

Volume 29

JANUARY, 1925

Number 2

THE NORMAL SCHOOL HERALD



ENGLISH NUMBER

CUMBERLAND VALLEY STATE
NORMAL SCHOOL

SHIPPENSBURG, PENNSYLVANIA

J. R. KERR & BRO., Publishers, Chambersburg, Pa.

TABLE OF CONTENTS

Principal's Letter to the Alumni.....	3
Second Semester.....	5
Summer Session.....	5
To Our Readers.....	7
Joy Giving Through Literature.....	9
Devices for the Encouragement of Outside Reading.....	12
Magazines for the Junior High School.....	13
Literature for the Parent.....	14
Books Every Child Should Know.....	15
Literature in the Senior High School.....	16
Reading and Composition.....	19
Magazines in the Composition Class.....	21
Play Acting an Aid to the Interpreting of Literature.....	22
The Readers' Club.....	22
Journalism at C. V. S. N. S.....	24
Normal Literary Society.....	25
Philo Literary Society.....	25
Girls Athletics.....	26
Football Squad Dined.....	27
Cupid's Column.....	28
Stork Column.....	28
Obituary.....	29
Adams County Alumni Banquet.....	30
Franklin County Alumni Banquet.....	30
The Honorable J. G. Glessner Host.....	32
Alumni Personals.....	32
Alma Mater.....	39

The

SHIPPENSBURG

Herald

PUBLISH

Enter

TEACHERS COLLEGE

STATE

HERALD

AND JULY

t Office,

MA
AD
J. S

Editor
Editor
nager

Subscrip
gle copies 1
NORMAL S
former mem
that they thi

advance. Sin
tions to THE
Alumni and
ling any items

Vol. XXIX

No. 2

PRIN

UMNI

Dear Friend

The Ad
quiet, for o
day Vacati
Christmas
memory an
somewhat k
successful l

The past
uneventful
tacular, unl
championsh
possible to
system in t
and the Inf

The coun
land, Adams

enjoyable reunions. Those of Cumberland and York
Counties were especially noteworthy for numbers and en-

VOLS. 29-32

JAN. 1925-JULY 1928

e strangely
or the Holi-
these lines,
matters of
you may be
happy and

not entirely
othing spec-
ania football
ve found it
our heating
lymnasium,

n, Cumber-
d large and

The Normal School Herald

PUBLISHED OCTOBER, JANUARY, APRIL AND JULY

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

MARION H. BLOOD.....Editor
ADA V. HORTON, '88.....Personal Editor
J. S. HEIGES, '91.....Business Manager

Subscription Price, 25 cents per year strictly in advance. Single copies 10 cents each. Address all communications to **THE NORMAL SCHOOL HERALD**, Shippensburg, Pa. Alumni and former members of the school will favor us by sending any items that they think would be interesting for publication.

Vol. XXIX

JANUARY, 1925

No. 2

PRINCIPAL'S LETTER TO THE ALUMNI

Dear Friends:

The Administration Building has become strangely quiet, for our student body has just left us for the Holiday Vacation. However, when you read these lines, Christmas and New Year Greetings will be matters of memory and yet, though my greetings to you may be somewhat belated, I want to wish all of you a happy and successful New Year.

The past three months have been busy, and not entirely uneventful ones with us. Though we did nothing spectacular, unless winning the Eastern Pennsylvania football championship might be so designated, we have found it possible to complete the modernization of our heating system in the Administration Building, the Gymnasium, and the Infirmary.

The county alumni organizations in Dauphin, Cumberland, Adams, Franklin, and York Counties held large and enjoyable reunions. Those of Cumberland and York Counties were especially noteworthy for numbers and en-

thusiasm. When Professor W. M. Rife called the Cumberland countians to proceed to the dining room of the Reformed Church of Carlisle, it was found that one hundred and fifteen had obeyed his call. Thus was shattered for all time the old superstition that the graduates under the shadow of the school are not so enthusiastic as those living at a greater distance, and we are assured that Cumberland will break its own record next year.

The York Countians were the guests of that prince of good fellows, Honorable J. G. Glessner, '85, at the Colonial Hotel in York and had a rousing good time.

The first semester will close January 30. At this time fifteen of our students will receive their diplomas. As nearly all of these are boarding students we shall be able to admit a few new students at the beginning of the second semester. Students who have finished their high school course may find it advisable to enter at this time, thereby losing no time in the completion of their professional course. All who are interested should apply at once for rooms.

Our summer session of nine weeks will open on June 15. Last summer we offered more than fifty different courses suited to the needs of all types of students. We shall offer a still greater variety this year. Members of the Alumni who are preparing for work as principals, supervisors, or who wish to specialize in certain fields will be interested in the opportunities open to them at the summer session. We shall continue to give the work required by those who expect to teach for the first time or who wish to prepare for either a standard or a normal school certificate. Students are now registering in large numbers for the coming summer term.

It may be surprising to many of you to learn that registrations for next fall are in full swing. We are planning to add at least one hundred more strong students to our fall term enrollment in the regular normal department. We need your help in interesting the young people of your neighborhood. Won't you speak to them personally? Your recommendation of the old school will count more than any other influence.

Finally, I know that we can count on your aid in the campaign that we are making for adequate appropriations from the legislature now in session to enable us to carry out our plans for still greater service. We need sufficient funds to enable us to complete the work of

modernizing our administration building and to make it possible for us to secure the services of several additional members of the faculty so that we may continue to do the type of work that has given Shippensburg Normal its high standing among educational institutions. Won't you use your influence with senators and representatives to secure the needed funds for the work? We know you will.

And don't forget that a large number of you are members of classes that will hold their reunions on either June 8 or 9. The roll is an impressive one and includes the classes of '75, '85, '90, '95, '00, '05, '10, '15, '20, and '23. Some of you are already making definite arrangements for your reunions. All should be doing so. We want all of you here on commencement but the members of the above named classes must be able to offer a gilt edged excuse for failure to be here next June if they don't want their names recorded in our Black Book. Get ready now to come. With all best wishes, I am

Faternally yours,

EZRA LEHMAN, '89.

SECOND SEMESTER

The second semester opens Monday, February 2. Owing to the graduation of a number of students at the close of the present semester, we will have room for about thirty new students next term. Students who will be graduated from high school in January, graduates who were unable to enter last September, and all others who wish to secure credit for a half year's work are urged to take advantage of the opportunity now open to them. Send registration fee at once.

SUMMER SESSION

It may seem a far cry to the opening of the Summer Session next June, but already registrations are pouring in and indications are that the rooms in our dormitories will be speedily engaged.

Last year we offered more than fifty courses and we shall offer a still greater range of choice this year. The following will be available for those who expect to teach for the first time next year in the rural schools. Students

may carry work amounting to twelve semester hours.

Rural School Management.
 Teaching of Primary Reading.
 Teaching of Reading in the Grades.
 Teaching of Mathematics.
 Arithmetic (a course in content).
 Teaching of Geography.
 Teaching of Social Science (History).
 Teaching of Primary Subjects.
 Children's Literature and Story Telling.
 Juvenile Literature.
 Nature Study.
 Rural Sociology.
 Art (Drawing) (Two courses).
 Industrial Arts.
 Handwriting.
 Music (Two courses).
 Physical Education.
 Hygiene and Nutrition.

For students who have been in attendance at least two summer sessions or who wish to secure a State Standard of a Normal Certificate, the following additional branches will be offered:

Teaching of English.
 English Fundamentals.
 English Composition.
 Oral Expression.
 Music (Three courses).
 History and Principles of Education.
 Psychology of Childhood.
 Elementary Course in Educational Measurements.
 Principles of Geography.
 French (Two courses).
 Latin (Virgil or Horace).

Graduates of a Normal School or holders of State Standard Certificates may select any of the above and in addition may elect any of the following:

Educational Psychology.
 Advanced Course in Educational Measurements.
 Problems in School Supervision.
 School Administration and Educational Problems.
 Second or Third Year French.
 Botany (two advanced courses).
 Zoology (two advanced courses).
 Geology.

American History (advanced course).
Social and Industrial History of England.
Solid Geometry.
College Algebra.

Advanced Composition.

Romantic Movement in Literature.

Other advanced courses will be offered if enough students apply for them.

Teachers desiring to specialize in Primary work will find a wide range of subjects from which to select their courses.

Courses in High School subjects will be available for teachers and mature students who have not completed the required secondary work.

Students will receive free tuition if they have fifteen high school credits or if they are teachers in service. The tuition in the high school department is two dollars a week. The necessary expenses will be a ten dollar registration term fee. This covers the cost of admission to games, lectures, concerts, etc.

