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The
Normal School
Herald

RURAL SCHOOL NUMBER



CUMBERLAND VALLEY STATE
NORMAL SCHOOL

SHIPPENSBURG, PENNSYLVANIA

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The Normal School Herald

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Vol. XXVII.

OCTOBER, 1922

No. 1

EDITORIAL

We wish to extend a hearty greeting to all new students and assure them of their ardent welcome. We hope that their feeling of strangeness may soon wear off and that they will enjoy us as much as we expect to enjoy them. Former students and alumni do not need to be told of the faculty's interest in them, an interest which continues unbroken through any changes in personnel. To all teachers in training or in active service—we hope that this and succeeding numbers of the HERALD may be full of help and inspiration.

EXTENSION AND CORRESPONDENCE WORK

L. E. Smith, Director.

A few Extension courses were given by the faculty of the institution last year, notably at Duncannon, Middletown and Boiling Springs. These classes were well patronized and a strong appeal has been made for the continuance of this work.

The Extension Work appeals particularly, first, to those teachers who have been long in the profession and feel the need of present day methods in teaching and school administration; secondly, to those who have not yet qualified to

teach all the branches now in the elementary curriculum; and thirdly, to those teachers who need additional credits to enable them to procure a Normal Diploma or State Standard Certificate before 1927. In fact to all progressive teachers whether working in the grades or the high school, Extension work will meet a long felt need in the teacher training system of the state.

Our institution offers practically every course in Extension that is given students in residence. For the fall term the following courses are being given:

Art.—Music, Drawing.

Education.—Sociology, History and Principles of Education, Educational Measurements, Psychology (Elementary and Advanced), School Efficiency.

English.—Fundamentals, Composition, Expression, Classics.

Methods.—In English, History, Geography, Reading, Arithmetic.

Science.—School Hygiene, Nutrition, Nature Study, Economical and World Problems in Geography, Elementary and Advanced Zoology, Elementary and Advanced Geology, (Zoology and Geology are given at the institution only; classes Saturday forenoon).

Social Studies.—Social and Industrial History, Rural Sociology

Mathematics.—Advanced Algebra, Solid Geometry, Trigonometry.

All courses may be counted for credit as resident work. Students taking Extension courses in the professional subjects will receive two semester hours credit toward Normal School Diploma or State Standard Certificate. Students in academic subjects will receive credits in proportion to the number of hours taken. Those students who are taking work for advanced standing and college degree will receive the usual college credit given for such courses. We are aiming to organize courses in every part of this State Normal School District. Work has already started in a number of places and in others classes are being formed weekly. It is our purpose to give two courses of fifteen weeks each during the present school term. It may not be generally known that owing to the length of the school term, teachers will not have an opportunity, as heretofore, to take work at the institution during the spring term. To those engaged in teaching, the summer term at the State Normal School and other institutions of learning will afford the only means of doing resident

work. The teacher, therefore, may take Extension work during the latter months of her school term without interfering with her plans to enter the institution at the opening of the summer term. The two Extension courses given during the year will enable teachers to increase their credits materially without interfering with their school work. In fact, the work given will function directly in the daily work of the teacher in the school room, at the same time, supplement the credits procured during the summer term.

Only a nominal fee is charged for this work. Ten dollars is the cost of a course. The number of students required to secure a course varies with the expense involved in paying the instructor and his expenses. The minimum number of students for class organization is fifteen. The alumni and teachers of this State Normal School District are invited to enter into correspondence with the Director of Extension concerning this work.

A limited number of courses are offered also to students by correspondence. The courses which may be taken in correspondence are: English, Reading, History, School Efficiency, Advanced Algebra and Trigonometry. Where teachers are working in places too remote from centers where Extension courses are given, they may arrange for correspondence work by communicating directly with the Department of Extension.

PRINCIPAL'S LETTER TO THE ALUMNI

Dear Friends:

I know that you will be interested in learning that once more we have broken attendance records. We opened with more than 500 students in the regular departments. Students continue to come to us and all indications point to an enrollment of 525 for the first semester. This is an increase of more than seventy-five over the high water mark in attendance last fall. As we shall limit our attendance to 600 students, we must restrict the number received during the year to seventy-five additional students.

We are especially pleased with the fine spirit shown by the large entering class. These students come to us from many counties of the state. They are well prepared for the work,—in fact, they are better prepared as a whole than any previous class. We have also the largest faculty in our history. Misses Dyer and Turner have been added to the supervisory staff in the Training School. Prof. Gilbert will

be Dean of Men and Assistant in the Science Department. Miss Heffernan will assist in the Department of Health Education and Prof. Burkholder returns to us to take charge of a new field of work. Prof. L. E. Smith will give all his time to Extension Work and because of the large enrollment in the High School Department, Miss Nancy McCreary will assist in the Latin and History Departments. The seven teachers just mentioned are additions to the regular faculty staff.

Prof. Shearer, who has been absent at Chicago University for a year and a half, returns to head the Science Department. Miss Arnold takes Miss Mayberry's place as Dean of Women; Prof. Pennington that of Miss Clever in English; Miss Cox that of Miss Cullen in Art and Miss Slaven that of Miss Kirk as Assistant Librarian. Prof. Slyter fills the place made vacant by Miss Adams in the Music Department. Miss Koehler will be with us as teacher of French during Miss Bausch's leave of absence at Bryn Mawr. The other regular members of the faculty are with us again.

Perhaps the one outstanding feature in our registration is the large number of young men enrolled. Nearly one-third of our students are men. Though the school has made no special effort to secure athletes, it is interesting to note that a large number of those who have come to us are interested in athletics. During the first week, fifty responded to the call of Coach Sharadin to football practice. These men come to us with fine records from their high schools and represent an ardent sincere body of students.

The Trustees are planning in connection with the State Department to make extensive improvements in the Main Building. The Chapel will be changed materially and re-decorated. A new and up-to-date stage will be provided. Additional office room will be arranged and the parlor will be enlarged by throwing the front and rear parlors together. New trim will be provided for the classrooms, and hardwood floors will replace those now in use. The present stairways will give way to modern fire-proofed entrances. New and up-to-date lavatory equipment will be provided and all the rooms in the Main Building will be completely renovated and modernized. This work will require more than a year for its completion, but when the work is finally done, the Main Building will be as modern in structure and equipment as any newly constructed building could possibly be.

We open the new year with the brightest prospects for the most successful year in our history. I, personally, ap-

preciate the fine work that you, my fellow Alumni, are doing to make possible the growth of your Alma Mater. I trust we may all meet one another during the coming year at the various County and City Alumni Meetings. Let us join one of these organizations wherever we may be located. The various Alumni Societies have done fine work during the past year. Let us unite for still more effective work. Trusting that the coming year may be a most successful and prosperous one to all of you, I am,

Fraternally yours,

EZRA LEHMAN, '89.

MEETINGS OF THE COUNTY AND CITY ALUMNI ASSOCIATIONS

Dr. Samuel Johnson once remarked ironically, "Don't make the acquaintance of your neighbor. You might like him if you did." The old satirist probably realized how much of the real pleasure of life we lose because we do not come to know the other fellow. In like manner our memories of school days might be still pleasanter if we knew the other men and women better, especially when they were students at the same school, sat in the same classrooms and were interesting in the same things.

Our County and City Alumni Associations are organized for the express purpose of bringing all the graduates and former students of the school into closer fellowship. We have found that there is no better way of bringing this about than to have them sit down to a table for a few hours. All formality is banished and everyone becomes a boy or a girl again and lives over the old days.

Some of our City Associations are splendidly organized. The Metropolitan Association brought together a big lot of people from Philadelphia and the adjoining counties with a good delegation from New Jersey. Dr. S. Z. Shope announces that he will have a still bigger rally this year and any of us who know "Sam," know that he will do what he promises. Pittsburgh has a fine organization and the yearly banquet is a big event. Westmoreland County, too, is well organized with a leader like Kell at its head. Dauphin County holds a fine rally every year and Gettysburg has a committee of "live wires" to see to it that the old school is not forgotten. Huntingdon County had a good turnout last year under Prof. Rife's leadership. We trust that with such men

as Sachs, Wink, Hoerner and others like them, the good work will be continued. Juniata, Mifflin and Fulton are smaller counties, but they have a fine group of graduates. We trust they will get together this fall and have good meetings. Perry County should be able to have a still better meeting than it had last year with a banquet thrown in. York County under Supt. Albright's able leadership has always had a fine meeting. The two counties, Franklin and Cumberland, always have a large crowd present, but neither has yet reached the standard that these two big organizations should attain.

Well, the list isn't entirely exhausted for we have two unorganized districts with a fine corps of graduates and students,—Altoona City and Bedford County. The former numbers among its people, some of the most distinguished of our Alumni and the latter sent us about one hundred and fifty students last year. Altoona and Bedford should both have live organizations. Who will make the move?

