to explain the matter to them.

'12. Miss Grace Keefer is engaged in the Insurance business in Middletown, Pa.

'13. Miss Gertrude Wolf sailed on June 19th from Montreal for a trip abroad. She expects to visit France, England and Scotland. The Herald extends best wishes for a delightful trip.

'14. Mr. Herbert W. Meckley was one of the honor men in the Junior class at Gettysburg College. Mr. Meckley was one of six in a class of eighty to receive this honor, and we know the Herald readers will be glad to learn of his success.

'15. Mrs. Marion Diehl Breese is located in Lowell, Michigan. She writes that she likes the town and is always glad to receive the Normal school Herald.

'16. Mr. J. Warren Maclay was elected President of the Bedford County Alumni Association at its meeting in March.

'16. Mr. Edgar Grove will teach next year in the schools of Hancock, N. Y., at a salary of \$2400.

'17. Miss Laura Nonnermacher is director of the Y. W. C. A. in Allentown.

CUPID'S COLUMN

Rice—Grayson. At Carlisle, Pa., June 20, 1922, by Dr. A. H. Hagerty, Prof. Lester W. Rice to Miss Margaret B. Greyson. Prof. Rice has been a teacher at Normal for the past two years. After September 1st they will reside at Irvington, N. J.

Maclay—Park. At Carlisle, Pa., June 2, 1922, by Dr. A. R. Steck, Mr. Robert Macclay, '17, to Miss Kathleen H. Park. Prof. Maclay is a member of the faculty at the Scotland Orphan School.

Doney—Beidel. At Millersburg, Pa., June 8, 1922, by Rev. C. A. Christ, Mr. Robert F. Doney to Miss M. Nell Beidel, '14. They will reside in Millersburg, Pa.

Good—Attick. At 258 North Front Street, Steelton, Pa., April 15, 1922, by Rev. A. R. Ayers, Dr. John L. Good, '08, to Miss Margaret Attick. They reside in New Cumberland, Pa.

Venable—Long. At Shippensburg, Pa., June 20, 1922, by Dr. J. L. Grimm, Rev. Charles Leslie Venable to Miss Vera J. Long, '17. They reside in Easton, Md., where Mr. Venable is pastor of the Grace Lutheran Church.

Wagner—Weagley. At Hagerstown, Md., June 20, 1922, by Dr. Scott R. Wagner, Prof. John C. Wagner '92, to Miss Alice M. Weagley. They reside in Carlisle, Pa., where Prof. Wagner is Superintendent of Schools.

Barner—Sleichter. At Mowersville, Pa., June 20, 1922, by Rev. C. H. Mundis, Mr. John L. Barner, '21, to Miss Helen C. Sleichter, '21.

Skelly—Collins. At Fayetteville, N. Y., June 15, 1922, by Rev. Frederick Frazer, Prof. Frank Clark Skelly, '15, to Miss Edwarda Collins.

Hopkins—Hoffman. At New Cumberland, March 21, 1922, Mr. Hobart Francis Hopkins to Miss Anna Jeanette Hoffman, '18. They reside at New Cumberland, Pa.

Cure—Frantz. At Harrisburg, Pa., May 6, 1922, by Dr. Ellis N. Cramer, Mr. John W. Cure to Miss Mary Frantz, '09.

Keister—Shenk. At Newville, Pa., Mr. Guy Keister to Miss Bertha Shenk, '19. They reside at Newville, Pa.

Sinsabaugh—Reeder. At Stratford, N. J., April 8, 1922, by Rev. E. J. Biggs, Mr. Grant Sinsabaugh to Miss Helen E. Reeder, '09. They reside at Irvington, N. J.

Shaw—Deardorff. At Gettysburg, Pa., August 30, 1921, Mr. Homer

Shaw to Miss Ruth E. Deardorff, '13. They reside at 1139 Victory Avenue, New Kensington, Pa.

Wright—Lytle. At Newville, December 22, 1921, by Rev. J. T. Penkins, Mr. William Wright to Miss Nellie Lytle, '13. They reside at Newville, Pa.

Watson—Eshelman. At Shippensburg, Pa., April 15, 1922, by Rev. D. J. Wetzel, Mr. Gerald M. Watson, '18, to Miss Marguerite Eshelman, '18.

Heilmann—Brown. At Brooklyn, N. Y., June 1, 1922, by Rev. Louis O. Rotnbach, Mr. Arthur G. Heilmann to Miss Helen H. Brown, '18. They reside at 605-A Decatur Street, Brooklyn, N. Y.

Stover—Donnelly. At Shippensburg, Pa., June 10, 1922, by Rev. R. S. Bowers, Mr. Howard Stover to Miss Eleanor Donnelly, '18. They reside in Hershey, Pa.

Burlew—Stimmel. At Port Royal, Pa., June 15, 1922, by Rev. F. Darwin Sutton, Mr. Alvin Burlew to Miss Margarette Stimmel, '18. They will reside in Lewistown, Pa.