The charge for boarding, including furnished room, laundry, light, and nurse's services, when necessary, is either \$6.00 or \$7.00 a week depending upon the location of the room selected. Students when registering should indicate whether a six or a seven dollar room is desired. The cost of books will be approximately \$6.00 for the session. The entire expense will therefore range from \$70.00 for a six dollar room to \$79.00 if a seven dollar room is selected.

Students from a distance, unable to board at home will be required to register as boarding students unless it is possible for them to secure boarding with near relatives. Special permission must be secured by all others who wish to register as day students. As rooms will be assigned in the order in which applications are received, students will find it to their advantage to send registration fee at the earliest date possible.

The April number of the Herald will contain a fuller outline of the courses offered during the summer session.

TO OUR READERS

This issue of "The Normal School Herald" is to be devoted primarily to **English Literature**: Here we shall attempt to tell you a few of our ideas and a part of what

we are doing to encourage wider reading and a broader interest in literature among our students. We determined upon a literature number of the Herald after recent comprehension tests confirmed opinions already formed in our class rooms that the reading ability of many students is below standard, and that work not only in English but in all other branches as well was being retarded by the speed and lack of understanding with which numbers of students read. Our decision to discuss literature was strengthened by the difficulty which any English teacher meets: many students lack the literary background which is so easy to give them that it is criminal to deny them its advantages.

Literature has been a neglected subject. Why, it is difficult to know. Perhaps the formality of our erstwhile language methods so imbued us with the idea of English as a thing to be hated and learned that we find difficulty in accepting as useful the happy task of reading. But we may well join Touchstone and Audrey in singing, "The gods give us joy!" Literature is finally coming into its own and we recognize it as the only certain path to Good English. The child, or student, who reads, and reads, and then reads some more comes to understand the meaning of words and phrases; he finds correct forms no longer a bug bear. He meets them so frequently in the books he reads that they become firm friends; he not only comprehends their significance on the printed page, but he comes to use them in his everyday speech, and because of this fact mathematics and geography cease to be detestable jumbles which may not be admitted to his understanding. He finds in them not only fascinating material that is comprehensible to him, but he discovers his own ability to convey his ideas concerning these and other matters to his companions; moreover, he finds that his supply of ideas has grown and their field has broadened.

We have little to offer in this edition of the Herald that may prove either instructive or inspirational; we only wish to put before you some of our ideas and some of the work that we are attempting in the hope that you may be encouraged to tell us what we are failing to do that you, in your present situation, feel is essential for the necessary advancement of English standards.

MARION H. BLOOD

JOY GIVING THROUGH LITERATURE

The purpose of education is to give happiness now, as well as in the future. Why it is impossible for teachers to realize that literature plays the largest part toward accomplishing this end of any subject in our school curriculum is an unanswered question. Perhaps the real function is not understood. But before attempting to give an idea of the function of literature, let us ask: What is literature? It is a fine art and as such it expresses itself in a language, having body and soul and giving fundamental "joy".

The function of any subject must be known and evaluated before we can accept it as usable for our school child. Literature functions in two ways. First, as an illustrator of factual material; second, as a moulder of ideals. Before either of these two types can be approved they must meet certain requirements for the child,—all material must have in it the substance which is within the individual's needs and interests. By need, use is meant. To conceive that a story project gives the child an immediate need and use for numbers is not hard to conceive. The creation of an interest in any material is largely in the hand of the teacher. In order to have the interest that is necessary to attract the attention long enough to arouse an interest. The attraction of this attention is dependent upon the teacher. The interest will remain as long as there is an interest span which is dependent upon the capacity of individual children. The kindergarten child's interest averages about two and a half minutes. After that period it is impossible to work to advantage. Interest is gone.

The literary material must also be within the child's experience and environment. How you resent having your time wasted by being told of a competitive game if the background to make it intelligible is left out! Just so does our city child gain no value from the story of a picnic to the woods if the necessary background is omitted, as it is impossible for him to mentally picture this event.

Mental age or development must be constantly in the mind of the teacher. If not, she will be unconsciously choosing the literature which appeals to her, not the child.

Contact with literature is a form of living: (1) It sometimes reproduces our own experiences. (2) It re-constructs new experiences never had; that is, elements

are put together in a new way,—material contains new attitudes. (3) Literature aids in interpreting these new experiences. It also aids in the interpretation of subsequent experiences. If all our knowledge of Europe was to be gained by actually seeing, how little most of us would know of Europe! If all our experiences were to be personal, how little of living we would have! Literature gives us these added pleasures.

The child develops as primitive man developed. The literature of primitive man parallels that which should be given to the school child. When we give children literature which comes under the classification of the rhythmic period we are meeting the needs of a period which parallels a stage of primitive man's development.

The first literature given is through nursery rhymes. This procedure follows the pedagogical law of teaching from the known to the unknown. The supposition is that if a child has had any literature it will be "Mother Goose", and we will be teaching from the known to the unknown. The jingles are given first purely for the musical sense; there is practically no content in them. (Example, "Hot Cross Buns.") From these we go into the rhymes with a story connected. The prose of this period is realistic, giving the child an explanation of actualities. The rhythm in these is evident in the repetitive and imitative sounds of animals. All of the child's actions are based on rhythm, and our aim is to develop this sense. The work of kindergarten and first grade is largely taken up with this.

After the child has enough realistic experience to appease his immediate curiosity about his surroundings his thoughts move to a world of make-believe, and to direct his thinking we very carefully select folk fairy tales.

A diversion will be made at this time to warn against moralizing to children at any time. It is an insult to their intelligence to make the application for them. If it is not possible for the child to interpret the given material it falls short of one of the elements mentioned above. It does not meet the needs and interests, or it is not within his experience and environment, or it has an improper classification as to mental age. The fault rests with the teacher. Above all and at no time moralize.

The next period which follows this of the make-believe world is the time when the child has a hero. Surely nothing can be more important than for his ideas of the

character that he is going to imitate to be as near the ideally human as possible. Hero stories of the fourth, fifth, and sixth grades make their appeal to the child because of the physical bravery portrayed in the hero. No appeal is made to a child because a character has moral courage. There is no moral standard in the child's life at this time. He likes and needs directed thoughts about persons capable of "killing the most dreadful dragon" with no other purpose than the pure desire to excel in physical strength.

Our adolescent child tires of this hero: he is not stimulated by the right idea. He needs before him a personage who rights a wrong for right's sake. As the hero develops, he takes the form of "a brave knight fighting for his lady", and here is evidence of a simple love story proceeding ideally to an end. Care should be taken in the choice of love stories for our junior high school child. They should contain no complexes and the plot should not be heavy with sentiment. This period of romance is delightful to the child, and he has need for this material. Be frank and sincere in the direction of his reading and the stories given him in telling. He should not be made to feel that love stories are foolish or abnormal. Life proceeds in this manner; guide him to accept it. The teacher's attitude will be his. Please note in choosing stories for both the heroic and the romantic period that myths as myths should not be given. A myth is a religion, not an art. Many myths contain good hero stories. In the adaptation of these stories care should be given to eliminate the mythical portions.

Of course all these periods overlap, and the child's literature should be varied in type. It does not follow that all hero stories are given in fifth grade, but it does follow that hero stories have the preference in that grade.

Poetry follows through the entire life of the child. It is the rhythmic period made to suit the mental age of the child. Because of the length of the poems more time can be given to detailed effects than in prose. First poetry is taught from the entirety to the part and very little "part" work is done. We no longer have a child who, memorizing, learns verse by verse, and we view with panic the result which is "a stalling period" between each and every verse, due only to the fact that the child does not have a good, clear perspective of the whole. We read to him many times and give him something definite to look and

listen for, reading the whole each time. In a work such as "Evangeline" where the whole is too long for this type of work the story is told so a whole conception is before the child. The details follow this.

Do you say, "No access to material"? All work in the rhythmic period must be story telling, and throughout the grades three-fourths of it should be story telling. This does away with the lack of material problem.

An observation was made of a second grade teacher's story telling period. To imagine a period of this sort which was not of a socializing value was impossible, but there it was, purely a task: The children were put into an uncomfortable physical position, and told to remain so. Remember, if you please, literature is "a joy giving art".

Material, aside from meeting appropriately the child's native and instinctive interests and tastes, the cultivation and direction of these, the waking of new interests and tastes, and the reconstruction of, by aid of the imagination, must contain certain technical elements. It must start with action and progress with action, have living characters whose actions result in natural normal experiences; the English both from the structural and the artistic side must be in good form.

Not only will a story period be of value from the socializing view point but it is child training, character building material,—not a cold proposition without the elements of child appeal.

Judge Lindsey stated that the person who helps the child understand and enjoy beautiful thoughts or melodies is almost as great as the creator of the thoughts and melodies; for he is a builder of ability, leaving behind something fit to stand. This is the teacher's chosen service to the child.

KATHARINE ZERFOSS.