Let us all get together and make these organizations sources of pleasure for ourselves and influence for the "old school on the hill."

EXTENSION COURSES FOR THE COMING YEAR

We esteem ourselves particularly fortunate in being able to secure the services of Prof. L. E. Smith as Extension Director. Prof. Smith made a splendid record during his four terms as County Superintendent. His wide acquaintance with school officials and his practical first hand knowledge of the needs of the teachers fit him admirably for his present position.

He has already organized centers at Everett, Schellburg, Bedford, Defiance, McConnellsburg, Waynesboro, Mercersburg, Chambersburg, Carlisle, Mechanicsburg, Harrisburg, Millersburg and Newport. Preparations are under way for centers the Normal School will give Extension Courses on Friday evening and Saturday forenoon in the regular class rooms for all teachers who live within a radius of ten miles of Shippensburg.

These Extension Courses will be of the greatest possible value to all teachers who wish to qualify for credits in the regular Normal School Course or who wish to secure a Standard Certificate or a Partial Certificate for next year. Elsewhere in the HERALD the work is outlined at greater length.

DEVELOPMENT OF THE RURAL TRAINING SCHOOLS

When the last Rural Number of the HERALD (April, 1921) went to press, plans for the Spring Session of the Rural Training School were not definitely formulated. In due course of time, however, important decisions and plans were made and through the co-operation of the majority of the members of the Southampton Township (Cumberland County) School Board and the patrons of Oak Grove School, the school remained in session until June first.

Oak Grove School—Spring Session 1921

Twenty-four wide-awake, earnest and capable children enrolled for the session. No tuition was charged as the Director of Rural Education acted in the capacity of a regular teacher and twelve Rural Seniors were directly responsible for the class work on a one-teacher school basis. A five hour day enabled the children to assist with their chores at home and, at the same time, the Rural Director was free to meet two Normal School classes daily.

The aim of the Director was to show the Rural Seniors that vitalized, socialized class room procedure brings interest, initiative and rapid mental response from the pupils and also creates community interest.

The curriculum was organized on the project plan. The Advanced and Intermediate Groups in Community Civics, planned to beautify the school building and grounds. A rich buff coat of alabastine with fresh paint on the wood work replaced the soiled wall paper. This was accomplished through the combined efforts of the pupils and Rural Seniors and the financial support of the School Board. Draper adjustable window shades were also purchased by the School Board. The Country Life Club of the Normal School placed standard pictures on the walls, provided burlap for exhibition of expression work and curtains for the dinner pail shelf. The above mentioned improvements brought forth most favorable comment from patrons and friends when they assembled in the school room to attend a home talent play given by the Lee's X Roads Grange. Sanction of the township at large was forcefully expressed in the fact that the School Board had five additional rooms re-decorated during the summer.

The Classes in Civics and English co-operated in preparing the Arbor Day program. The exercises were held at seven o'clock in the evening thus making it possible for the busy farmers to attend. In addition to the program presented by the school, appropriate addresses were made by

Dr. Ezra Lehman, Principal of the Normal School, County Superintendent J. Kelso Green, County Vocational Director W. J. Skillman and School Director J. K. Harmony. Patrons donated twenty different varieties of shrubs and plants and two trees which were planted at this time under the supervision of Mr. Skillman.

Early in the session a giant stride was made for the playground. Director Harmony donated a fifteen foot locust pole which was placed on the school ground by the pupils with the aid of the regular teacher, Mr. Benjamin Myers. The Rural Teachers in training assisted by securing necessary parts from the junkman, the hardware store and the blacksmith. Thus, through co-operative efforts and at a minimum cost of \$3.84, a satisfactory giant stride was provided.

The coal house now noticeably marred the beauty of the grounds. The advanced group in Arithmetic proved exceptionally capable when they made practical application of their arithmetic in planning and actually shingling, repairing and painting the coal house during the noon hour. From an educational standpoint, it was interesting to note the initiative of the pupils in seeking information from experienced men in the community. In a short time we learned that the pupils were engaged in similar activities in their homes.

The store project motivated the Intermediate Arithmetic Work; while the doll house was the center of interest for the Primary Children.

Health habits were stressed in the school room and on the playground. Directed play was emphasized and the use of a soccer ball enabled them to engage in competitive games. Directed play was emphasized and the use of a soccer ball enabled them to engage in competitive games. First aid lessons were given and proved useful on several occasions. Community Health work in the advanced group functioned through the building of fly traps which were used in the homes during the summer.

The Advanced and Intermediate Geography work centered upon the study of the lead pencil. Illustrative raw materials were secured and the pupils summarized their information in booklets. This gave practical application of Spelling, Penmanship, Drawing and English as well as essentials of Geography. The School Cabinet secured from the Philadelphia Commercial Museum through the courtesy of Hon. George H. Stewart, Jr., was a never ending source of information.

Oak Grove
Cumberland Co.



Hot Lunch
Arithmetic Project

Giant Stride

Local Civil War Relics
Seniors Reframing Pictures



Sunny Hill
School
Franklin Co.

1921
Rural Seniors
C.V.S.N.S

Music Appreciation
Nature Study

Medical Inspection
Vitalized Geography

The work in oral and silent reading stressed during the regular school session was continued and standard scores were attained. Exceptional records were achieved by quite a few. Detailed reports concerning standardized tests and measurements will be given in a later publication of the Herald.

Rural Training Schools—Regular Session, 1921-'22

The Rural Training School work was continued in three schools and five additional schools were organized. Space will not permit of a detailed report of the many worthwhile activities in these different centers. However, the individual schools deserve special mention.

The following members of the Normal School Faculty assisted at stated intervals in the Rural Training Schools: Miss Clare Demaree, Music; Miss Anna Cullen, Art and Penmanship; Miss Elizabeth McWilliams, Cooking Lessons; Miss Grace Kyle, R. N., Health; Miss Ida Quigley, Librarian; Prof. L. C. Krebs, Geography.

Special aims for the year were: Improved classroom instruction, purposeful seatwork, individual help for slow learners, creative work for the rapid learners, a more healthful and attractive school environment, provision for the systematic exhibition of school work and the holding of community meetings.

Southampton Township—Franklin County

Oak Grove School—Miss Erna Leiberknight, teacher. Progress made by the Second Year children in reading was unusual. Three weeks were spent on Silent Reading, developing a vocabulary from their environment and daily experience. Intensive, directed study and drill were required before any oral reading was permitted. The result was evident, viz., habits, attitude, skill and appreciation were established, as well as knowledge acquired.

Clearfield School—Miss Helen Rummel, teacher. In this school exceptional progress was made in First Year Reading. The children learned to read with a natural expression, rapidity and understanding. One pupil, a beginner, read with ease and understanding ten primers and first readers by the first of January.

Mt. Rock—Mrs. Mary Alleman, teacher. Mt. Rock is one of the three schools under the supervision of the Rural Training Department since the fall of 1920. The continu-

ance and growth of the school and community activities have been uninterrupted. Near the close of the last session the Terman Revision of the Binet-Simon Intelligence Scale was used by the Rural Seniors. The twenty-eight pupils in attendance that day made an I. Q. median of 106. The eight highest were as follows: 142, 140, 140, 130, 125, 121, 120 and 119; the eight lowest were: 100, 90, 88, 85, 83, 78, 75 and 59. Seventy-two per cent of the pupils scored a mental age from three months to five and a fourth years in advance of their chronological age.

Sunny Hill—Miss Edith Morrison, teacher. This school excelled in Arithmetic and Nature Study activities. The efficient work of the teacher, the loyal co-operation of the patrons and the location of the school have been the determining factors in choosing this school for more intensive Rural Training School work during the 1922-'23 sessions. See pictures in this number.

The appreciation and support of the Southampton Township (Franklin County) School Board and the Franklin County Superintendents have been a source of great inspiration and help to the Director of Rural Education and the teachers.

Southampton Township—Cumberland County

Centre School—Miss Edna Stamy, teacher. The work in Geography in this school is worthy of special mention. Miss Stamy in co-operation with the State Director of Geography and the Director of Rural Education followed the tentative State Course of Study in Geography. The booklets prepared have since been used in State and County Institute conferences and in Geography Methods Classes at the Normal School. The emphasis upon penmanship in the booklet work led a number of the pupils to quality for the Palmer Buttons which they were very proudly wore. The unusual interest of the children in geography led to a great demand for supplementary books which functioned in the homes as well as in the school.

Oak Grove—Miss Jane Allen, teacher. Miss Allen very creditably continued the "One Hot Dish a Day Lunch Project" started the previous session. The co-operation of the patrons and the gain month by month of the children as shown by the weight and height records of the Normal School Nurse, Miss Kyle, furnished conclusive evidence that

one hot dish a day for lunch and a healthful school environment are well worth the effort.