Heck—Zeiders. At Mifflintown, Pa., June 22, 1922, by Rev. E. N. Morgan, Mr. Richard D. Heck to Miss Maybelle A. Zeiders, '17. They reside in Orbisonia, Pa.

Coleman—Weaver. At Milesburg, Pa., Mr. Harry C. Coleman, '20, to Miss Anna Catherine Weaver. They reside at Milesburg, Pa.

Culbertson—Brackbill. At Harrisburg, Pa., May 20, 1922, Mr. Wayne W. Culbertson to Miss Mary Brackbill, '19. They reside at Berwyn, Md.

Benfer—Bentz. At Lemoyne, Pa., June 24, 1922, by Rev. L. A. Bush, Mr. Raymond Benfer to Miss Nancy Bentz, '17. They reside in Marysville, Pa.

James—Stigers. At Warfordsburg, Pa., April 15, 1922, Mr. William B. James to Miss Marjorie Stigers. Mrs. James is a former student at Normal. They reside at Warfordsburg, Pa.

McClure—Conn. At Academia, Pa., June 15, by Rev. W. B. Kossack, Mr. Charles Alton McClure to Miss Mary C. Conn, '08. They reside at East Waterford, Pa.

Kimble—Hepburn. At Philadelphia, Pa., June 17, Mr. R. J. W. Kimble to Miss Floretta Hepburn. Mrs. Kimble was a student with us last year.

Chambley—Duncan. In the Little Church Around the Corner, New York City, June 30, Mr. Joseph Henry Chambley to Miss Margaret Isabel Duncan, '16. They will be at home after August 15, at Oxford Road, Brookline, Pa.

Maclay—Berger. At Chambersburg, Pa., July 14, by Rev. Gobrecht, Mr. John Mills Maclay, '18, to Miss Gertrude M. Berger. Mr Maclay is a teacher in the Chambersburg high school.

Graham—Mathews. At Valois, N. Y., July 11, Mr. Edward F. Graham to Miss Frances Iona Mathews. They reside at 625 Niagara St., Buffalo, N. Y. Prof. Graham was a teacher at the normal for several years.

Esh—Seldon. At Port Royal, Pa., June 17, Mr. Donald Esh to

Miss Reba Seldon. Mrs. Esh was a student at the normal for several terms.

Bradley—Small. In the Little Church Around the Corner, July 5, Mr. Thomas O. Bradley, '13, to Miss Margaret Small.

STORK COLUMN

Preston. At 220 North Second Street, Harrisburg, April 28th, 1922, to Mr. and Mrs. George W. Preston, a daughter, Pauline Reed Preston. Mrs. Preston was Miss Pauline Reed, '13.

McVitty. At Doylestown, Pa., January 15, 1922, to Mr. and Mrs. Norman B. McVitty, a son, William Robert McVitty. Mrs. McVitty was Miss Nellie B. Piper, '18.

Etter. At Shippensburg, Pa., April 23, 1922, to Dr. and Mrs. H. B. Etter, a son. Mrs. Etter was Miss Helen Stough, '18.

Reeder. At Shippensburg, Pa., April 23, 1922, to Mr. and Mrs. John Reeder, a daughter. Mr. Reeder graduated in the class of '04.

Heiser. At Carlisle, Pa., January 2, 1922, to Mr. and Mrs. Cal. Heiser, a son, Paul Eyster Heiser. Mrs. Heiser was Miss Jane Eyster, '08.

Charles. At Kellettville, Pa., April 10, 1922, to Mr. and Mrs. J. Paul Charles, a son, J. Scott Charles. Both Mr. and Mrs. Charles graduated in the class of '17.

Eldon. At 1741 North Thirteenth Street, Philadelphia, Pa., to Dr. and Mrs. James Eldon, a son. Dr. Eldon graduated in the class of '05.

Line. At Carlisle, July 10, to Dr. and Mrs. George Line a son. Dr. Line was a graduate of the class of 1905.

OBITUARY

KARMANY

Miss Anna E. Karmany, '80, died June 7, 1922. We take the following from a Harrisburg paper:

"Miss Anna E. Karmany, one of the first women notary publics in Dauphin county, and for the last 10 years assistant treasurer of the W. O. Hickok Manufacturing Company, died last Wednesday evening, June 7, in the Keystone Hospital. For the last 28 years she had been with the Hickok Company and during the World War was a notary public. She was an active member of the Messiah Lutheran Church. A sister Miss Laura Karmany, survives.

Funeral services were held at her home, 238 North street, Friday evening at 8 o'clock, the Rev. Dr. H. W. A. Hanson, officiating. Burial was made Saturday at Shippensburg."

HOLLAR

Mrs. Eleanor Tritt Hollar, '11, died April 30, 1922. We take the following from a Shippensburg paper:

"This community was greatly shocked Sunday morning, when it became known that Eleanor, wife of W. Carter Hollar, had departed this life at about three o'clock. Mrs. Hollar had been in Philadelphia with her baby, the latter receiving medical treatment at one of the Hospitals of that city, when she became ill with sore throat. Her husband who went down to see her, brought her home with him and placed her under the care of local physicians. Diphtheria developed and although everything possible was done to save her life, it was without avail.