**DEVICES FOR THE ENCOURAGEMENT OF OUTSIDE
READING AND FOR THE UNDERSTANDING
AND APPRECIATION OF LITERATURE**

Reading Club

An eighth grade reading club has been organized. The purpose of the club is to encourage home reading of good books and magazines. Any book or magazine from The

Training School library is acceptable. This club meets twice a month with the regular class officers presiding. Oral book reports in story form are given by pupils. The pupil aims to tell just enough of the story to make the listeners want to read the book too. The teachers believe that the reading club plan is a very good way to help the pupil to form a habit for spending part of his leisure time in good reading.

Literature Through The Eye

The use of blue print photographs showing characters and scenes in a number of selections has proved interesting to the pupils. These prints may be obtained from The Thompson Publishing Co., Syracuse, N. Y.

Memory Work

The keyword method of study is used to aid in memory work. The selection (poem) is read silently and discussed by pupils. Key words are then chosen by the pupils and placed on the black board by the teacher. The selection is then read orally in unison a number of times. After the first oral reading the pupils should aim to read from the key words. However, the eyes should return to the text when necessary to avoid faltering. When the selection has been fairly well mastered the task should be completed through silent study. In the key word class method the rhyme of poetry is more fully appreciated; the rhythm helps the pupil to memorize quickly; and clear enunciation may be practiced during the oral drill.

RUTH A. CUNNUAGHAN.

MAGAZINES FOR THE JUNIOR HIGH SCHOOL

*The Youths' Companion, *St. Nicholas, Field and Stream, Country Life, The House Beautiful, The House and Garden, The Scientific American, Popular Mechanics, The Scholastic, The National Geographic, Asia, The Independent, The Literary Digest, Current Events.

To be used occasionally—Harper's Monthly, The Saturday Evening Post, The Ladies Home Journal, The American Magazine, Century.

*May be used throughout the Intermediate Grades.

Occasional articles from the other magazines mentioned will be found useful in the Intermediate Grades, and the illustrations are most helpful.

LITERATURE FOR THE PARENT

At a recent meeting of our Parent-Teachers' Association, a father,—good fathers attend school meetings, stated that one of the needs of public education is to provide a section of the school library for suitable books for parents. The statement of this simple, sane, sensible and most reasonable request gave birth to a new interest to teachers, librarians, and patrons of the school. Has the millennium come, or have we been asleep, or just too busy thinking of the children to consider the needs of the parents? Some of us thought parents were interested in fiction, and some thought they didn't read at all. The fact is, we all read with greatest appreciation and purpose those things in which we are most interested. Parents also are teachers in fact, if not by profession, and why should they not desire to know how to perform this most important duty of the home in the most effective way?

But what books should be placed upon this shelf? The librarian says no such lists are available. Most of our educational literature is of scientific and technical nature requiring a type of studying that does not appeal to the average parent nor anyone else unless definitely assigned and specific rewards offered for its mastery. It seems to us, however, that there is a field of educational literature, probably not written especially for this purpose, that would meet this need. There are books of pedagogy, psychology, history of education, fiction written for educational purposes, history, science, geography, etc., all written in a popular style that would render a very valuable service to parents if placed within their reach.

Various departments of the Normal School are combining their interests in producing a list of suitable books for a parents' section in our library. Look into succeeding issues of the "Herald" for its publication.

W. P. HARLEY.

BOOKS EVERY CHILD SHOULD KNOW BEFORE ENTERING THE SENIOR HIGH SCHOOL

- Alcott—Little Men, Little Women.
 Barrie—Peter and Wendy.
 Bennett—Master Skylark.
 Browning—The Pied Piper of Hamelin and other ballads.
 Carroll—The Adventures of Alice in Wonderland, Through the Looking Glass.
 Cooper—The Last of the Mohicans.
 Cox—The Brownie Books.
 Craib—The Little Lame Prince, The Adventures of a Brownie.
 Defoe—Robinson Crusoe.
 Dickens—The Christmas Carol.
 Fabre—Insect Adventures.
 Field—Wynken, Blynken, and Nod; The Gingham Dog and the Calico Cat.
 Goldsmith—Goody Two Shoes.
 Greenway (Ed)—Mother Goose.
 Hawes—The Dark Trigate.
 Hawthorne—The Wonder Book, Tanglewood Tales.
 Houseman—Stories from the Arabian Nights.
 Irving—Rip Van Winkle, The Legend of Sleepy Hollow.
 Jacobs (Ed.)—Fables.
 Kipling—The Jungle Book, Just-So Stories.
 Kingsley—Water Babies, Westward Ho!
 Lamb—Tales from Shakespeare.
 Long—Joan of Arc.
 Lear—The Owl and the Pussy Cat.
 Softing—The Story of Doctor Dolittle.
 Longfellow—Selections.
 Lowell—Selections.
 Mosefield—Jim Davis.
 Perrault—Little Red Riding Hood, Beauty and the Beast, Sleeping Beauty, Cinderella, Jack and the Bean Stalk.
 Pyle—The King Arthur Stories, The Merry Adventures of Robin Hood.
 Scott—Lyrics, Ivanhoe.
 Shakespeare—Lyrics.
 Steveson—A Child's Garden of Verse, Treasure Island.

Tablock and MacKaye—The Modern Readers' Chaucer.
Tennyson—Lyrics.

Thackeray—The Ballad of Little Billee, The Rose and the Ring.

Thorne-Thornson—East o' the Sun and West o' the Moon.

Twain—Huckleberry Finn, Tom Sawyer.

Van Dyke—The Story of the Other Wise Man.

Williston—Japanese Fairy Tales.

LITERATURE IN THE SENIOR HIGH SCHOOL

The High School Department has set for itself a high goal in the matter of its English courses. The race is a difficult one, the road is often rough, and the goal seems to recede as we advance. Yet we believe it is not altogether unattainable. Our aim may be briefly expressed. We are trying to develop in our students correct habits of written and spoken English, so that they may make themselves understood in the world which they are so soon to enter. For this, necessarily, a good deal of technical and routine drill is required. We are also trying to cultivate a love for the best things in the vast realm of literature. The reading of good books is our chief aid in endeavoring to attain both these ends.

Three courses in English are offered in the Secondary Department—Rhetoric, Classics, and the History of English and American Literature. The third is a general survey of the great periods in the development of Literature, with particular attention to the outstanding figures whose works have been most enduring. A further report of the literature courses will follow this article.

The course in Classics is primarily a reading course. The selections have been chosen from those suggested by the Board of College Entrance Requirements. This list offers a wide choice and we have tried to pick those which would be of most real interest to the student. Our classes vary in age to such an extent that it is practically impossible to find a book which interests every one alike. Nor is it desirable that this should be the case. Disagreement often leads into a lively discussion, resulting in real literary criticism. It is interesting to notice which selections have proved most pop-

ular. Shakespeare invariably makes his own appeal and we have had real enthusiasm for "The Merchant of Venice", "Romeo and Juliet", and "Macbeth". With somewhat uncertain feelings we presented Palmer's translation of the "Odessey" to a large and somewhat skeptical class. The results were illuminating: practically every one "liked that book"; written work came in unconsciously couched in Homeric style; and one boy begged to "read it all over again." Stevenson's "Travels with a Donkey" won for itself many friends. "A Tale of Two Cities" met with almost unanimous approval. High School boys and girls are far more chivalrous, far more sensitive to the true spirit of romance than we realize, and Sydney Carton's sacrifice made a deep and lasting impression on many minds. But tastes differ in literature as in other things and must be catered to, to a certain extent, even in the class room. The expression of real personal opinion is encouraged. The teacher acts as a guide merely, helping the traveler over difficult places, and pointing out beauty spots as the journey progresses.

Rhetoric, as the name implies, devotes a large part of its time to the formalities of English expression—oral and written. But reading is not neglected. Frequent practice in silent reading is directed by the teacher; oral reading is a regular and important part of the course; and "one book a month" is our slogan for "outside reading." This latter represents that recreational reading which is a necessary part of any High School course worthy of the name of "Education". One of the first questions asked the new student is, "what is your favorite book?" The answers vary from, "I never read a book", to "Oh, I don't know. I like so many." Then a list of "good books" is offered, affording an extremely wide choice, and once a month each student makes a report on the book he has read. These "reports" follow no set formula. They are usually a brief synopsis of the story, followed by a comment, showing the personal reaction. Books are recommended, rejected, accepted, in informal class discussions. The teacher frequently reads aloud a short story, a poem, or a portion of some longer narrative. Story telling is another way of introducing literature. Robin Hood's Adventures, the Arabian Nights' Tales, the Greek Myths, the Arthurian Legends,—these appeal to all ages, and are always popu-

lar in High School classes.