Lee's X Roads—Primary School, Miss Jane Rebuck, teacher. Through the leadership of School Director, J. L. Highlands, the School Board gave the Lee's X Roads children a more adequate and attractive school environment and the response on the part of the children was quite noticeable in the quality of classroom work. Near the end of the session the pupils summarized interesting activities of the year and, to the surprise of all, they had participated in thirty-five. One was the Nature Club through which they became acquainted with their community, expressing their knowledge in booklet and chart form. Excursions through the countryside and underground passage ways added adventure and pleasure as well as information to the adolescent youths who profited by the fine leadership of their teacher.

Special Exercises for Eighth Year Pupils

Fifteen eight year pupils from Oak Grove, Centre and Lee's X Roads Training Schools successfully passed the Cumberland County High School Entrance Examinations given by the County Superintendent. This was accepted as a real achievement for the Rural Training Schools, especially in view of the fact that the remaining six schools in this township furnished but one additional pupil.

Special exercises were held in the Lee's X Roads Church by the Rural Department of the Normal School. Dr. Ezra Lehman, School Director Brady Smith, Rev. J. B. Crawford and Rev. J. S. Hoffman were the speakers of the evening. Special music was furnished by the members of the Normal School Faculty and students. The certificates were presented by County Superintendent J. Kelso Green. This type of township meeting was so enthusiastically received that the adjoining township invited the Rural Department of the Normal School to assist with similar exercises for their eight year pupils.

Community Meetings and Activities

The teachers of Mt. Rock and Sunny Hill Schools held several Spelling Bees and Community Meetings during the school term. Refreshments were sold and different funds realized to purchase equipment such as a Victrola, records, library books, pictures, etc. The Rural Department assisted by showing lantern slides on a variety of subjects, such as Yellowstone National Park, India, Birds of Pennsylvania, etc.

The teachers of Southampton (Cumberland County) organized in January under the leadership of Mr. Reese Bert, Mr. Benjamin Myers, and Miss Helen Shoap, for a series of community meetings. It was decided to hold one meeting every Thursday in one of the nine school centers in the township. Fortunately weather conditions permitted the carrying out of this program during the entire season without interruption and the respective communities responded with a good attendance.

The school children furnished a half hour's program at each meeting consisting of regular class work, club work, music, physical exercises, plays, etc. The School Directors, patrons, ministers of the vicinity, the County Superintendent, the Assistant County Superintendent, the County Vocational Director, the Country Life Club of the Normal School and members of the Normal School Faculty volunteered to assist the Program Committee when needed for the remainder of the program.

A community activity deserving of special mention was the re-grouping of fifty desks at Centre School by School Directors Handshaw and Smith and patrons, with the help of Normal School students and older pupils of the school. This was no small task but the workers felt fully repaid because of the benefits derived through the change.

Lee's X Roads School—Spring Session 1922

Through the co-operation of the patrons and a majority of the School Board, a spring session Rural Training School was held at Lee's X Roads. The attendance, interest and achievements in class work, were similar to those of Oak Grove Spring Session 1921. The English work in charge of Mrs. Bernice Shambaugh was motivated through the making of a Bird Booklet. The advanced group in History based their work upon a careful study of inventions which touched the experiences of the pupils. Charts and booklets were the types of expression work which summarized their extensive reading.

The teachers in training joined the children in their Sunday School picnic and led in games, story telling and community singing. Members of the Normal School Faculty and students assisted the churches in the community with special exercises during Children's Week.

As the result of community interest in this district, the Director of Rural Education has been assisting in the inauguration of graded Sunday School Lessons in Cleversburg. We

hope to give an interesting report of this work in due course of time.

Summary

In the foregoing paragraphs, the aim of the writer has been to give the reader a clearer conception, rather than a detailed report, of the efforts of the Rural Department in bringing greater educational opportunities to the pupils in the Rural Training Schools and at the same time, in giving the Rural Seniors of the Normal School that training and vision which will better fit them for leadership in the rural community schools of our state which are rapidly becoming a reality under the efficient leadership of Dr. Thomas E. Finegan and his able co-workers.

Many difficulties have confronted the Rural Department from time to time but the interest and untiring efforts of the teachers and pupils, the co-operation of the patrons, the understanding and never failing support of Dr. Lehman and the progressive members of the School Boards reduced the handicaps to small proportions.

The Rural Director is especially indebted to the State Department of Education for their hearty co-operation and leadership; and also to the members of the Normal School Faculty who frequently assisted in the work.

The Rural Department most gratefully acknowledges a gift of Twenty Dollars from Dr. Ezra Lehman and a gift of Forty Dollars from the Class of 1911. This money is being carefully invested in equipment for the Rural Training Schools and a detailed report will appear in the next Rural Number of the HERALD.

During the coming school term we are hoping to realize greater and richer opportunities for the Rural Training Schools and the large group of Rural Seniors.

HANNAH A. KIEFFER, A. M.

Director of Rural Education.

RECITATION AND STUDY PROGRAM--ONE TEACHER SCHOOL

SUBMITTED BY HANNAH A. KIEFFER

Min.		D		C		B		A	
		I	II	III	IV	V	VI	VII	VIII
9:00	5	Opening Exercises							
9:05	20	Reading D Directed Study		Seatwork Arithmetic		Silent Reading		Silent Reading	
9:25	15	Arithmetic C Drill and Instruction		Purposeful Seatwork Reading		Seatwork Arith.		Seatwork Arith.	
9:40	20	Arithmetic B Drill and Instruction		Reading Games (Drill)		Silent Reading		Seatwork Arith.	
10:00	20	Arithmetic A Drill and Instruction		Purposeful Seatwork Numbers		Study Geog.		Study History	
10:20	10	Directed Play (Recess)							
10:30	15	Reading D Drill and Directed Study				Study Reading or Geog.		Study History and Expression History	
10:45	15	Reading 2C (Directed Study) ... Geography 3 III		Expression Work Reading		Study Geog. or Reading		Study Geog. Free Period	
11:00	15	Geography 3 IV History 2 IV		Blackboard Work		Reading for History		Study Geog. Study Geog.	
11:15	15	Geography B		Number Games		Reading for History Library		Study Geog.	
11:30	20	Geography A		Clay Modeling		Study English		Library Period	
11:50	10	Handwriting 4 DCBA							
11:50	10	Review 1 DSB, Reading 1 A.....							

			D	C	B	A	
12:00	60	Noon Intermission	Hot Lunch, Free Play and Direct Play.				
12:55	5	First Bell				
1:00	10	Music D C B A				
1:10	15	Language and Health Ed. 4 D Industrial Arts 1	Study English				
1:25	15	English and Health Ed. C	Blackboard Lang.	Study English or Prep. Club— Assembly			
1:40	20	English and Health Ed. B	Purposeful Seat- work Reading	Prep Club—Assembly	Handwork— Benchwork		
2:00	20	English and Health Ed. A	Free Period	Library Period or	Handwork— Bench Work	
2:20	10	Number Work D	Seatwork Arith.				
2:30	10	Free Play (Recess)				
2:40	20	Reading D and C	Study History				
		Audience or Silent				
3:00	15	History 4; Reading 1 B	Purposeful Seat- work Language	Handwork	Study History		
3:15	20	History and Civics A	Expression Work Reading	Study Spelling	Study Spelling	
3:35	25	Industrial Arts 1 C B A..... Spelling 4 II C B A	I ⁴ -II ¹ Creative Work			

Explanations:—Figures to the right represent number recitations per week. Once a week the C, B and A English Classes are combined for a Club or Assembly Program.

Club:—Agriculture on the Project Plan as to seasons.
Health Education — Problems — Demonstrations — Reports of Committees.

Assembly:—Club and outcome of classwork.
Groups A and B in charge.

Nature Study:—Correlated with English and Assembly Programs.

History:—Language Period; Stories to Gr. I, II, III.

Current Events:—Club, Assembly and Bulletin Board.

Reading:—When B and A Groups need more class work in Reading, give instruction during English Periods.

Spelling:—

Kieffer Plan

	II	C	B	A
5 min. Instruction		Drill and Study	Drill and Study	Drill and Study
10 min. Dictation		Dictation	Dictation	Dictation
10 min. Blackboard	}	Instruction	Correction	Correction
		Correction	Instruction	Study
	 Seatwork		Instruction

References: 25 One-teacher Programs.

THE COUNTRY LIFE CLUB REPORT

The Country Life Club had the privilege of hearing Miss Adeline B. Zachert, State Director of School Libraries of the Department of Public Instruction, give a talk on "Joy Reading in the Rural Schools." At a later meeting, Miss Erna Grasmuck, State Director of Geography, gave a demonstration lesson in Fourth Year Geography.