Deceased was one of Shippensburg's most popular young women, a loving wife and mother, and one who was held in the highest esteem by all who knew her and her friends were numerous wherever she was known. She was a daughter of Mr. and Mrs. O. C. Tritt of Newville and was born on the home farm, about five miles east of Newville, June 25, 1892, thus being in the 30th year of her life. She was a graduate of the Newville High School and the C. V. S. N. S., and was a good Christian woman, a member of the Presbyterian church in which she was faithful and true. The survivors are her husband, one son, Lamar, and one daughter Anna Louise, the latter only about one year of age. Also by her parents, two sisters, Sarah and Louetta, and two brothers, Oliver and Scouller, all of Newville. The funeral was held Monday afternoon at 2 o'clock, her pastor, Rev. John D. Linsay, officiating. Interment was made in Spring Hill cemetery. The sincere and heartfelt sympathy of the entire community is extended to the bereaved survivors."

COBEAN

Mrs. Catherine Eichinger Cobean, '06, died June, 1922.

Mrs. Cobean died at her home in Altoona after a lingering illness. After her marriage she lived in Gettysburg for twelve years where her husband was a dentist. About two years ago the family moved to Altoona. She was survived by her husband and one son.

HAWBAKER

Mr. Omer Hawbaker, '12, died April 28, 1922. We take the following from a Waynesboro paper:

"Omar Hawbaker, son of Mr. and Mrs. David Hawbaker of Upton, died at 10 o'clock last Friday night at Denver, Colorado, death being due to spinal meningitis, following an attack of influenza. He was aged 31 years and was a member of the Lutheran Church at Waynesboro. He was a graduate of the Shippensburg Normal and of the Philadelphia College of Pharmacy and was a veteran of the World War. He is survived by his parents, six brothers and five sisters.

The body was brought to Upton for interment."

MEIXEL

Mr. Zac T. Meixel, '84, died June 11, 1922. For twenty-three years Mr. Meixel was a teacher in the schools in Harrisburg, Pa.

FILEY

Miss Belle Stewart Filey was an employe of the normal school for more than 35 years. We print the following tribute to her written by Mrs. Stewart:

NEWMAN

The friends of Prof. Newman were much distressed to learn of his death at West Chester. Prof. Newman was a former teacher at normal and was loved and respected by both teachers and students and his death comes as a loss to us.

We have the following account from a West Chester paper:

"At his home on South Walnut street, Prof. J. Frank Newman, dean of the West Chester State Normal School, slept his life away, about 10 o'clock yesterday morning. He was in his 44th year, and for about four years had been suffering from diabetes.

On the opening day of the Summer School for grade teachers, in the High School, about two weeks ago, he was present, but since then he had not been strong enough to leave the house. One week ago today he was down stairs for the last time.

Through all his illness, although he realized it was a losing fight, he displayed the greatest courage and continuous cheer. He continued his work in the Normal School office daily, and was greatly interested in doing everything possible for the students. At home he studied much and at odd times amused himself with handicraft, being an adept with tools. He made wren boxes for his son, and many knick-knacks about the house. As long as he was able to go about, he continued his work, dictating correspondence, until within a day or two of his death.

He had been a member of the faculty here for twelve years, teaching sciences, and for the past eight years had served as dean, making out the programmes for the students and helping the Seniors to find situations.

He was born in Fayetteville, Franklin county, and received his preparatory education at the Chambersburg Academy, afterward attending Gettysburg College, where he received the degree of Master of Arts. Later he attended the University of Pennsylvania, where he would have received the degree of Doctor of Science, in geography, geology and education in a short time, if his health had permitted. He belonged to the Episcopal Church and to the Blue Lodge, F. & A. M., in Shippensburg.

He is survived by his mother, who has been making her home here for some time, and also a brother, William Newman, in Waynesboro, and a sister, Mrs. Horace Harbourt, of Titisville, Pa.

He married Miss Maude Baldwin, of Harrisburg, who has been a wonderful help to him in his work, taking up his teaching when his work

as dean demanded all his time, and then doing his work as dean when he became too ill to look after the details himself. Her devotion and ability have given her a high place in the estimation of those who know her. They have one son, Franklin, a bright lad of four and a half years.

Classes in the two Summer Schools will be suspended during the hours of the funeral.

It has been arranged that the funeral services shall be conducted by Rev. Edward C. Ninde, pastor of the Methodist Episcopal Church, in the absence of Rev. John Mills Gilbert, pastor of the Church of the Holy Trinity, who is out of town. Acting pall bearers will be Prof. Charles E. Martz, Prof. C. Edward Hausknecht, Arja Hawley, John A. Kinneman, George S. Roberts, Trevor Roberts, all of the Normal School, and the other male members of the Faculty will serve as honorary bearers. These arrangements have been made after consultation with Dr. Andrew Thomas Smith, Principal of the school.