William Hazlitt said, "The greatest pleasure in life is that of reading, while we are young." If this be true—and who will deny it?—then let us not withhold that pleasure from our young people. They may come to us, feeling that reading is drudgery. It is our part as teachers to prove the contrary. It can be done, if we ourselves are sufficiently interested. We can, at least, open the door and reveal the treasures within. The adventurous spirit will find them for himself. "Open, Sesame."

NANCY McCREARY.

In teaching the History of English Literature we keep two aims before us: (1) To arouse interest by making past times real and dead writers live; (2) to direct that interest so that it may become a true literary sense and appreciation.

In the beginning of the course we were met with such remarks as these: "I don't like Shakespeare. His plays are all alike. Every one has a woods in it—'A Midsummer Night's Dream', 'As You Like It', 'Macbeth'". "What's the use of studying about people who lived so long ago? They're dead." "I can't get anything out of this old poetry. Give me plain English."

Our problem was to change these points of view. We began by selecting outstanding works or writers that seemed fairly representative of their times, and that would serve as central figures about which contemporary works or writers might be grouped. We selected Beowulf, Chaucer, Shakespeare, Milton, Dryden, Pope, Johnson, Wordsworth, and Scott, Tennyson and George Eliot. We studied Beowulf for all that it could give us of old English manners, and customs; and with this same object of creating atmosphere we studied the works and lives of each of the authors mentioned. We had a text book with readings (Pace's English Literature) but we used a large amount of supplementary material; the book we found most helpful in drawing pictures of the times was Boas and Hahn's Social Backgrounds of English Literature (Atlantic Monthly Press.) Whenever pictures could be found they were brought before the class. The question most frequently asked was "What do you see when you think of so-and-so—?" or "of such-and such a time?"

After establishing in our minds as vivid pictures as possible we turned once more to the beginning of English writing and attempted to group about our central figures other figures of the time. Needless to say we gathered our material as far as possible from the works rather than from the lives of the authors. Moreover, we did not confine ourselves to the writings most frequently read in high school classes. We read "The Pardoner's Tale" from Chaucer and supplemented that by reports of other tales read from Tatlock and MacKaye's "The Modern Reader's Chaucer"; "Romeo and Juliet" was the Shakespearian play selected; Pepys proved our favorite writer of the late seventeenth century. Papers written upon "Seeing a Play in Shakespeare's Time" and "A Diary Written in the Style of Samuel Pepys" showed how vividly many students had visualized the scenes, and how thoroughly they had caught the spirit of the times.

Five weeks of our term remains and all too little is accomplished. At times our aims seem far out of reach, but occasionally we have our words of encouragement. One boy came to me after class with, "Gee! I didn't know a street fight could be so exciting! And wasn't old Montague a hot one? I liked the way they talked, too. Great stuff! Has Shakespeare any more plays like 'Romeo and Juliet'? If he has I want to read them." A few days ago I remarked in class, "Certain critics have said that Goldsmith is not a great poet, that our emotions aroused by the homely things of which he writes, make us over estimate his greatness." Promptly from the back of the room came the report, "That's not true. He is great because he does write of homely things as he does. 'The Deserted Village' is the real thing. There isn't a word in it that isn't true and you see what he's writing about all the time you read."

MARION H. BLOOD.

READING AND COMPOSITION

Thorndike-McCall Reading Forms were recently given to a group of our normal school juniors for the purpose of testing their efficiency in comprehending material read. One hundred eighty-eight juniors took the tests. The results showed the following distribution of efficiency: Superior 25, twelfth grade 67, eighth grade

53, seventh grade 16, sixth grade 18, fifth grade 7, fourth grade 2. As may be seen the median fell at **Eighth Grade** rather than **Twelfth** or above. One test is scarcely sufficient cause for alarm, yet these results plus our class room experiences have made us pause and consider. The outcome of our consideration has been the introduction of remedial work in reading in our **Junior Composition Classes**, which means, of course that all juniors are given the advantage of corrective work. Two plans have been followed.

Students Required Readings

The percentage of recent reading tests would seem to indicate that the average high school is requiring too little reading apart from the study of text books. To meet the situation the juniors are required to hand in to their instructors in English monthly reading reports. The data is written on prescribed forms found in a Reading Report Book which the students are required to purchase from the book room. The students reading covers a wide range of literary material, such as: Fiction, short stories, narrative and lyric poetry, drama, essays, biography, orations and lectures.

THOMAS J. PENNINGTON.

Bi-weekly Tests

Twice weekly the students bring to class a text book that is in general use. A page in that book is assigned, with the direction that each student read the assignment as rapidly as possible. Special instruction is given that the eye should travel steadily forward to the end of the line, then back to the succeeding line,—that there should be no wavering back and forth. The assignment is made far enough in advance of the regular classwork that the material read will be new. Ten plus and minus questions referring to the matter read have been previously placed upon the blackboard; these the students are instructed to answer from their reading. At a given signal the students begin to read, and as they proceed the teacher writes upon the blackboard the time at intervals of five seconds—that is 5, 10, 15, etc. As each student writes the answer to the last question he glances at the blackboard and places upon his paper the last figure written by the teacher. When all have completed

the work the teacher reads the answers to the questions; each student checks his own paper and keeps a graph of the results. A second comprehensive test will be given at the end of the first semester in order to discover what progress has been made.

MAGAZINES IN THE COMPOSITION CLASS

There are, of course, two sources for composition work; the direct and the indirect, or actual experience and experience borrowed from books, conversations, or lectures. In our composition classes we draw more frequently from the direct source, but we also feel the necessity not only of offering our students every opportunity for the improvement of their reading efficiency, but of giving them every possible chance for broadening of their views through contact with the ideas of more widely experienced men and women, and with this thought in mind we direct our classes to various books and magazines. The book report forms have been mentioned elsewhere. We sometimes vary these by less formal written reports, by class discussion, and by oral reports. In our magazine reading we use these latter methods. At least twice each month magazine assignments are made. Sometimes the magazines are of the story variety: The Atlantic Monthly, Harper's Magazine, The Century Magazine, Scribner's Magazine; sometimes they are of the current event type: The Literary Digest, The Independent, Time, The New Republic, The Living Age, The Review of Reviews, and a half dozen others; a recent assignment offered a choice of The Theatre Magazine, The Theatre Arts Monthly, The Geographic Magazine, Asia, The World American Review, The New York Times Magazine Section, Travel, The Nation. Sometimes a definite article is required, but usually the students are permitted to let their preferences guide them. Reports are sometimes written, but they are more frequently oral. The student is requested to give a brief abstract of the story or article to which he adds his own "reaction". His "reaction" may be a statement of what he liked in the work and why he liked it. It may be what he thought of the writer's views. Interesting class discussions often follow a report.

MARION H. BLOOD.

PLAY ACTING AN AID TO THE INTERPRETING OF LITERATURE

In a normal school, any extra-curricular activity that uses up as much of the time and the energy of students as the giving of a play does, must be justified on other grounds than the amusement it affords, or the money obtained from it. No play is successful if it merely pleases the audience or swells the exchequer of some organization needing funds. If, however, the players gain in power—be that power greater ease of manner before an audience, more perfect voice control, or the ability to better interpret literature—then the end, undoubtedly, justifies the means.

Probably the chief value of the work in dramatics to the individual student is his gain in the ability to interpret character in literature—to find real people in the books and poems he reads. If the young actor is to present a convincing character to his audience he must be able to build up from the printed page a real flesh and blood man. And he must do this from what the character says and does. For in plays, remember, there are no long descriptions of mental processes, of emotional states. No dramatic coach, worthy of the name, will present his own interpretation of a character to a player. A hint may be given here—a suggestion there, but if the character is to stand out as real, as life like, it must be the player's own conception of it. He must be able to enter into the part imaginatively and emotionally; to "project" his conception of the part in such a way as to reach the understanding and the feelings of his audience. To do this, requires intelligent mental concentration—careful study. Once let a student act the part of a real man whom he has built up out of a few hundred words, and always will the characters in his books walk out from between their pages and talk to him.

EDNA ARNOLD.

THE READERS' CLUB

"Necessity is the mother of invention" is an old yet ever true axiom and the students of the normal school have been fortunate enough to see it demonstrated again in the formation of the Readers' Club.

For a long time it had been a self-evident fact that the students of Cumberland Valley State Normal School were in dire need of some means of furnishing themselves with the novels and good recreational literature which they must all have to read in order that they should develop well balanced literary minds. To meet this need a club for the purpose of furnishing good recreational reading has this year been established and is at this time a smooth running organization.

It was due to the efforts of Miss Bragg, assistant librarian, that the students of the school interested in this current problem of recreational reading were called into the chapel and the idea of forming a club of this nature explained. At this the first meeting the officers of the club consisting of General Chairman, Chairman Finance Committee, Chairman Publicity Committee, and Chairman of Book Committee, were elected.