During the Spring Session, Mr. W. J. Skillman, Vocational Director of Cumberland County, gave an illustrated talk on the "Boys' and Girls' Club Work in Cumberland County." This was an open meeting to which the Spring Session Students were invited.

The first public radio demonstration in the Normal School District was given through the efforts of the Country Life Club. The following excerpts are taken from the Shipensburg papers April 5, 1922:

Successful Radio Telephone Demonstration At Lee's X Roads

Sunday evening more than one hundred people assembled in the public school building at Lees X Roads to listen to a radio telephone demonstration by Mr. E. Nott, General Superintendent of the New York Westinghouse Radio office and Rev. George Linn Kieffer, Statistician and Reference Librarian of the United Lutheran Church of America, also located in New York City.

The aerial was put into place in less than an hour by a group of citizens. To the surprise of all a 1500 meter radio zone was reached and all kinds of interesting messages were received.

After a few minutes of tuning Mr. Nott and the local committee made a few changes in the aerial. The "Keeler Speaker" then amplified the messages so that the entire audience heard distinctly the services of the Point Breeze Presbyterian Church, Pittsburgh, Pa., Rev. P. H. Baker, Minister.

The sermon, the congregational singing, the benediction and pipe organ postlude were so clear and apparently so close that the Lees X Roads audience became part of the great audience who worshipped with Dr. Baker's congregation by radio, Sunday evening. To illustrate William Jennings Bryan spoke in the same church March 12th. Mr. Bryan has received 4000 letters from 45 states from people who heard him speak in Pittsburgh.

At the conclusion of the church services, the Westinghouse Pittsburgh Broadcasting Station announced their program for the week and said "good night."

Mr. Nott then turned the receiving set for Newark, where a sacred concert was being broadcasted. Vocal and instrumental solos and duets were heard in turn. At 9:55 the receiving outfit was tuned for the Arlington Time Signals, after which the official weather forecast for Monday was heard.

Newark was reached a second time and the audience listened to the remainder of the sacred concert.

After an informal conference with the radio experimenters about this wonderful product of modern science, the good people withdrew to their respective homes in the valley convinced that another invention is available to bring the best of the city to the country.

The Country Life Club of the Cumberland Valley State Normal School plans to purchase a radio outfit this October

for use at Rural Community meetings. The Metropolitan Grand Opera Concerts are to be broad casted next season.

The Country Life Club held a delightful and profitable reunion during the commencement season. At this time a number of the members who are now in the field gave interesting reports.

LEONA B. MILLER, Sec'y.
EVELYN ICKES, Pres.

LIBRARY PASTE RECIPE

Materials: 3 cups cold water, 3 cups flour, 3 cups boiling water, 1 teaspoon salicylic acid, 1 tablespoon carbolic acid, 1 tablespoon alum and a few drops of wintergreen.

Mix together the flour and salicylic acid; add cold water and mix until smooth; add this mixture to boiling water, which is in the upper part of a double boiler. Cook until the mixture is clear and of the consistency of cream (adding boiling water as needed). Take from the fire, strain through a wire strainer; add carbolic acid and oil of wintergreen and pour into glass containers. This gives 1 quart of paste which will keep indefinitely.

Used and recommended by the Rural Department.

A SUGGESTIVE DISTRIBUTION OF GEOGRAPHY LESSONS FOR RURAL SCHOOLS

These suggestions have been formulated by Miss Erna Grasmuck, State Director of Geography and Miss Hannah A. Kieffer, Director of Rural Education, Shippensburg State Normal School, with the co-operation and help of the Rural Training School and the 1922 Spring and Summer Session Geography Methods Classes in charge of Miss Kieffer.

This outline is merely suggestive and all the geography periods for any one grade have not been assigned so that there will be abundant time for developing and testing the pupils' abilities to use the text book, specimens, pictures, maps, and graphs as means of procuring ideas and also for expressing ideas. Conditions confronting teachers who have more than one grade represented in their class have been constantly in mind in making the following suggestions. This applies to those schools where the work of some grades is alternated: for example, fifth year work is taken up with both sixth and fifth year pupils during one year and sixth year work is taken up with the same pupils the following year.

This outline deals primarily with subject matter and the State Course of Study with which every teacher should be familiar and which every teacher should use as a constant reference. Other aims to be achieved year by year are stated in the complete course of study and should constitute additional objectives to be achieved. The figures in parenthesis accompanying each division of work refer to the number of lessons suggested in which that particular unit of work might be treated.

Third Year

LIFE IN THE LOCAL ENVIRONMENT: Food (15); clothing (3); shelter (3); travel (3); communication (3); clinching all kinds of work (2); clinching essential facts of local weather, surface, soil and any other physical factors of local environment (3). See Course of Study for details; also see following outline for analysis of lessons on food.

PEOPLE IN OTHER ENVIRONMENTS: Indian—last week of November; Arab (Dry Desert)—December; Eskimo (Cold Desert)—January; Swiss (Highland)—February; Dutch (Lowland)—March; Natives of the Amazon and Congo River Valleys (Wet Tropics) and Japanese, Filipinos or Hawaiians (Island People)—April.

FOOD—Fifteen Lessons:

Vegetables: List those in use at the present season, at other seasons of the year; where grown—in our garden, in other districts; work necessary to grow these vegetables.

Fruit: List those grown nearby; list those brought to us from other places; determine why their fruits are grown there; work necessary so that we may have these fruits.

Meat: Kinds associated with the animals from which each kind comes; work necessary to obtain and keep this meat; any meat not home killed, what and how prepared so that we may have it.

Poultry: Kinds—Chickens, ducks, geese, turkeys, squabs; value—eggs, meat, feathers; work involved in raising poultry.

Milk, Butter and Cheese: The care of the cow; the work in the creamery; use of these products at home and in other places; why sent to other places.

Fish: Kinds used by us together with season of year when used; source of each kind and work necessary so that we may have it.

Grains or Cereals: Kinds we eat, list separately those

grown in our fields and those shipped into our district; how these cereals are different from those grown here and why not grown here (rice) or not prepared here (rolled oats, grapenuts, shredded wheat, puffed rice, etc.); work involved in growing these grains and cereals.

Nuts: Kinds that grow in our district; kinds shipped to us from other districts; why not grown here.

Beverages: Coffee, tea, cocoa; kind of place from which each comes and why not grown or prepared in our district.

Sugar: Why not raised and prepared in our district; sources of sugar (sugar beet, sugar cane and maple tree).

Other Kinds of Food: Those grown here; those not grown here; why not grown and prepared here; work necessary so that we may have this food.

Fourth Year

Two possible methods of procedure are offered: One is on the basis of occupations or industries whereby the various parts of the United States and Canada are studied in association with these activities; the other on the basis of political sections of the United States and those parts of Canada adjacent. In the latter treatment certain work activities will be studied in connection with each section. The figures refer to a possible number of lessons to be devoted to the suggested unit of work.

Outline on the Basis of Occupations and Industries in the United States and Canada

Work activities in our own district will serve as a basis of comparison. This treatment offers abundant use of the index of the text book.

Agriculture: General farming—grains: wheat and corn (3), rice (3); cotton (3); sugar: cane and beet (3); fruit farming (1); fruit growing: temperate zone fruits (1); tropical zone fruits (1); grazing (3); dairying (3).

Fishing (2).

Forest Industries: Lumbering (3); sap industry: maple and pine (2); bark industry (1).

Hunting (2).

Mining: Coal, iron and copper ores; gold and silver ores; petroleum and gas (4).

Manufacturing: Textiles (2); shoes (2); iron and steel goods—farm machinery (3); automobiles (2); paper (2); furniture (2).

Transportation and Communication: Domestic—Land:

team, auto truck, trolley car and railroads; articles carried (2); Water: chief rivers and canals; articles carried (2); air routes; articles carried (1); Foreign: ocean routes; articles carried (3).

Recreation (2): One or two recreation centers in United States and Canada with which the pupils have had contacts by means of post cards or souvenirs sent to them from these places or through friends who have visited these places, etc.

Outline on the Basis of Political Sections of the United

States and Adjacent Parts of Canada

While a given occupation is being analyzed in detail with one of the following sections, care must be taken so that the pupils fully realize that other occupations are also carried on in these sections and the pupils must also be led to find other parts of the United States and Canada where this occupation is carried on.

Middle Atlantic: Mining, farming and fishing (10); **New England:** Quarrying, manufacturing (10); **Southern:** Cotton, naval supplies, rice, sub-tropical fruits (10); **Central:** Cattle raising, meat packing, automobile machinery (20); **Rocky Mountains:** Mining, sheep raising and irrigation (10); **Pacific:** Lumber, Salmon fishing, sub-tropical fruits (10); **Alaska:** Fishing, mining (5); **Dependencies:** Panama Canal Zone—supplies for ships; Philippine Islands—copra; Hawaiian Islands—Sugar, pineapples; Virgin Islands—coaling stations; Guam—coaling stations; Porto Rico—sugar (10).