RHEA

Mrs. Martha Rhea who has been for the last year matron in the normal dining room died on July 3, at the home of her son in Harrisburg. Mrs. Rhea had been in failing health for some time but only recently was she compelled to give up her work at the normal. Her many friends will miss her very much.

HAIN

The normal friends were shocked last week to learn of the death of Ethel M. Hain of Newport, who had been a student with us during last year. Miss Hain was with some friends near Carlisle and fell from a cherry tree and fractured her spine. She was taken to the hospital and everything possible was done for her but nothing could save her and she passed away the next day.

IN MEMORIAM

"After a year of suffering from tuberculosis, Belle Stewart Filey passed quietly away on last Thursday morning in the old home of her father and mother just north of Shippensburg. Only two of the Filey family now are living, a brother and sister in Mt. Holly, Pa., Cumberland Co. Every one is born into the world to do some specific thing and do it better than any one else. Belle Filey was born to serve others. She began her domestic career in the home of Gen. Middlecoff and served him as long as he lived. She then came to the Normal School and for over 35 years was a faithful servant to this institution. She had various positions in the school, worked in the laundry, in the kitchen, matron to the girls; always at the post of duty, early in the morning, through rain, snow, heat, ever patient to the girls in sickness and health, carrying their meals and helping them generally. Many a girl that graduated in the past years will rise up and call her blessed. The fine old type of faithful service is fast disappearing and with the death of this old

lady one of the very best has gone to her long home and may her rest be long and sweet. She rests from her labors but her works do follow her in the minds and hearts of the many young ladies she served at the Normal School".

RESOLUTIONS ADOPTED BY CLASS OF 1912.

Verna Mauer Rogers died, February 20th, 1918, at Bellefonte, Pa.

Clara Shaffer, died July 1st, 1918, at Mont Alto, Pa.

Omar Hawbaker, died April 28th, 1922, at Denver, Colo.

With most profound sorrow we learned during the foregoing years of the death of these our beloved classmates.

From school days we bring tender memories of their genial companionship. In our reunion we are oppressed with a deep feeling of loneliness because of their absence. We know that they were appreciated and loved by their host of friends and admirers both before and after we knew them as members of our class.

We desire here to record our great sorrow and loss and to extend our deep sympathy to the family of each.

For the Class of 1912.

JAS. C. TROSTLE, Chairman.

ALPHA M. GILL.

J. OTIS CHARLES.

A CORRECTION

In the April issue of The Herald graphs were published to illustrate the article written about the administration of the Thorndike Intelligence Tests to the members of the Senior and the Junior classes of the school. There was a mistake made for which I alone am to blame. I gave directions for the preparation of the copies from which the photostats were made. These directions were followed exactly as given by me. Careful work had been done by the students in the class in Educational Psychology who submitted graphs of the data secured. The committee who selected the best work done chose that of the Misses Hilda Fahs and Marion Davis and Mr. Albert Childs. When the graphs were being prepared for the Herald it was found that there were some errors in one of the graphs done by Miss Davis. Miss Maud Keister kindly did the inking in India ink necessary and made the correct graphs needed, and, by my direction, put her name at the top of the corrected graph. The graph showing the scores of the Senior Boys is the work of Miss Davis, and to her full credit should have been given for that particular graph. Miss Keister made the graph of the scores of the Senior Girls and, in addition, inked all of the graphs except those made by Mr. Childs, and to her full credit should be given for her portion of the work.

CLARA L. ROBINSON.

TRAINING SCHOOL EXHIBIT

A delightful feature of the closing of the work of the first semester in the training school was an exhibit in which the work of the various subjects that were taught during the semester was placed on display in the different class rooms. Many ideas in teaching were expressed in the different specimens exhibited. Art, Arithmetic, Geography, History, English, Spelling, Writing, Hygiene, General Science, and Latin all had a place in the exhibit.

The exhibit was held on Thursday afternoon, February 2; at two-thirty the doors were opened for visitors and over 200 parents and friends passed through the building and observed the work on display. At three everybody gathered in the Assembly room, where a short exhibit was given in physical training under the direction of Esther Smith and Grace Henry. This was followed by an address to the patrons by Dr. Lehman, who spoke very appreciatively of the type of work that is being done in the training schools and pointed out advantages which our boys and girls have which are not enjoyed by children of other schools. Each visitor was served with cocoa and wafers by a group of teachers.

There was a three-fold aim in an exhibit of this kind; first, it offered an opportunity for motivation in the classroom; the children worked a number of weeks preparing for the exhibit and were anxious to make a good showing. In the second place it afforded an opportunity for the teachers to bring their work together at the close of the semester, and present it for inspection. Another worth-while purpose of the exhibit was the bringing of the parents together in a community meeting to inspect the work done by their children.

The following is a brief description of the work in Art, as exhibited.