The fee for joining the club was fixed at fifty cents for students and one dollar for faculty; each member of the club was asked to act as a member of the Membership Committee. At the present time there are about one hundred and ten members in the club and there are nearly eighty books in circulation among the club members.

Among the students in the club are found those whose ages range from the first year in high school to the seniors in the Junior High group, a range of from six to seven years. A number of the faculty are also interested in the project. Needless to say, there are some persons in the group who have done little reading and it is the purpose of the organization to place in their hands books of such a nature that they will not only hold the interest of the reader while reading the book but will give him a desire to read more and better books. The problem that the club faced at the outset was to procure with the limited money that they had, books that would reach each age of readers and yet hold the interest of the whole group to such an extent that they would continue to be energetic boosters of the organization in getting new members, because it is only through new members that funds are received with which to buy books. Although the organization is not yet a large one the time may come when every student will make an effort to become a member of the club.

The Readers' Club has in a small way surmounted the lack of good recreational reading in the school so far and

it is our ideal to continue adding good books to the club until we have one of the best recreational libraries to be found anywhere.

EARL RYAN,
General Chairman.

JOURNALISM AT C. V. S. N. S.

"Campus Reflector"

One of the aims of the "Campus Reflector" is to establish a bond between the Alumni and their Alma Mater. They have tried to have an extensive and interesting Alumni column, but they have failed to a certain extent. The "Reflector" is anxious that this part of the paper grow, so it is requesting the Alumni to send them articles for this column.

The ninth of February, the paper will celebrate its second birthday and from the way things look it is bound to celebrate many more for it is constantly growing. The subscription list is once again as large as it was last year. The increased numbers is largely due to the Alumni who are taking an increased interest in the paper.

Special stress is being placed on the editorials this year, so that they may be of vital interest to Cumberland Valley State Normal School students. They are sometimes constructive criticisms of school activities; sometimes they offer suggestions as to the instituting of new customs.

The paper has also been improved this year through the use of cuts, a number of which appeared during the past football season. One of the progressive aims of the "Campus Reflector" is "Use more cuts". The plan is to print as many pictures as finances will permit, since pictures add to the interest of a paper.

GENEVIEVE MITCHELL,
Editor-in-Chief.

Training School Newspaper

Even as Cumberland Valley State Normal School is the first state normal school to publish a weekly newspaper, so the Cumberland Valley State Normal Training School will be the first state training school to publish a paper. The paper will be a semi-annual publication, issued the first of each semester. The first publication will come out in a very few weeks.

NORMAL LITERARY SOCIETY

Normal Literary Society for the year of '24 and '25 has not only preserved her standards but has advanced them. Her aim is not focused on the literary value exclusively, but has taken a larger scope by striving to assist individuals in different ways. Our programs consist of essays, plays, orations, book reviews, topics of the day, special features, musical numbers, and debates. The type of debate has been improved through the work of Phi Nu Delta. The debates are planned by this debating fraternity and the questions, debators, and judges are carefully chosen by the same organization.

The music consists of a great many instrumental numbers although there are more vocal numbers rendered on account of more training along this particular line. The music is under the supervision of the Music Department and is therefore of a high type.

JOHN N. SWAN, '25, President.

PHILO LITERARY SOCIETY

The Philomathean Literary Society is making rapid strides toward bigger and better society debates. Debating has been put on an equal basis with plays this year—one debate under special supervision being given in a month. Instead, however, of the debates being under faculty supervision and a student committee appointed by the president of the society as the plays are, the Phi Nu Delta Debating fraternity coaches them. Interclass debates have been inaugurated. As a result, the debates have been better organized and the methods of delivery have been improved.

Philo is progressing musically as well as forensically. She has a Girls' Glee Club and a Boys' Quartet which are making names for themselves in musical circles in the school. Philo's orchestra this year, is also going to have a prominent place in society programs. It has just been lately organized but at this early date, it is not a pre-sumption prophecy that it is going to be a success.

Entire musical programs have been innovations to the usual society routine. The members of the society give brief sketches of the lives of the composers, as well as presenting one of their works. This is an instructive as well as an entertaining method which has met with ap-

proval among the members of the society.

A considerable amount of new talent has been added to Philo this year and the society has not been slow in making use of it, entire programs being in charge of new members.

Philo is certainly progressing this year and is holding its motto, "No excellence without labor".

GIRLS' ATHLETICS 1924.

The regular Athletic Season of 1924, opened with an additional activity in the form of horseback riding. The girls responded with much enthusiasm making the season a great success. All are looking forward to the opening of the Spring season.

The training in hockey this season was very much broader technically and physically than heretofore. This resulted in the development of some excellent stick-work and a sound knowledge of the game as it is played in England today. Four Senior-Junior games were played on Eckel's Field, the first one ending in a tie 4-4. The fourth one was played on Thanksgiving morning in which the Senior girls played their third victory over the Juniors. All of the games were played in a close and fast struggle with a display of good sportsmanship and spirit at all times.

The hiking schedule for the Fall was especially well attended, more than 100 girls responding to each roll call. This was true even of the annual eleven mile hike to Chambersburg. The special feature hikes composed of early morning hikes, breakfast hikes, stunt hikes, the hare and hound hike were popular features among the girls. It was with regret that the hikers abandoned their Fall schedule at the demand of Jack Frost. All are looking to the Spring season with expectations.

The cycle squad this year was smaller than usual but the few who did come out thoroughly enjoyed it and are working for recruits, who will appreciate the value of this invigorating sport, for the Spring season.

Thus with the addition of individual work done in Tennis, ends our activities of the season just closed.

Although the official Winter season in basket ball opened December 8, remarkable progress was made in this sport in the pre-season optional practices. Some 40 girls

responded daily and have worked faithfully and enthusiastically. The varsity squad has been chosen and systematic training and practice have just begun. The schedule is as follows:

With Gettysburg College at Gettysburg, January 17.

With Millersville Normal at Millersville, January 24.

With Gettysburg College at Shippensburg, January 31.

With Carlisle High School at Carlisle, February 7.

With Hagerstown High School at Shippensburg, February 14.

With Carlisle High School at Shippensburg, February 21.

Open, February 28.

With Millersville Normal at Shippensburg, March 7.

The varsity squad is made up of a group of girls whose ability is of the type, along the various lines, to build a fast and efficient team. We are expecting a successful season.

Beside the varsity schedule we will run a first and second team series and one deciding the class championship. The spirit and enthusiasm is running high in basket ball and if the season continues as it has begun it promises to be a very successful one.

E. VAN DUZER,

Director of Girls' Athletics.

FOOTBALL SQUAD DINED

The School gave a turkey dinner with the "fixins" and various other appetizing dishes to the victorious football squad on Thursday evening, December 18. The entire squad responded to the call and paid tribute to the feast that Miss McWilliams had prepared for them. After all had confessed that their limits of fullness had been reached, Dr. Lehman called upon Dr. Heiges, Professor Grove, and Professor Gilbert to tell what they knew about the team and football in general. Mr. Lackhove came next and revealed some "extra curricular" secrets. Mr. Lightner, Coach of the Dickinson College football team and Mr. Crowley of Carlisle were called upon. Coach Eurich of the Shippensburg High School also responded to the toast-master's call. Captain Hockersmith spoke for the team after which "Bud" Bailey, "Ed" Craig, and "Sherry" Gilbert, the three members of the team

who will finish their course at the close of the school year, spoke of their regret at leaving.

Coach Bentz was the last speaker and he was greeted with a rousing cheer as he rose. He spoke of the splendid cooperation of the student body and the faculty and predicted a still more successful season in 1925.

Dr. Lehman then gave the regulars their varsity letter. He called upon the reserve squad to come forward and congratulated them on the splendid spirit they had shown; they did not appear in the lime light during the season but they made possible the success of the varsity team. He then conferred the insignia of the reserve squad upon them. Earlier in the day, during the assembly period, gold footballs had been presented to the regulars and silver ones to the reserves.

Everybody joined in singing "Alma Mater" under the leadership of Professor Slyter, and all voted the banquet a fitting close to a most successful football season.

CUPID'S COLUMN

James-Bream. At St. Marys Church, Frederick, Md., September 27, 1924, Mr. Donald M. James to Miss Esta Bream, '17.

Funt-Hess. At Arendtsville, August 28, 1924, by Rev. George Ely, Mr. George H. Funt, '23, to Miss Sadie Grace Hess. They reside in Camp Hill, R. 2, where Mr. Funt is teaching.

Waltersdorff-Crapster. At Washington, D. C., September 13, 1924, Mr. Maurice C. Waltersdorff, '11, to Miss Catherine Elizabeth Crapster. They reside at 71 E. Wheeling St., Washington, Pa.