The United States may then be reviewed on that basis which differs from the one used—that is, either on the basis of occupations or political sections.

United States as a Whole: Distribution of population with reasons (1); non-producing areas (1); producing areas Agriculture (1), fishing (1), forestry industries (1), mining (1), transportation (2), other means of communication (1); recreation (2); climate (3); surface (3); river systems (3).

Alaska: Fishing with review of fisheries of Pacific States (2); mining with review of mining elsewhere in the Rocky Mountains (2); review of Alaska stressing physical features (1); **Panama Canal Zone (2); Philippines (3); Hawaiians (3); Guam (1); Porto Rico and Virgin Islands (1).**

Canada as a Whole: Producing Areas—Agriculture (1), fishing and fur hunting (1), forest industries (1), mining (1), transportation (1); recreation (1); climate (1); surface (1).

Comparison of Canada and the United States: Size, pro-

ducing areas (4); general review (15); journeys to other parts of the world (5).

Fifth Year

France and Those Places Under Her Control or Influence (20)

The Homeland in Europe: Algeria and Tunis; French Soudan; French Equatorial Africa; French Southeast Asia (Indo China, etc.); Madagascar; French Guiana; Islands.

Spain and Portugal (5). Belgium, Belgian Congo; Netherlands and Dutch East India, especially Java and Guiana (S. A.); Denmark (5); German Republic (5); Switzerland; Italy also Sicily, Tripoli (N. Africa); Yugoslavia; Albania and Turkey (4); Greece, Bulgaria (5); Rumania, Hungary, Austrian Republic (5); Czechoslovakia, Poland, Lithuania, Latvia, Esthonia (5); Norway, Sweden, Finland (5); Russia, Ukraina, Soviet Republic (5); Siberia—the Far East Republic, Manchuria (5).

Europe as Whole: Distribution of Population (1); distribution of work activities—agriculture (2); fishing (1); mining (1); manufacturing (1); transportation (2); communication (1); recreation (1); climate (2); surface (2); rivers (2).

Sixth Grade

British Empire: See Course of Study for detailed information concerning the parts of the world to be included. United Kingdom—Great Britain and Ireland (1); England (3); Scotland, Ireland, Wales (3); Journeys over these districts to clinch place geography (1); Dominion of Australia and comparison with Dominion of Canada (3); New Foundland, compared with New Zealand (1); Plan Booklet (1); Districts in Africa, Union of South Africa (2); Island Districts (2); Egypt (5); Mandates Palestine (5); Districts in Asia: Baluchistan, Strait Settlements (1); India (4); comparison and review (5).

China (10); Japan (10); Persia (1).

Asia as a Whole (5); comparison of Europe, Asia and Africa (2); Africa as a Whole (3).

Latin America: Argentine (3); Brazil (3); Chile (3); comparative review (1). **Andean Countries:** Peru, Bolivia, Ecuador, Colombia (review Chile and Argentine) (5). **South America as a Whole:** Venezuela, Paraguay, Uruguay are new units (5); **Caribbean Countries:** review South American Countries bordering on the Caribbean Sea, add Federation of Central America (3); Mexico (7).

Arctic and Antarctic Regions (5).

Comparative Study of North America and South America (5); the Pan-Pacific People (Pacific Island life is a new study) (5).

Comparative study of all the Continents stressing geographic controls, world heat belts, world wind and calm belts, world vegetation belts and population areas of the world (10).

Seventh Year

Local District—this will probably include the entire county except where the geography of the district is too varied.

Plan the entire unit and determine the method of investigation. The following problems may be suggestive: "What does our Community contribute to the World's Welfare?" "How do people in other parts of the world contribute to our welfare?" (Explain so far as possible in terms of the relationships between the lives of these people and the factors of their environment, such as climate, surface, soil, mineral deposits, etc.) "How does climate play a part in the life of this community?" (1); report on work activities in general found in the community (1); plan expression work in cooperation with the state-wide project on "Life in Pennsylvania" (1). See Course of Study. Analysis of each work activity found in your district which is worthy of such analysis (6). See Course of Study. Essentials of good map work (1); requirements for effective graph work (1); review by means of debate, such as: Resolved: "That the wheat growing industry is more important in our district than the growing of corn (this requires use of statistics) (1). Population (1). See Course of Study. Excursions and field trips. Essential geographic or physical factors of the community: Climate and surface (1); soil and drainage (1); minerals and their resources (1): "How the policy of conservation has been applied in our district." (1). Appreciation lesson of the work activities and places of interest in the community (here the map of local districts should be completed) (2); possibilities of future with reasons (1); clinching lessons (2); written or oral lesson on life in the local district (1).

"Pennsylvania as a Playground and Health Resort." See Course of Study for suggestive centres. (5).

Work Activities in Pennsylvania. See Courses of Study for suggestive problems. The thought of conservation should always be present. Work activities: Mining (2); Quarrying

(1); Lumbering (2); Agriculture (3); Manufacturing: Iron and steel goods (1), textiles (1), glass (1); refining: oil and sugar (1); railroads (2); water ways (1); roads (1). Population (1). Cities (3). Essential geographic factors, trace life responses: climate and surface (1); soil, drainage and mineral deposits (1). Location of economic agriculture, mining, manufacturing, commerce, etc. districts (2). Clinching lesson on conservation (1). Possible future developments in Pennsylvania (1).

United States: See Course of Study for fuller treatment of the physical and economic regions of the United States as well as recommended classification of political sections. The approach through the study of the nature or physical regions is advisable followed by a review on the basis of political sections.

North Atlantic Coastal Plain: Maine to the Potomac from the Atlantic Ocean to the Piedmont. Analysis of work activities (see Course of Study) together with agriculture, fishing, etc. (3); journey over this district (1). **South Atlantic Coastal Plain** (3); journey over this district (1). **Appalachian Highlands** (5); journey over this district (1). **Central Plains** (5); journey and place geography (1). **Rocky Mountain Region** (3); journey and place geography (1). **Pacific Slope** (5); journey over this district (1).

Review on the basis of political sections (see Course of Study for additional details). **Northeastern States:** New England and Middle Atlantic States (3); **Southeastern States:** Delaware to Texas inclusive (3); **North Central States** (3); **Western States:** Rocky Mountain and Pacific States (3).

What has been done in the way of carrying out Roosevelt's Conservation Program? What remains to be done? Forestry, irrigation, reclamation of everglades, etc. (5). Alaska. United States as a Whole. See Teachers' Guide in the Course of Study. (10). What the United States gives to the world (3); what the United States receives from other places in the world. (2).

Outlying Possessions: Alaska—stress future possibilities (3). Comparative study of Island possessions: Porto Rico, Virgin Islands, Philippines, Hawaiians, Guam, Tutuila, Wake (3). Debate: Panama Canal and the Zone (2).

Eighth Year

Introducing Statement: During the year 1922-1923, seventh and eighth year pupils are combined in many rural

schools. It is recommended that the eighth year outline be followed stressing the conservation of natural resources as well as the production and distribution of the resources.

A special plan of work will be prepared for use in 1923-1924 in those schools where the present seventh year pupils having become eighth year pupils will then be grouped with a new class of seventh year pupils.

Stressing the topics offered in the suggestive Teachers' Guide in the Course of Study, each of the important countries of the world will be studied. The following will serve as an illustration. The countries of the continent may be studied in their order before another continent is studied or a careful study of one country may be made to serve as a basis of comparison for all the continents. France, Italy, Argentine, China or Japan.

1. Natural Resources: varieties in the field of agriculture, fishing, mining, forest industries, water power, transportation. Comparison of the amount which France possesses with the amounts in the possession of the leading countries of the world. Policy and method of conserving these resources.

2. Contribution made by France to other countries: a. products; b. avenues of transportation and trade centres; c. other contributions such as art, literature, educational ideas, immigrants; d. possible future contributions France can make.

3. Contributions which France receives from other countries: a. products; b. countries from which these products are sent to France; c. avenues of transportation; d. other contributions received; e. possible contributions to be received from other countries. In this study the above facts can be expressed by filling in outline maps either of the continent studied or of the world. Graphs, blackboard and wall maps (outline) are especially helpful in showing transportation, trade centres as well as producing areas. Graphs are especially useful in indicating comparative amount of production of exports and imports. Much emphasis should be placed on the relationships of these life responses of agriculture, mining, etc. of each country and the physical or geographic factors of that country (climate, surface, soil, mineral deposits, position in relation to developed regions of the world).

General idea of the present form of government and the present as well as future problems of each of these countries should be introduced at the proper time. The number of

lessons to be devoted to the study of life in any one country will vary and will depend upon the background of the children but the teacher should aim to complete this comparative study of the countries of the world in four months.