EXHIBIT IN PRIMARY GROUP

The exhibit of the lower grades showed a wide range of subject matter and different media for expression. There was drawing first by means of splints in which the various activities of children were represented in the simplest manner possible, followed by pencil drawings of the same and this by the "filled or massed in" drawings of the same activities, and these, in turn, were followed by freehand cut-outs representing the same activities, which included games and sports and children's chores about the home. To draw is almost as natural for a child as to eat; by the above means the children are taught to present their ideas in a fairly intelligent manner.

The exhibit showed a correlation with other school subjects; for example, art was combined with hygiene in the small poster showing the happiness of carrots, turnips, pumpkins, potatoes, when the children ate them; these vegetables were represented with happy faces, arms and legs of sticks. In Geography the children of other lands were represented in typical colored dresses cut out of paper, mounted with a typical setting or background. Eskimo, Alaskan, Japanese, Dutch, and American costumes were planned in connection with the American clothes. Representation of

historical episodes were illustrated with drawings and cut out illustrations. Special days as Hallowe'en and Thanksgiving Day were remembered. Baskets and bowls of fruits were some of the Puritan pictures worked up in colored papers were made in connection with stories told about the origin of Thanksgiving Day. The seasons were represented with colored crayon pictures in some grades and cut-out pictures in others, the one in second grade being used as a calendar mount.

Work in construction was represented by paper toys, wagons, sleds, drums, candy baskets, many of which were employed as Christmas tree decorations. In these rooms were also shown the window decorations which the children made and with which all of the windows in the entire building were decorated throughout the month of December.

Booklets were constructed and decorated. The contents were designs from circles, squares, triangles, and combinations of these forms. Snowflakes, designed and cut out, formed another booklet. Good forms for mugs and bowls were represented with cut-outs from colored paper, simply decorated. An example of the study of worthwhile pictures was exhibited in two of the grades by means of the small picture, $3 \times 3\frac{1}{2}$ in second grade, $5\frac{1}{2} \times 8$ in third grade.

MILDRED A. PETERS, '22.

INTERMEDIATE GROUP

Fourth Grade

The art work of the fourth grade was a very interesting feature of the Training School exhibition. The mounted work filled the entire front wall. Those who saw it were very much pleased with the work done by the little fourth-grade children.

To those who were not here perhaps a conception can be given by describing the work. It can be divided into four distinct parts, cut-out work, crayon and pencil drawings, picture studies, and construction work.

The cut-out work was chiefly poster work. The aims in this work were always double. They not only teach the pupil to become more efficient and neat, but teach stories of history, etc. Some of the subjects of the posters were as follows: An Arbor Day poster, "Prevention of Forest Fires," a Hallowe'en poster, the "Landing of Columbus," a cut-out to teach design, showing one end of a room containing a chair, window, table with lamp and bowl of fruit artistically arranged; there was also a bowl and vase cut-out, special care having been given to the tops and bottoms of the bowl and vase, a study in ellipses. There were two other studies, a "Fall Hat Sale" and a "Forest Friend" poster.

In the crayon and pencil drawings the pupils made drawings of trees and of "stick" figures representing action. They also made a pencil drawing of the landing of Columbus.

In the picture studies the children mounted the small Perry pictures and studied them. The teacher, by questioning, helped them to get a clear meaning of the pictures. The stories of the lives of the artists and of the pictures were also studied.

Then in the construction work the pupils made pen wipers, blotters, napkin rings, paper cutters, and flower sticks. In making the napkin rings the pupils learned how to use raffia. They drew, painted, and cut out the birds for the flower sticks. The paper knives were whittled from pieces of wood and after being symmetrically shaped were sand-papered and enameled and small designs were painted on the handles.

In all the work special attention was given to artistic arrangement and harmonizing color schemes.

MAUDE E. NESBIT, '22.

Fifth Grade

The art exhibit for Fifth Grade was one main feature in the Training School exhibit. One end of the Fifth Grade room was taken up with the art display.

The work exhibited consisted of construction work, as card boxes made of oak-tag paper and decorated with cut-out designs; accordion books for post card views of Shippensburg; pen-wipers made from card-board which was covered and decorated with contrasting cut-out designs; and calendars for 1922, which made use of the small size of the Perry pictures. The pictures were "The Children of the Shell," by Murillo.

Posters made from a color study were both painted and cut out. The study was that of bowls with oranges and apples well grouped. These were very attractive and added a great deal to the exhibit. Blotters were made and decorated with a painted design with the word "Blotter" painted in the center.

There was an interesting correlation of art and English exhibited in a booklet the contents of which was a Hallowe'en story worked out in the English class with an appropriate cover worked out in the art class.

Those who saw the exhibit thought it a credit to the grade.

MARTHA MORNINGSTAR, '22.