Zug-Jones. At Chambersburg, Pa., December 1, 1924, Mr. George Zug to Miss Grace Jones, '03. They reside in Chambersburg, Pa.

Duncan-Bay. At McAlisterville, Pa., August 23, 1924, Mr. W. Morgan Duncan, '20, to Miss Bess Bay, '22. They reside in McAlisterville, Pa.

STORK COLUMN

Saunders. At Greensburg, Pa., October 23, 1924, to Mr. and Mrs. William Saunders, a son, Billie Jack. Mrs

Saunders was Gladys Wolf, '21.

Herberlig. At Newburg, November 14, 1924, to Mr. and Mrs. Frank Heberlig, a daughter. Mrs. Heberlig was Ruth Shuman, '22.

Means. At Newburg, Pa., November 14, 1924, to Mr. and Mrs. Chalmers Means, a daughter. Mrs. Means was Elizabeth McCune, '15.

Gotwals. At Conshohocken, Pa., November 12, 1924, to Mr. and Mrs. Vernon D. Gotwals a son, Vernon D., Jr. Mrs. Gotwals was Helen Jones, '10.

Sinsabaugh. At 189 Laurel Ave., Irvington, N. J., October 30, 1924, to Mr. and Mrs. G. R. Sinsabaugh, a son, Arthur Reeder. Mrs. Sinsabaugh was Helen Reeder, '09.

Hoffman. At Grove City, Pa., November 28, 1924, to Mr. and Mrs. A. J. Hoffman, a son, Richard Ben. Mrs. Hoffman was Anna U. Wenger, '11.

Brindle. At the Frederick Hospital Friday, June 27, to Rev. and Mrs. Ernest W. Brindle, a son, Ernest Wright, Jr. Mrs. Brindle was Ruth Friedley, '15. They reside at Adamstown, Md.

Smith. At 623 Schuylkill St., Harrisburg, Pa., December 8, 1924, to Mr. and Mrs. John A. Smith, a son, John LeRoy. Mrs. Smith was Esther E. Wilson, '23.

Stover. At Shippensburg, Pa., November 27, 1924, to Mr. and Mrs. Howard Stover, a daughter, Janet Lucille. Mrs. Stover was Eleanor Donnelly, '18.

Means. At Middle Spring, December 24, to Mr. and Mrs. James Q. Means, a son. Mr. Means was graduated in the class of '15.

OBITUARY

Jones

Mr. Blaine Jones, '07, died September 21, 1924. We learn that Mr. Jones was ill for more than two years with tuberculosis. He died at his home in Franklin county. Mr. Jones taught in Kemerer, Wyoming for several years.

Bachtel

Martin L. Bachtel, '78, died October 27, 1924. We take the following from a Chambersburg paper:

Martin L. Bachtel died at his home at Millstone, five

miles east of Hancock, on Monday, of general debility, aged 72 years. He was a graduate of the State Normal School at Shippensburg, of the class of '78, and taught school in Washington county for forty-eight years, including last year. He was postmaster at Millstone for 15 years. He is survived by sons, Guy, of New Oxford, Pa.; C. M., employed in the postoffice at Hagerstown and P. P., at home.

Eckels

Prof. William A. Eckels died October 30, 1924.

Prof. Eckels died in Washington, D. C., where he had been teaching. He was born in New Kingstown, Pa., and was graduated from Dickinson College in 1883. He was engaged in educational work all his life and was a teacher at the Normal several years ago.

ADAMS COUNTY ALUMNI BANQUET, NOVEMBER 17, 1924.

The Adams County Alumni Association held their annual Banquet Monday evening November 17, 1924, at the Eagle Hotel, Gettysburg.

Mr. Charles Raffensperger presided, as the President, Mr. Leslie Stock, was unable to be present during the beginning of the meeting.

There were about fifty people present. The following musical selections, given by the orchestra from Normal, were greatly appreciated. Instrumental Quartet, Piano Solo by Professor Green, French Horn Solo—Professor Slyter, and Violin Solo—Professor Brunner. Dr. Lehman gave us an inspiring talk after which we sang the Alma Mater. The remainder of the evening was spent in dancing.

The following officers were elected for next year: Mr. Wimbart Neely, '22, President; Mr. Paul Wert, '23, Vice President; and Anna Kauffman, '21, Secretary.

FRANKLIN COUNTY ALUMNI BANQUET, NOVEMBER 17, 1924.

The annual Banquet of the Alumni of Shippensburg State Normal School was held at seven o'clock in "The

Garden" of the Wallace Restaurant. Although the attendance was not as big as was that of last year's banquet, nevertheless a great deal of enthusiasm and interest was manifested.

After the dinner had been served, J. F. Faust, president of the association introduced as toast-master for the evening the Hon. D. Edward Long of the class of '91. To the genial "Eddie" goes a large amount of the credit for the success of the occasion. His witty introduction of the various speakers was most interesting. He called on the following persons, who responded with speeches: Superintendent John L. Finafrock, Professor L. E. Smith, representing the Normal School, Professor Simon Shearer and Miss Ada Horton, also representing the old school, Professor John D. Brooks, of Wilson College, and Doctor J. Adams Puffer, Director of the Beacon Boys' Bureau, Boston, Mass.

Reorganization of the association resulted in the election of the following officers for the coming year: President, Frank M. Thornton, '23; Vice-president, Oscar H. Little, '93; Secretary-Treasurer, Miss Helen Ausherman, '18.

After the business meeting a dance was held.

The following persons were present: J. Adams Puffer, (guest); L. E. Smith, '02; S. S. Shearer, '07; Ada V. Horton, '88; R. G. Mowery, '06; John L. Finafrock (former instructor); D. Edward Long, '91; John D. Brooks, (ex-student); W. Merle Gabler, '24; W. H. Hess, (ex-student); J. I. Freet, '07; Oscar H. Little, '93; Abram C. Stamy, '12; Ruth Hoke, '19; Beulah Whitmore, '18; L. Bernadine Snader, '18; Mary L. Witmer, '13; Zelta Powell, '20; Sara C. Rider, '24; Arlene L. Boudier, '22; Bertha Sanders Miller, '04; Ruth Burkhart Long, '13; Helen S. Reisher, '24; Vada McCleary (ex-student); Estella R. Michaels, '22; Thelma E. Small, '24; Bertha M. Rowe, '24; Edith G. Myers, (ex-student); Florence Sharp, '01; J. F. Faust, '11; Mrs. J. F. Faust, (guest); Margaret McDowell, (ex-student); Pearl Baer, '18; Stella Witmer, '16; C. Gail Walker, '24; F. W. Shearer, '21; Hazel Myers, (ex-student); F. M. Thornton, '23; Jacob L. Brake, '21; Esther L. Stuff, '23; Hope Ferguson, '17; Mae V. Huber, '19; Helen Ausherman, '18; Clara Overcash, '18; Margaret Walker, '23; Mary E. Swisher, '24; Mary Lehman, '21; Pearl Witmer, '24; Eva Martin, '23; Margaret Heefner, (ex-student); Elizabeth Snider, '24; Laura Hoch Austin,

'18; John H. Austin, (guest); Kathryn N. Barnhart, '22; Rena E. Hawk, '22; Leona B. Miller, '22; Emma S. Eshelmann, '19; Mary S. Gordon, '23; Mary Zarger, (guest); Myrtle Shipp, '23; Sara R. Gordon, '18; Bertha N. Rahouser, '16; Elizabeth McNeil Murray, '15; Edith Kauffman, '12.

HON. J. G. GLESSNER HOST TO YORK COUNTY ALUMNI

The very best banquet ever held by the York County Cumberland Valley State Normal School Alumni Association was held in the ballroom of the Colonial Hotel, York, Pa., Wednesday evening, November twenty-sixth, nineteen hundred twenty-four.

Hon. James G. Glessner, '85, York, Pa., showed his interest in Cumberland Valley State Normal School and his love for his "Alma Mater" by being host to the Association.

During the evening Mrs. W. D. Brougher, Wellsville, sang a solo entitled "Sunshine and Rain", Mr. Slyter with three musicians from Normal rendered several instrumental selections, and H. M. Arnold lead in the singing of songs and the Alma Mater.

Following the sumptuous repast John W. Baish, '00, as toast-master, very appropriately called upon the following persons who responded in a pleasing way: Dr. Heiges, '91; Mrs. Stewart, '93; Miss Horton, '88; and Prof. Shearer, '07; from Cumberland Valley State Normal School; Prof. J. M. Ebbert, '95; and Hon. James G. Glessner, '85; York, Pa.; and S. M. Stouffer, '12, Hanover.

Having lost our President during the year by the death of Professor Chas. Albright, Wm. Fishel acted as temporary chairman during the business session. At this time the following officers were elected: President, Wm. Fishel, '02; Vice President, S. M. Stouffer, '12; Secretary, Belle Irene Anthony, '13; and Treasurer, H. M. Arnold, '11.