Comparative study of Production Areas of the World: Wheat, corn, rice, rubber, tea and coffee, sugar (cane, beet, maple), fruits, raw cotton, copra, hemp, raw silk, cattle, swine, sheep, fish, coal, iron, copper, gold, silver, platinum, petroleum, natural gas; textiles, iron and steel goods will be the special topics of consideration. The United States will serve as a constant basis of comparison.

The pupils will be especially interested in the areas or districts producing farm machinery, automobiles, auto trucks and other labor saving devices.

See Course of Study for a more detailed treatment dealing with producing areas. Also, see Course of Study for treatment of large non-producing areas. Throughout all the work the essential factor of place geography will be constantly introduced and stressed.

General Geography: The "Why" of these producing and non-producing areas introduces the facts of general geography which will be clinched at this time. See Course of Study. The amount of time to be devoted to these comparative studies of the producing and non-producing areas will be approximately three months. The last month of the year can be devoted to a thorough review of those phases of the work requiring additional emphasis.

Suggestions For Expression Work in All Grades

Introductory Statements—It will be found advisable to concentrate on one or two subjects or problems in the expression work rather than to encourage the pupils to spread their energy over too many topics. The pupils, however, should always bring contributions in the way of pictures, specimens, sketches, clippings, etc. that will be useful in the general development of the geography lesson, even though the material will not be arranged on charts or posters. A workable plan of assembling all these contributions, individual and school, in boxes, envelopes, etc., will be very helpful. Much of the work can be accomplished during the seatwork period following the oral discussion of the particular lesson in geography. Careful planning and at time directed class work are essential.

In the First and Second Year Group, the nature study

lessons lay a valuable foundation for the later geography work, since these lessons acquaint the pupil with his environment and establish useful habits of observation and investigation. The expression work will take the form of weather records on calendars; flowers, vegetable, tree, bird, animals, etc., posters and booklets.

Weather Records: The weather calendar may be a chart to which each of several classes or groups in the school contribute. Pupils in the Fourth Year should be definitely responsible for the planning and completing of the record kept by the First, Second, Third and Fourth Year pupils. On the chart will be shown in free hand cutting, drawing and color, one or more activities suitable for the month. Symbols determined upon by the children are used to express the condition of the sky, wind direction and types or kind of precipitation. The Fourth Year pupils will record the temperature in terms of degrees only in those cases where such a method seems advisable. In the weather records kept by the pupils of the upper grades greater accuracy and detail will be required. The use of the graph to represent changes in temperature and National Weather Report symbols should be encouraged. All weather records should be filed for comparative studies.

Posters and Charts: First, Second and Third Year pupils will make flower, bird, vegetable, animal, etc. charts and posters. This work will be a means of expressing ideas gathered through observation during the different seasons. In the Fourth Year charts and posters on such topics as cattle (presented in series of pictures, sketches, newspaper clippings, specimens, etc.), various breeds, feed, housing facilities, and cattle products. It will be an advantage to make the proper use of outline maps of the U. S. and N. A. in this connection. The Fifth and Sixth Year charts and posters might be made showing the various animals of a continent such as Asia; minerals, precious stones, etc. Seventh and Eighth Year pupils can organize ideas relating to conservation of resources such as forests, minerals (including petroleum and natural gas), water power, soil, people (labor saving devices), etc.

Booklets: The First and Second Year pupils may correlate Nature Study work with the A. B. C. Booklet. Three methods of producing Booklet expression work should be carried on each year from third to eighth year inclusive: the class booklet, the group booklet and the individual booklet.

See Course of Study for suggestions in reference to essentials of a booklet and chart.

In a class booklet the best and most fitting contributions made by the members of the class are chosen by the pupils. In the group booklet each member of that group makes some specific contribution, the various contributions are then organized into a booklet. In the case of an individual booklet one child holds himself definitely responsible for the booklet. Individual differences and inclinations must be fully recognized and appreciated by both teacher and pupils.

Purposeful Seatwork: This time will be devoted partly to the investigation and study of questions raised during the class periods and partly to the execution of expression work which serves as a means of clinching ideas discussed in the class periods.

During the study of Life in the Local District, each seventh year class in 1922 and 1923 is urged to work up a booklet dealing with one leading occupation or industry in the home community. This booklet will become a preliminary part of the school equipment. The class of seventh year pupils in 1923-'24 will work up another occupation or activity. See Course of Study.

MATERIAL ON GEOGRAPHY

Which May Be Obtained Free

This list has been compiled from responses to letters sent out during the school year 1921-'22 by Supt. Thos. M. Gilland, Donora, Pennsylvania and the Rural Department of the Shippensburg State Normal School. The Eastern Illinois State Normal School Bulletin, No. 69, by Mary Josephine Booth, A. B., B. L. S. secured through the co-operation of Miss Erna Grassmuck, State Director of Geography furnished a comprehensive list of addresses.

Asbestos—H. W. Johns-Manville Co., Madison Ave. and 41st St., New York City.

Asphalt—The Wonderland of Trinidad. Barber Asphalt Co., Land Title Building, Philadelphia.

Brick—The Story of Brick. Amer. Face Brick Association, 110 Dearborn Street, Chicago.

Candy—The Candy Making Industry in Philadelphia by Ellwood B. Chapman. Chamber of Commerce, Philadelphia. Presented by Whitman's.

Carborundum—The Men who didn't know when He had

Failed, by F. W. Haskell. Carborundum Co., Niagara Falls, N. Y.

Carpets—Inside facts about our Whittall Rugs and Carpets. M. J. Whittall Associates, Worcester, Mass.

Cement—The Manufacture of Portland Cement by Edward D. Boyer, Atlas Portland Cement Co., Commercial Exchange Bank Building, Chicago.

Chocolate—Walter Baker and Co., Dorchester, Mass. Hershey Products; how they are made. Hershey Chocolate Co., Hershey, Pa.

Citrus Fruits—Publications from The California Citrus League, Consolidated Realty Building, Los Angeles, California.

Coal—Coal Resources of the Americas. Pan-American Union, Washington, D. C. Send request through a United States Senator. Products Derived from Coal, Diagram. The Barrett Co., 17 Battery Place, N. Y.

Cocoanuts—And Daily They Come, one hundred thousand strong. Franklin Baker Co., Phila., Pa.

Coffee—Coffee Culture around the World, Hills Bros., San Francisco, Cal. Coffee Planting by William Myers. Chilian Nitrate Committee, 25 Madison Ave., New York City.

Copper Ores—The Anaconda Reduction Works. Anaconda Copper Mining Co., Anaconda, Montana.

Cotton Culture in North Carolina. Dept. of Agriculture, Raleigh, N. C.

Department Stores of Philadelphia—Chamber of Commerce, Philadelphia. Presented by Strawbridge and Clothier.

Electricity in Industry—Bulletin from the General Electric Co., Schenectady, New York.

Flax—Flax for Fibre, its cultivation and handling. Dept. Agric., Ottawa, Can.

Flour—Wheat and Flour Primer. Washburn-Crosby Co., Minneapolis, Minn. "To live, to think, to do," by Mildred Fenton, 1914. Sperry Flour Co., 332 Pine Street, San Francisco, Cal. "Making the Finest Flour in the World," Bay State Milling Co., Winona, Wis.

Grain—The Wonders of Niagara. Shredded Wheat Co., Niagara Falls, N. Y.

Granite Industry—Barre Granite, Barre Quarriers and Manufacturers Assoc., Barre, Vt.

Ink—The Story Your Ink Bottle Tells. Ed. 5, Carter's Ink Co., Boston.

Lemons—The California Lemon Industry, Bulletin 9—California Citrus League, Los Angeles, Cal.

Limestone—Indiana Limestone. Quarrymen's Association, Bedford, Ind.

Locomotives—The Fifty Thousand Locomotives, Baldwin Locomotive Works, Philadelphia, Pa. Most Powerful Locomotive in the World. Amer. Locomotive Co., 30 Church St., New York City.

Maple Sugar—Literature from Dept. of Agriculture, Montpelier, Vt. The Maple Sugar Industry in Canada by Spencer Agric. Dept., Ottawa, Can.

Market Gardening—Truck Farming in Philadelphia County by Dudley. Chamber of Commerce, Philadelphia.

Milk—The What, How and Why of Condensed Milk, by Reeves. Borden's Condensed Milk Co., Borden Building, New York City.

Mining—Bulletins. Goodman Mfg. Co., Halsted and 48th Place, Chicago.

Nitrates—The Great Nitrate Fields of Chile. Pan-American Union, Washington. (Requests should be made through a U. S. member of Congress).

Olives—The Cultivation of the Olive, by William S. Myers. Chilean Nitrate Committee, 25 Madison Ave., N. Y.

Packing Industry—The Livestock Industry in Nebraska. Bureau of Publicity, Chamber of Commerce, Omaha, Nebraska.