Sixth Grade

The art exhibit in the Sixth Grade was a feature so outstanding that one's attention was drawn to it involuntarily. The display was varied in kind. Of constructive work there were two pieces of work, a stamp-case or book and a sandwich tray. The stamp-case was made from two tones of tan construction paper, cleverly decorated with cut-out designs. The sandwich trays were made of cornhusk twisted and sewed with raffia. There were pencil studies of various trees on the campus; these were well grouped and attractively arranged for pictorial effect.

The crayon studies in still life were attractive because of harmony both in form and color. One was an arrangement of peppers, red and green, with a brown stewing kettle, the other, apples shading from yellow to a rich orange with a bowl of two tones of blue.

The grade made its first acquaintance with water-color, employing it as a medium for Hallowe'en posters which were creditably executed for a first attempt. Color charts followed. Another attractive poster was one advertising gold fish; this was executed in colors with cut paper. Thanks-

giving Day suggested place cards with an appropriate design or decoration.

A study in still life (pitcher, bowl and plate) treated especially from the viewpoint of design, presented a pleasing harmony of color, variety, form, and good arrangement so that as a whole it was decidedly attractive. Falling snow and a white earth suggested a winter scene which was executed with colored crayons. Pose drawings of children were executed with pencil and later outlined with the brush and paint.

All of the work was mounted in such a way that color harmony was the key note of the exhibit. The work was of excellent type, showing neat and careful work from each pupil.

RUTH M. ALLEN, '22.

DOROTHY SLEICHTER, '22.

JUNIOR HIGH SCHOOL

Seventh Grade

GROCERY STORE

The children, after observing the grocery stores in town, decided that they would like to make a grocery store. First we took a wooden box and made it into the shape of a store and covered with light brown paper. Shelves were placed in the back and counters in the front covered with white paper. The children brought different vegetables from home; they used these vegetables as models and made similar objects out of plasticine. Some of the vegetables made were peas, beans, apples, peaches, pears, potatoes, etc. One of the boys suggested that they would like to have a candy counter and at once chocolate buds and bars were made. A little girl asked one day if it would be all right to make hams and frankforts and have one corner of the store for a meat market. "Side meat" and whole beeves were very cleverly shaped and hung on hooks made of wire.

After the vegetables were made the children discovered they had nothing in which to put them. One of the pupils suggested making barrels and boxes from oak-tag paper. Different kinds of cereals and canned goods were made in forms of little cans with advertisements from magazines posted on to represent real cans.

Everything was arranged except the prices. All the children tried to find out at home or in the stores at town the prices of each vegetable and of the canned goods. The store was arranged on a table with a foreground where a man was bringing a load of vegetables to the store. After all was complete the teacher introduced the toy money to the class and the children bought and sold the different articles. The price of various articles was placed upon the tags and the tags used as an advertisement. There were more real fractions used in the second grade in this work than are found in many lessons on fractions from a book.

Other projects in the second grade: Time tests every day; Armistice Day posters; Christmas gifts for mother—bags; Christmas gifts for father—calendars and match scratchers; hygiene: drills and games; vegetable poster and a new rhyme composed to suit the poster.

These fine vegetables came out one night
 And joined in a frolic of great delight.
 Friend potato headed the band,
 Followed by squash who counted the time
 And watched that the crowd all marched in straight line.

Carrot, turnip, and onion, too,
 Marched in line as all good vegetables do.
 The children cried with great delight,
 "You're our friends forever after to-night!
 We'll raise you or buy you and eat you for food,
 Which helps to make all children healthy and good.

MILDRED PETERS, '22.

GEOGRAPHY AND HISTORY

The sand table used as a project for geography and history in third grade proved very successful. During the first two weeks in December the children, when studying the "hot lands," worked out the desert scene very well. Palm trees and animals were made from oak-tag and manilla paper; colored crayons were used to touch up the cut-outs. The children brought moss, small pebbles, and sawdust to represent the oasis on a desert. As the Christmas season was near at hand, the children decided to portray the story of "The Three Wise Men," and with little extra work, such as making more animals, wise men, and town of Bethlehem, the work proved a success and was much enjoyed.

First grade children are particularly fond of paper-cutting. In connection with the hygiene taught in this grade, the pupils worked out a health booklet. As the lessons were developed, the children cut out the letters V, M, and T. Later, these were mounted on gray paper and under each letter was pasted a picture, as:

V—vegetable, beat and potato,
 M—milk, milk can,
 T—toothbrush and paste.

On the last page, children placed a cut-out of Wee Willie Winkie going to bed. The outside cover of the booklet was decorated with stick printing.

The following rhyme was learned by pupils:

"V is for vegetable better than meat,
 M is for milk, both wholesome and sweet,
 T is for toothbrush used after each meal,
 Go to bed early, for on the morrow you'll feel
 That all these health stories are as good as can be
 For each little child, like you and like me."

ESTHER SMITH, '22.