ALUMNI PERSONALS

'88. Miss Lacy Williams, of Newville, Pa., is teaching at Doubling Gap, Pa.

'88. We think the members of the class of '88 will be

interested in seeing their old class song again. We feel sure that some of us have forgotten it, so to help us remember we herewith publish it in the Herald. We must thank Alice Light Hoffeditz for furnishing the copy. She is one of the few who kept it.

CLASS SONG '88.

Where will be the Jolly seniors
Of the class of '88,
When the ages have rolled onward
And our life day's growing late?
We, who in these halls have striven
To prepare for work in life;
From our teachers, help was given
That will aid us in the strife.

O'er our Latin we have pondered
Till the victory we have won;
Then we close our book in triumph
Crying, "Caesar! It is done."
English Classics was our pleasure;
There we learned of poets rare;
There have we culled many a treasure,
Thanks, to our instructor's care.

Propositions were our horrors,
Angles, lines, and circles too.
Mental Science was just lovely;
(So considered, by a few.)
Oh the fun, in botanizing,
Searching fields for flowers bright;
Painting, music, elocution,
In these we also took delight.
But our class will soon be scattered
And its members forced to roam;
Some upon the world of waters;
Some with strangers make their home;
Some may go from us for ever,
Longer here they may not stay;
May they reach a fairer region
Far away—Far away.

(Tune: Far Away.)

'90. Prof. M. H. Thomas is Assistant Superintendent of the Harrisburg Schools. His address is 2214 Chestnut St.

'91. Mr. John H. McAlister is working in the post office department at Mechanicsburg. His address is 419 W. Main St.

'91. Mr. J. F. Deardorff was the Democratic nominee for the position of Superintendent of Public Instruction in the state of Kansas last fall. While he was not elected he ran many thousands of votes ahead of his ticket.

'92. Mr. A. A. Evans, of Carlisle, R. 8, is teaching at Moordale, near Stone House.

'93. Mrs. Mabel Geiger Heckman was hostess to the members of the Dickinson College Alumni Club at her home 2116 N. 3rd St., Harrisburg, Friday night, November 21.

'94. Dr. H. H. Shenk, State Archivist was the speaker at the Keystone Library Association Convention at Cambridge Springs, recently. He discussed the Pennsylvania German in literature.

'95. Mrs. Minnie Mock Lachman and her husband will spend the winter in Delray, Fla. They reside in Pittsburgh and expect to leave for Florida about December 27.

'95. The following letter from Mr. Hanlin speaks for itself. We know the members of the class of '95 will be delighted to know that he is to be here for their reunion.

August 11, 1924.

The Principal of the Shippensburg State Normal School,
Shippensburg, Pa., U. S. A.

Dear Dr. Lehman:

Would you kindly inform the Secretary or President of the Class of 1895, with whom we are no longer in touch, that we will be home for the thirtieth reunion of the Class, in 1925? We expect to arrive in the States for a furlough, about the first of next May.

The contemplation of meeting with the members of the Class of 1895 overjoys us.

Very respectfully yours.

C. H. HANLIN, '95.

'96. Miss Lelia Logan, Carlisle, Pa., is teaching her third year in Silver Spring township.

'97. Mr. J. F. Walker is teaching in Path Valley where he has been for a number of years.

'99. Mrs. S. E. Lee (Blanche Souser) is living at Bedford, R. 3, where her husband owns and conducts a fruit farm.

'99. Mrs. P. G. Shuster, (Elizabeth McElhenny) takes much interest in school affairs even though she is out of

the state. In speaking of the Parent-Teachers' Association she says:

I have always taken an active interest in our Parent-Teachers' Association. We have been so successful in raising money for special things for the school—new piano, dental office, victrolas, movie machine, electric stoves for the teachers, etc.

'99. Mrs. Mabel Eva Black, Altoona, R. 3, has been away from normal a long time but she never loses her interest in normal affairs. She keeps right up to date by reading the Herald.

'00. Mr. J. C. Tressler is first assistant in English in the high school at Newtown, New York City, and is also the author of several text books. Mr. Tressler resides at Elmhurst, N. Y.

'00. Mr. J. E. McCullough is already making plans for the 25th reunion of his class next June. He is one of the firm of McCullough-Whitfield Hardware Co., 910 Wood St., Wilkesburg, Pa.

'01. Mrs. F. J. Thompson (Ethel Middlecoff) has moved from Johnsonburg to New Castle where her husband is a Railroad Superintendent. She writes that the schools are very fine and the town has a population of about 60,000. She encloses a picture of the new Benjamin Franklin Junior High School. Her address is "The Guerrard" New Castle, Pa.

'01. Mrs. Virginia McQuiston Morris writes that she never loses her interest in Shippensburg doings. She lives at 1918 West St., Wilmington, Del., and is actively interested in a charitable tubercular institution called Hope Farm near Wilmington.

'02. Miss Laura Fulton, 551 Graham St., Carlisle, is teaching near Carlisle.

'02. Miss Genifrede Walter is teaching in Mechanicsburg, Pa.

'04. Mr. Harry W. Evans, Newville, R. 1, is teaching in Penn Township, Cumberland County.

'05. Miss Helen Eyster is teaching first and second grades in Carlisle, Pa.

'05. Miss Lena Dunlap spent a few days with Shippensburg friends during the Thanksgiving season. She is teaching her fifth year in the 8th grade of the Belleville Schools of N. J. Her home is 43 Broad St., Newark, N. J. She is looking forward to coming back to normal next summer to her class reunion.

'06. Miss Florence Barbour is teaching at Boiling Springs.

'07. Mr. J. I. Freet who taught for a number of years in Franklin county is now working for the Metropolitan Insurance Company. He lives at 556 Nelson St., Chambersburg, Pa.

'07. Miss Desse Jones is teaching in Franklin County.

'08. Mr. James G. Young is teaching fifth and sixth grades in the Lincoln Building, Carlisle.

'08. Mr. C. F. Helt who has been out of the teaching profession for some time has returned to it and is principal of the Geistown school at Johnstown, Pa.

'09. Mrs. Helen Dimm was a visitor at Normal a short time ago. She is matron in Connecticut Cottage at East Northfield, Mass., where the Moody Bible School is located.

'09. Miss Grace Wilson, Carlisle R. 1, is teaching at Carlisle Springs, Pa.

'09. Miss L. Blanche Benner formerly of Gettysburg, is now in the English Department of the Junior High School at Atlantic City, N. J. This high school is only two years old. Miss Benner's address is 603 Pacific Ave.

'09. Mrs. Mary Huston Knox is living in Topeka, Kansas. Her address is 2020 West St. She would like to know if there are any normal graduates in or near Topeka. If any of our readers know of any normal people there, please write to Mary so that she may get in touch with them.

'10. Mrs. J. B. Harlacher (Blanche Myers) writes that they have recently moved into their new home built from Ladies Home Journal plans at Chevy Chase, Md., and like it very much. They formerly lived at 1655 Crescent St., Washington, D. C.

'11. Miss Emma Vance is principal of the consolidated school at Fort Loudon.

'11. Mr. M. C. Waltersdorff who recently graduated from Princeton University, N. J., is living now at 71 E. Wheeling St., Washington, Pa. Mr. Waltersdorff was assistant registrar at Mercersburg Academy from 1916 to 1921.

'11. Mr. Harry McCleaf is teaching science in the high school at Menheim, Pa. He lives at 622 Pearl St., Lancaster, Pa.

'11. Mr. Ira Mummert is supervising principal of the Roaring Springs Schools.

'11. Mr. Aaron Coble is employed in a bank in Cham-

bersburg, Pa.

'12. Mr. George Foreman is teaching a rural school in Lebanon County.

'12. Mr. Abram C. Stamy is principal of the Saint Thomas School.

'13. Mrs. Pearl Light Weiser has removed from Mercersburg to East Berlin, where her husband is engaged in farming.

'15. We think the following letter from Mr. McCauslin will be of interest to Herald readers:

Montverde, Florida,
Oct. 15, 1924.

Dr. Ezra Lehman,
Shippensburg, Pa.

Dear Sir:

I am in need of my Normal School Credits in order to secure a Florida State Certificate. I should appreciate if you would send me a copy of my credits.

I am serving as Dean of the Montverde School this year. I am enjoying my work here very much. This is a Private School in which each boy or girl has the opportunity of earning half of his or her tuition and board by working on the school farm, shop or factories. The meals are prepared by the girls, and we live together somewhat like a large family. I shall send you one of our catalogues.

Yours very truly,

A. R. McCauslin.

'16. Miss Jean Johnston is a student this year at the Philadelphia School of Osteopathy.