Paint—The Materials of Paint Manufacture, by Heckel., Paint Manufacturers' Association of the U. S., Philadelphia. The Paint and Varnish Industry in Philadelphia, Chamber of Commerce, Philadelphia.

Paper—The Art of Paper Making. Hampshire Paper Co., South Hadley Falls, Mass. Paper in the Making, Dill and Collins, Philadelphia.

Paper Box Industry—The Paper Box Industry in Philadelphia, Chamber of Commerce, Philadelphia.

Peanut Butter—New Facts about Beechnut Peanut Butter. Beechnut Packing Co., Canajoharie, N. Y.

Pecan—Pecan and Hickory in Texas, by Kyle. Dept. Agric. Austin, Texas. Also other bulletins.

Pencils—How Eberhard Pencils are Made. Eberhard-Faber, 37 Greenpoint Ave., Brooklyn, N. Y.

Pens—How Are Steel Pens Made? Spencerian Pen Co., 349 Broadway, New York. The Making of a Pen, Esterbrook Steel Pen Mfg. Co., Camden, N. J.

Petroleum—Glances at Petroleum Development in Latin

America. Pan-American Union, Wash. Oil and Its Geology, by M. A. Allen, Univ. of Arizona, Tucson, Ariz.

Platinum—Platinum with Special Reference to Latin America, Pan-American Union, Washington.

Quarrying—Barre Granite. Barre Quarries and Manufacturer's Assn., Barre, Vt. Sullivan Stone Channelers' Catalogue No. 68, Sullivan Machinery Co., Chicago. Yesterday, Today and Forever, a story of North Georgia. Georgia Marble Co., Tate, Pickens Co., Ga.

Raisin Industry—Raisin Industry, by G. C. Husman, Dept. of Agric., Washington.

Rice—Irrigation of Rice on the Costal Prairies of Texas, Dept. of Agric., Austin, Texas. Rice in the Americas, Pan-American Union, Washington.

Rubber—The Romance of Rubber, Chamber of Commerce, Philadelphia. Presented by Goodrich Rubber Co., Akron, Ohio. Rubber, a Wonder Story, Educational Dept. U. S. Rubber Co., 1790 Broadway, N. Y. The Story of Rubber from Discovery to the Present Day, Hood Rubber Products Co., Watertown, Mass. The Story of Rubber; What It Is and What It Does. Boston Woven Hose and Rubber Co., Boston. The Story of the Tire, Goodyear Tire and Rubber Co., Akron, Ohio.

Rugs—Inside Facts About Our Whittall Rugs and Carpets, Whittall Associates, Worcester, Mass. The Rug and Carpet Industry of Philadelphia, Chamber of Commerce, Philadelphia.

Salmon—Utilization of the Fish Waste of the Pacific Coast for the Manufacture of Fertilizer. Agric. Dept., Washington.

Salt—How We Make Royal Crystal Table Salt, Inland Crystal Salt Co., Salt Lake City, Utah. A Little Visit to the Home of Worcester Salt, Worcester Salt Co., New York City. A Souvenir from the Home of Diamond Crystal Salt, Diamond Crystal Salt Co., St. Clair, Mich.

Saws—Disston Handbook containing a Treatise on the Construction of Saws, Henry Disston and Sons, Inc., Philadelphia.

Sharpening Stones—Sharpening Stones, History and Development, Pike Manufacturing Co., Pike, New Hampshire.

Ship Building—The Bridge of Ships, by Beard. American International Corporation, New York. Building of a Wooden Ship, by Davis, U. S. Shipping Board Emergency Fleet Corporation, Philadelphia.

Shipping—Ocean Shipping: The Basic Principles of Ma-

rine Transportation with particular reference to the foreign trade of U. S., Nation Foreign Trade Council, Hanover Square, N. H.

Shoes—The Making of Shoes, United Shoe Machinery Corporation, Boston.

Silk—A Short Description of Silk and Silk Manufacture, Cheney Bros., New York. Silk Culture, by McCarthy, Agric. Exp. Station, Raleigh, N. C. Silk from Butterfly to Gown, Belding Bros. and Co., Chicago.

Tea—China, by S. W. Harris. Irwin-Harrisons and Crosfield, Inc., New York.

Thread—How We Make Our Thread. American Thread Co., Willimantic, Conn.

Tin—Bright Tin Plates. Amer. Sheet and Tin Plate Co., Frick Building, Pittsburg, Pa.

Tobacco—The Cultivation of Tobacco. Chilean Nitrate Committee, 25 Madison Ave., New York. Tobacco Culture in North Carolina. Agric. Exp. Station, Raleigh, N. C. Tobacco Culture in Ohio. Agric. Exp. Station, Wooster, Ohio. Tobacco Growing in Canada. Agric. Dept., Ottawa, Can.

Varnish—The Paint and Varnish Making Industry in Philadelphia. Chamber of Commerce, Philadelphia.

Vinegar—Vinegars, Four Kinds and their Making. H. J. Heinz Co., Pittsburg, Pa.

Walnut Industry—The California Walnut. California Walnut Growers Assn., Los Angeles, Cal.

Waste Products—By-Products, Coke and Gas Plants, The Koppers Co., Pittsburg, Pa.

Watches—Waltham and the European Made Watch. Waltham Watch Co., Mass. The Watch. Elgin National Watch Co., Elgin, Ill.

Wood Using Industries—Wood Using Industries of California. State Board of Forestry, Sacramento, Calif. Wood Using Industries of Vermont. Dept. of Agric., Montpelier, Vt.

Wool—Annual Wool Review. National Association of Wool Manufacturers, Boston. From Wool to Cloth. Dept. of Agriculture, Raleigh, N. C.

Woolen and Worsted Manufacture—The Clothing of the People. Cleveland Worsted Mills Co., Cleveland, Ohio. From Wool to Cloth. Amer. Woolen Co., Boston.

Yeast—The Story of Compressed Yeast. Fleischmann Co., New York.

Zinc Ores—The Anaconda Reduction Works. Anaconda Copper Mining Co., Anaconda, Mont.

GIRLS' ATHLETIC ASSOCIATION

The G. A. A. is one of the best organizations of the Normal School. We are planning to have it the best by the end of this term.

One of our aims is to welcome the new girls, and to make them interested in our school athletics. For a beginning we had a gym party in their honor. They showed a fine spirit by the way they entered into the different affairs. We hope they will continue their enthusiasm throughout the years spent in C. V. S. N. S.

The heads of the different sports are planning for a fine season in every way. The hockey players are beginning this week, while those who play tennis have already showed their interest by the use of the courts.

The basket ball season is not far off and we hope for a big turn out. Don't let the fine spirit fall.

HAZEL FRYE, '23.

ALUMNI PERSONALS

'91. Prof. C. A. Deardorff of Overbrook, Kansas, spent some time during the summer with friends and relatives in Adams county. Mr. Deardorff was county superintendent of one of the counties in Kansas for a number of years but is now Superintendent at Overbrook, Kansas.

'96. Mr. H. J. Kennedy is a lawyer with offices at 79 John St., New York City.

'10. Miss Mary L. McNeal was a student at State College during the summer term.

'11. Prof. H. J. McCleaf will teach science in the Manheim High School this year. His address is 177 S. Main St., Manheim.

'13. Mr. Ralph Lischy who has been for a number of years in Philadelphia, has moved to Gettysburg. We have not learned in what he is engaged.

'16. Mr. Paul L. Brandt has been elected Principal of the Keystone Building, Juniata, Pa.

'17. Mr. Paul Charles goes to Napoleon, Ohio, this year. His address is 85 Woodlawn Ave.

'18. Miss Ruth Senseney goes to Somerville, N. J. to teach this year.

CUPID'S COLUMN

Hockenberry-Miller. At Harrisburg, Pa., August 17, 1922, Mr. Paul W. Hockenberry to Miss Glenn Miller, '19. We have not learned where they will reside.

Gingrich-Secrest. At Duncannon, Pa., July, 1922, Mr. Merrill Gingrich to Miss Mabel I. Secrest, '19. They reside at McAlisterville.

Vanaman-Bowman. At Trenton, N. J., June 14, 1922, Mr. George W. Vanaman to Miss Nellie Bowman, '18. They reside at 372 Hummel Ave., Lemoyne, Pa.

Tompkins-Underwood. At Ardmore, Pa., June 22, 1922, Mr. Harrison Tompkins, '20 to Miss Ora I. Underwood, '20.

Quickel-Shenberger. At Denver, Pa., August 23, 1922, by Rev. W. S. Brendle, Mr. Gilbert Quickel, '16, to Miss Helen Shenberger. They reside at 91 N. 19th St., York.

Burkhart-Fogelsanger. At Carlisle, Pa., September 5, 1922, by Rev. S. E. Vance, Mr. Arthur Burkhart to Miss Dorothy Fogelsanger. Mr. Burkhart was a student with us before he was called to the army. They will reside in Shippensburg where Mr. Burkhart is in business with Mr. Clever.