STORY BOOKS

The children of the first grade are very fond of the Mother Goose stories and especially do they like to dramatize them. We discovered that only a few owned any kind of story book, so each made a Mother Goose Story Book. We made the books as large as a printed book so it would be pleasing from the start. A large white goose was cut out and placed on the front cover. The children then cut from colored paper the pictures or cut-outs of Jack Be Nimble, Jack and Jill, Little Bo-Peep, Hickory Dickory Dock, Higgeldy Piggeldy and Little Miss Muffet. These were pasted attractively and the pages tied with raffia. The finished book was a surprising product from a first grade.

In several grades personal story books were made from old readers and magazines. A whole story was collected and put together with an outside cover decorated in an appropriate way and tied or clipped securely. Again, a story and one or more pieces of poetry the child had learned to like in an old reader were made the contents of another boy's story book. Each child made his own book, cut out the letters to show the name of the book and sometimes decorated it with a magazine picture. The pleasure was in being able to read confidently every story and having a book of his own.

Some of the current stories of the day may be preserved in this way. The third grade is making geography and history story books by cutting out some related stories from newspapers, old books, etc.

KATHRYN DANIELS, '22.

CLUB WORK IN THE INTERMEDIATE GRADES

Last year during Better English Week, the children of the sixth grade in the Training School found out that English Clubs had been formed in sixth grades of other towns. They imitated others and did likewise. Throughout the year club meetings were held and attractive programs given by the pupils. This year those children became Junior High people, and are continuing the good work of the club.

Several weeks had passed at the beginning of this school year when the children of the sixth grade asked for a club similar to the one of last year. The outcome of it was the organization of "The Good Citizens' Club." This motto was chosen: "Speak Correctly Each Day." A committee of three drew up the following Constitution, which was adopted by the club:

CONSTITUTION

ARTICLE I

This society shall be called the "Good Citizens' English Club of the Sixth Grade." Its motto will be "Speak Correctly Each Day."

ARTICLE II

OBJECT

The object of this club is to become better citizens by using better English.

ARTICLE III

OFFICERS

Section 1. The officers of this club shall be: President, Vice-President, Secretary, Treasurer, and Critic.

Section 2. Duties of Officers.

The President shall preside over the meetings, preserve order, announce results of elections, appoint committees, fill vacant offices, punish members who do not take their part in meetings.

The Vice-President shall preside over meetings in absence of the President and shall have all powers of a President.

The Secretary shall call the roll, read the minutes, take charge of the record book.

The Treasurer shall take charge of all money.

The Critic shall note all mistakes made in the meetings and shall place them on the board.

ARTICLE IV

PUNISHMENT

A fine of two cents should be imposed upon any member who is placed on the program, and does not fulfill his duties.

ARTICLE V

DUES

Each member of this club shall pay three cents dues at the beginning of each month.

ARTICLE VI

MEETINGS

The meetings of the Club shall be held once each week.

The club has been doing fine work. Each member is very willing to do what he can to become a better citizen. Their dues are paid regularly and there have been no fines. The money is used to help beautify the "club room." For instance, potted plants were bought to make the school room more attractive.

As the pupils were very much interested along the line of good citizenship, a "Good Citizenship" program was given at a public meeting of the club. The guests were the fourth and fifth grade pupils and teachers. The following are the minutes of the meeting:

The meeting of the Good Citizens' English Club was held in the Training School Assembly room on January 18, 1922.

The following program was given:

Call to order,

What Good Citizenship Is,

A Story of Lincoln and the Pig,

Three Stories,

What It Means to be Thrifty,

President

Josephine Barbaur

Nita Hockenberry

Evelyn Easterbrook,

Eliza Corbin,

Martha Angle

Melvin Burkholder

Original Proverb Stories,

Julia Koontz,
Fred Alexander,
Harry Nehf,
Melvin Burkholder,
Martha Angle

Pledge of Allegiance,
America,

Chester Railing
Club

There being no other business, the meeting adjourned upon motion.

EVELYN EASTERBROOK,,
Secretary Pro. Tem.

The club work that has been done and that will be done in the future by these children surely will help them to take their part in public life and to contribute to the various social and political activities of their communities and country.

Let us not think that club work is possible in only a few schools. Every school, whether rural or town, can be organized into a club. We as teachers can do much in training children to be good citizens through these real life organizations.

MARY L. SNIVELY, Director.
MAEDA K. WEICHT, '22.

CURRENT EVENTS CLUB

Both history and civics demand the most accurate study of the affairs of today. It is through the study of the events of the present, that the past made be made real to the pupils; that the pupil is given an insight into history in the making and is able to correlate present day problems with the past.

A study of current events gives excellent training in acquiring knowledge. It creates and sustains interest in history work; it gives opportunity to evaluate a magazine or newspaper article and decide upon its true worth; it develops in the pupils the power of expression and the ability to make themselves clear and interesting to companions; and finally after thorough training in current events work, the pupils will as citizens take an increased and active interest in civic and political affairs.

With the hope of realizing at least some of these objectives, the seventh, eighth, and ninth grades of the Junior High School have each organized a Current Events Club. The meeting is conducted entirely by the officers, who are elected by ballot. The teachers of civics and history serve as advisors. They do not act as censors, but, as leaders who are interested in the work of the club, attend its meetings, and help plan and execute the work.

At the beginning of the semester the advisors gave the members of the club lessons on "The Newspaper and What It Contains," and "How to Read a Newspaper." They urged the pupils to subscribe for individual copies of a small periodical on current events. They also secured the coöperation of the teachers of the art department in having the pupils make filing cases. These consisted of four large envelopes

sewed together to form a book, which was bound with covered and decorated cardboard back.

A simple filing system was devised. The pupils printed on each envelope a distinct label, "Local and State Affairs," "National Affairs," "Foreign Affairs," "Miscellaneous." When they had collected a number of clippings the advisors gave a lesson on filing. The pupil was told to write the source and date upon the clipping. Any article relating to national affairs was placed in the envelope containing that label. Each article was numbered in the order of entry and filed by printing the number and title upon the front of the envelope.

Sometimes these clippings were removed from the filing cases and pasted in history or geography notebooks following any notes which were entered upon the topic.

The clubs meet once a week. The President calls upon each pupil in turn. The pupil called upon rises, addresses the President, passes to the front of the room, and reports upon a topic. The other pupils are encouraged to ask questions or add further statements from other clippings upon the same topic. After all reports have been made, the pupils vote for the best current event. If it is a clipping, it is placed on the bulletin board.

The meeting is closed by a brief report by the critic, who has taken notes upon the work accomplished.

TEACHER ADVISORS

Ninth Grade—John Neil, Jerry Ashway, Wimbart Neely, Grace Henry.

Eighth Grade—Martha Morningstar, John Neely.

Seventh Grade—Reba Logan, Sterling King.

ALICE M. HUBER, Director.

BETTER ENGLISH CLUBS

These organizations emphasize the work in Oral English. The meetings are held every two weeks at the time of the class period. This club elects whatever officers it deems necessary, usually president, vice-president, secretary, and critic. The programs are planned by a committee of pupils in conjunction with the practice teacher, both under the general direction of the supervisor, who indicates the type of program to be given.

The following are the types of program which were given in the seventh grade during the first half of the first semester:

First Meeting—(a) Telling the Most Interesting Experience of My Summer Vacation; (b) Discussion of Plans for Bettering Our Every Day English.

Second Meeting—Columbus Program.

Third Meeting—Nature Discussion; (a) Why Should We Shoot the Squirrels and Rabbits? (b) Discussion of Game Laws.

Fourth Meeting—Dramatization of a Thanksgiving story.

The special reason for having used the first type of program was for the purpose of acquainting the teacher with the pupil's interests which is so essential to the successful teaching of English, and for the creating

of the proper social atmosphere. There has been in each of these groups of four programs one which gave full opportunity for the expression of real experiences. One of each group has been biographical. The ninth grade has had some very interesting programs on the lives of Kipling, O. Henry, Helen Keller, and Robert Burns. These programs were culminations of units of which in literature which were correlated with their work in composition, thus making the entire English program function. Others have been based upon interesting phases of science, invention, history or some other subject of the curriculum. A few given in the seventh and eighth grades were upon the legendary lore of various countries. The legends were told and their relation to the characteristics of the people of the countries from which they come was made clear, thus correlating with geography and history. In the ninth grade myths have been treated in the same way. The latter gives an appreciative background for later studies in literature.

A special feature of this club work which proved very beneficial to the pupils was the way in which the eighth and ninth grades assisted in the sale of Christmas seals. The pupils prepared from three to five minute speeches intended to arouse interest in the Christmas seal campaign among the pupils of the Training School. The Better English Club meeting was a try-out for the selection of the best speeches. The best eight speech-makers were each assigned to one of the grade rooms to launch the drive for the sale of Christmas seals. Some of the ninth grade girls showed unusual ability in adapting their speeches to the interests and appreciation of the primary children.

In the eighth grade club, another special feature of interest was carried out in connection with the reading of the King Arthur stories. The club was organized into a Round Table. A King Arthur was elected. The boys assumed the rôles of certain knights of whom they had read. The girls were the fair ladies who figured in the stories. In the composition classes stories of adventure were written by the knights, one of the fair maidens helping to form the plot. These were based upon things which knights could do to-day. "How Knights Were Made" was discussed. The vows and pledges were memorized. Then at a meeting of the club, one pupil gave an account of the origin of King Arthur's Round Table. King Arthur and one of the knights enacted the taking of the vow of knighthood. A scene showing a meeting of the Table Round was given. At this time the knights told the stories of adventure which they had written. The one which was voted best received a Medal of Honor.

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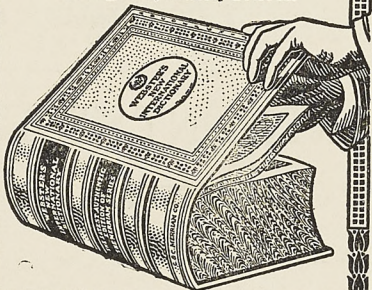
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