Case-Havens. At Elmira, N. Y., August 16, Capt. Robert A. Case to Miss Emma E. Havens. Miss Havens was a former physical culture teacher at Normal.

Deckman-Wineka. In York, Pa., September 3, 1922, by Rev. Horn, Mr. Austin D. Deckman to Miss Violet Bee Wineka, '22. They reside at 222 State St., Olean, N. Y.

MISS MYRTLE MAYBERRY WEDS MR. MULFORD
STOUGH

Miss Myrtle Mayberry, '07, of Dillsburg, widely and favorably known among the alumni and student body as a teacher at the Normal, and more recently Dean of Women, was married in the Methodist Church at her home town, Dillsburg, to Mr. Milford Stough, '07, of Shippensburg. The ceremony was performed by Rev. C. M. Derstine, assisted by Rev. R. S. Bowers of the Memorial Lutheran Church of Shippensburg. The church was beautifully decorated with autumn leaves and hydrangeas. Miss Minerva Adams until recently a member of the faculty at Normal was at the organ and rendered a series of appropriate selections. Miss Gretna Mayberry sang "O Perfect Love." The ushers led the wedding procession and were followed by the flower girl and ring bearer, Virginia Stough and Harry Etter. The bridesmaids

were Misses Clever and Gretna Mayberry and Mrs. Clark Mayberry. Miss Martha Mayberry was maid of honor. The bride entered unattended. The procession was met at the front of the church by the groom and his best man, Dr. Harry B. Etter. The ring ceremony was used.

The reception followed at the home of the bride's parents. The newly weds left by automobile amid a shower of rice and confetti for a honeymoon in the eastern cities. They will reside on Washington St., Shippensburg. The HERALD extends its best wishes to them for a long and happy wedded life.

STORK COLUMN

Hoffman. At Grove City, August 30, 1922, to Mr. and Mrs. A. J. Hoffman, a son, Mark Rexford. Mrs. Hoffman was Anna U. Wenger, '11.

Keen. At Wiconisco, Pa., September 4, 1922, to Mr. and Mrs. Edwin LeRoy Keen, a daughter, Elizabeth Jane. Mrs. Keen was Miss Kathryn Jones, '08.

Hoke. At Greencastle, Pa., July 24, 1922, to Mr. and Mrs. Leroy Hoke, a son, John Henry. Mrs. Hoke was Miss Sara Hoffeditz, '18 and Mr. Hoke graduated in the class of '15.

Powell. At Prochelstown, Ill., to Mr. and Mrs. Powell, a daughter. Mrs. Powell was Miss Ruby Garns, '16.

Uhler. At Conemaugh, Pa., Sept. 10, 1922, to Prof. and Mrs. J. M. Uhler, a daughter, Helen Louise. Mrs. Uhler was Miss Naomi Dohner, '04, and Prof. Uhler graduated in the class of 1905.

Stamy. At Lees X Roads, July 14, to Mr. and Mrs. Abram Stamy, a son. Mr. Stamy graduated in the class of '12.

Hipps. At Kerrmoor, Pa., September 24, 1922, to Mr. and Mrs. G. C. Hipps, a son. Mrs. Hipps was Miss Besse Lehman, '09.

OBITUARY

Yinger. The Normal friends were distressed to learn of the death of Pauline Yinger who expected to return to Normal for the fall term. We take the following account from a York paper.

Hallam, Sept. 11—Pauline Yinger, daughter of Mrs. Byrd B. Beck, of this place, became sick in an automobile enroute from Atlantic city with her step-father and mother

on Friday and was taken to the Hahnemann hospital, Philadelphia, where she died yesterday morning. She was admitted to the hospital on Saturday. She had suffered from diabetes. Miss Yinger was 16 years of age and was the valedictorian of the Hallam High school, class of 1922. During the summer she attended the sessions at Shippensburg State Normal school. The body was brought to Hallam this morning and the funeral will be conducted on Wednesday morning at 10 o'clock. The Rev. C. F. Floto, pastor of the St. James Lutheran church, of which she was a member, will conduct the services. Miss Yinger was secretary of the Young People's Missionary Society of the church, an active worker in the church and Sunday School and a talented musician.

Rife. William Rife, '93, of Hanover, died September 15, 1922. We clip the following from an Adams county paper:

William Rife of Hanover died on last Friday at his home from valvular heart trouble aged 53 years, 1 month and 11 days. Death came while conversing with members of his family. He had been recovering from a ten week's illness and on day of his death had been sitting on his front porch for the first time. He was a native of Adams County. He graduated from Shippensburg Normal School in 1893, taught school in Adams County for 12 years and had reputation of being a mathematical genius. 20 years ago he accepted a clerical position in Western Maryland freight office at Hanover and in two years time was advanced to position of ticket agent, which position he held until compelled recently to relinquish by reason of his illness. He was a member of the Masonic lodge of Hanover. He was a son of Mrs. Mary Newman Rife, and the late Joseph Rife, who resided near Cashtown. About 26 years ago he was married to Miss Margaret Worch who survives him with an only daughter, Miss Florence Rife, a teacher in the Hanover public schools. He is also survived by his mother, two brothers and three sisters; Charles Rife of Fairfield; Herman Rife, residing with his mother on the home place near Cashtown; Mrs. John Fritz of Cashtown and Mrs. Frank Sterner and Miss Clara Rife of York. Funeral services were held Monday afternoon. The body was taken to Flohrs Church where services were held and interment was made in Flohr's cemetery. The Rev. Dr. M. J. Roth of Hanover officiating.

Worley. Katherine C. Worley, '21, died July 30, 1922. The numerous friends of Miss Katherine Worley were

shocked during the summer school to receive word of her death. A committee of her classmates was appointed to attend the funeral, and the class adopted resolutions which were forwarded to the family.

Miss Worley was graduated from the Harrisburg High School before coming to Normal and finished the Normal course with credit in 1921. She was a student at Dickinson College during last year and would have been a junior this year.

She was ill for several weeks following an attack of pneumonia. Her friends hoped that she would recover as her illness was not considered serious until very shortly before she died.

In her death the Normal School loses one of its most worthy and esteemed graduates and the HERALD joins with the other friends in expressing sympathy to her parents and family.

FOOTBALL SITUATION

With a squad of 48 men in training since school reopened September 18th, the football situation this year seems encouraging to thousands of students and alumni who are pulling with might and main for another championship outfit which last year went through the Normal League race undefeated. Coach Sharadin gathered a squad of athletes from various high schools during the summer who set a wonderful record on the athletic field and gym. floor within the past few years, who now are wearing the Red and Blue uniforms. Among the recent addition to our athletic family are Thornton, Seal and Brougher of Mechanicsburg High; Firth of Yeagertown; the Mehring Brothers and Harbaugh of Gettysburg High; Sell, a 185 lb. tackle from Roaring Springs High; Norris and Mann of the champ. Clearfield High team of '20 and '21; Smith, an all round lad from Woodlawn High, which gave us Capt. Geba and Jones; Gilbert and Orner from Ardenstville Vocational High; Shull and Rice from Landisburg High; Hess of Edison High, Harrisburg; Bob Maclay and Strike of Shippensburg High; Shuler of Highspire; and Dreese of Millerstown, who unfortunately is now nursing a broken wrist. The schedule for both squads is the heaviest combination attempted in years, but with the proper spirit shown by the squad and student body, we may expect another record-breaking season. Mgr. Barnhart announces the following games for both Varsity and Reserve teams:

Varsity

- Oct. 7—Altoona Apprentice School, at Shippensburg.
 Oct. 14—Dickinson College Reserves, at Shippensburg.
 Oct. 21—Bloomsburg Normal School, at Bloomsburg.
 Oct. 28—Gettysburg College Reserves, at Shippensburg.
 Nov. 4—West Chester Normal, at West Chester.
 Nov. 11—Millersville Normal, at Shippensburg.
 Nov. 18—Lebanon Valley Reserves, at Annville.
 Nov. 25—Mt. Alto Forestry School, at Shippensburg.
 Nov. 30—Massanutten College, at Shippensburg.

Reserve

- Oct. 14—Waynesboro High School, at Waynesboro.
 Oct. 21—Mercersburg Reserves, at Shippensburg.
 Oct. 28—Scotland School, at Scotland.
 Nov. 4—Carlisle High School, at Carlisle.
 Nov. 11—Scotland School, at Scotland.
 Nov. 18—Shippensburg High, at Shippensburg.
 Nov. 25—Chambersburg High, at Chambersburg.

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Chorus

Swell the chorus ever louder,
 We'll be true to you,
 Hail to thee, our Alma Mater,
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 Just beyond the town,
 Tower the ivy covered buildings
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