'16. Mrs. Rhoda Garber Senft is teaching in York this year. Her address is 2113 W. Market St., York.

'16. Mr. Harvey J. Becher is teaching biology in the Kittanning High School. Mr. Becher was graduated from Franklin and Marshall College last June.

'17. Mrs. G. A. Richie (Belle Orris) is now living at 5845 Catharine St., Philadelphia, Pa. Her husband is pastor of the Second Church of the Brethren in Christ. They formerly lived in Allentown.

'17. Miss Ruth McCurdy is teaching fifth grade at Bryn Mawr.

'17. Mr. Jos. McDermond of Newville, R. 2, is teaching State Road School in Lower Mifflin township, Cumberland County.

'18. Mr. Jo Hays is teaching in the High School at State College, Pa.

'18. Mr. Chester Myers is connected with the United Ice and Coal Company of Harrisburg, Pa.

'18. Mr. Benjamin Myers, Shippensburg, R. 6, is teaching at Cleversburg, Pa.

'19. Miss Marguerite Howe is teaching English in the New Kensington High School.

'19. Mr. Robert Craig, 1627 High St., Columbus, Ohio, is attending Ohio State University.

'20. Miss Isabel McCurdy is teaching fourth grade at Ashland, Lower Merion district, Montgomery County.

'20. Mr. Russell Eurich is teaching biology and chemistry and is also coach of boys athletics in the Shippensburg High School.

'20. Miss Anna Hoke, daughter of Mr. Hoke of "Shippensburg News" is teaching Latin and Geometry in Washington Township High School, Franklin County. Miss Hoke graduated from Dickinson College after leaving Normal.

'21. Mr. Garth Kelley of Bowmansdale is a student at George Washington University, Washington, D. C.

'21. Miss Alice C. McLean, daughter of Mr. and Mrs. Geo. S. McLean, of 78 West King Street, Shippensburg, a student at Mt. Holyoke College, South Hadley, Mass., was chairman of the lighting arrangements for "What's in a Name," the annual Junior Show presented by the class of 1926 at the College in the Chapin Auditorium.

The show was a modernized version of Shakespeare, with, according to the Prologue, "the essentials of the Bard, with all left out that used to make him hard."

'22. Miss Mary Funk is taking her college course at Simmons College, Boston, Mass.

'23. Miss Lucy Cressler is teaching fourth grade in Cynwyd, Lower Merion district, Montgomery County.

'23. Mr. George Funt is teaching at Camp Hill, Pa.

'23. Mr. Nesbit Straley is a ward principal in Greensburg. His address is 704 Highland Ave.

'24. Miss Katherine Newcomer is teaching Oak Grove School, Monroe township, Cumberland county.

'24. Miss Mary Newcomer is teaching Green Hill School, West Pennsboro township, Cumberland county.

'24. Miss Isabel McCullough is teaching Reiff's School, Monroe township, Cumberland county.

ALMA MATER

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

Chorus

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

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

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

C. V. S. N. S. STUDENTS' HEADQUARTERS

LEE H. DIEHL

36 East King Street

FOR

JEWELRY AND JEWELRY REPAIRING

LAUGHLIN'S STUDIO & GIFT SHOP

18 E. King Street—Ground Floor

PHOTOGRAPHS, FRAMING, GIFTS AND
GREETING CARDS

Kodaks, Films and Finishing

SPECIAL ATTENTION TO STUDENTS

Q. T. MICKEY
ATTORNEY-AT-LAW
Shippensburg, Pa.

Dr. J. D. BASEHORE
DENTIST
Shippensburg, Pa.

J. S. OMWAKE
ATTORNEY-AT-LAW
Shippensburg, Pa.

N. D. STALEY
66 East King St.
Shippensburg, Penna.

FRAMING and POST CARDS

24 East King Street

HARGLEROAD BROTHERS

Shippensburg's Popular Wholesale and Retail

FLORISTS

RUMMEL HIMES & CO.

Established and Incorporated 1888
"SHIPPENSBURG" MEN'S WEAR

PANTS, COATS, OVERALLS AND SHIRTS

SHIPPENSBURG, PA.

WEAVER & GATES

TAILORS

Ready-to-Wear Clothing

Shoes and Furnishings

D. Edw. Hamilton

Wm. A. Railing

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

HAMILTON & RAILING

33 WEST KING ST.

SHIPPENSBURG, PA.

SCHOOL SUPPLIES
of ALL KINDS

NORMAL STUDENTS
ALWAYS WELCOME

THE CHRONICLE

12 South Earl St., Shippensburg, Pa.

JOB PRINTING and
ENGRAVING

STATIONARY and
OFFICE SUPPLIES

THE PEOPLE'S NATIONAL BANK

22 East King Street

WE INVITE YOU TO DO YOUR BANKING WITH US

TOTAL RESOURCES OVER \$1,000,000

H. A. CROWNOVER

LADIES READY TO WEAR
MENS FURNISHINGS

SHIPPENSBURG,

PENNSYLVANIA

KIRSSINS' DEPARTMENT STORE

HEAD-TO-FOOT-OUTFITTERS

FOR MEN, WOMEN and CHILDREN

8-10 West King Street

Shippensburg, Pa.

H. S. ROTH

FURNITURE, RUGS, LINOLEUMS

Funeral Director and Embalmer

Day and Night Calls Answered Promptly

Established January, 1915—Busy Ever Since

BRUCE BERRY, Manager

SUGAR BOWL CONFECTIONARY

Cleanest place in town.

Sugar Bowl Chocolates, Home Made Candies, should be

Everybody's First Choice

No Beter Sundaes and Sodas Served

Try one of our Normal Special Sundaes

LIGHT LUNCH SERVED

40 East King Street

Shippensburg, Pa.

PAGUE & FEGAN

Successors to

J. W. McPherson & Sons

HARDWARE

Cutlery, Paintss, Oils, Etc.

53 West King St.

Shippensburg,

Penna.

**THE
FIRST NATIONAL BANK**

SHIPPENSBURG, PA.

Capital \$75,000

Surplus \$125,000

Total Resources over \$1,000,000

AT

HARGLEROAD

& HOLLAR'S

Can Constantly Be Found

Anything in the

Fresh & Smoked Meat Line

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

17 W. King St., Shippensburg

J. L. Hockersmith & Son

Dealers in

Candies, Cakes and Fruit

Shippensburg, Pa.

GO TO

MISS ALTER'S

for

FINE MILLINERY GOODS

69 East King St.

Shippensburg,

Penna.

ALTICK DRUG STORE
FLEMING & FLEMING, Props.
Shippensburg, Pa.

WHERE TO EAT IN SHIPPENSBURG

J. B. MORRISON

RESTAURANT AND CONFECTIONARY

Bell 'Phone, 51-R

Deliveries to All Parts of Town

The Complete Line of School Equipment

R. & M. Special Lines School Supplies
A. H. Andrews School Furniture.
Weise Laboratory Furniture, Furniture, Domestic Science and
Manual Training Equipment
Smith System Heaters, Chemical Toilets and Drinking Fountains.
Wayne School Cars and School Wagons
And Other Equipment for the Schools.
For Information Write to

ROBERTS & MECK

HARRISBURG, PA.

MARTIN'S DRUG STORE

PARKER FOUNTAIN PENS
GARDEN COURT TOILET LINES
SUNDAES AND SODAS
Stationary and Everything in Drugs

TEEL'S MEN'S DEPARTMENT

THE NOVELTY OF THE SEASON
Are Always to be Found in Our Furnishing Store
SHIRTS, NECKWEAR AND UNDERWEAR
That Will Appeal to Your Taste

L. P. TEEL

Corner King and Earl Streets

SHIPPENSBURG, PA.

ENGRAVED ANNOUNCEMENTS, INVITATIONS

THE NEWS

ADVERTISING MEDIUM—JOB PRINTING A SPECIALTY

25 West King Street

Shippensburg, Pa.

FRANKLIN & MARSHALL COLLEGE

LANCASTER, PA.

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

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

New courses in Economics and Business Administration for students preparing for a business career.

HENRY HARBAUGH APPLE, LL.D., President

BUCKNELL UNIVERSITY

EMORY W. HUNT, D. D., LL. D. President

THE COLLEGE

Awards the degree of B. A. on the basis of four years of undergraduate work.

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

THE SCHOOL OF MUSIC

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

COURSES FOR TEACHERS

Awards the degree of Bachelor of Science in Education to high school graduates on the basis of four years of undergraduate work, and to high school and Normal School Graduates with approved standing on the basis of two years work.

REGULAR COLLEGE WORK OFFERED IN SUMMER SESSION, EXTENSION COURSES AND SATURDAY CLASSES.

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

For information and Catalogue Address

THE REGISTRAR, BUCKNELL UNIVERSITY
LEWISBURG, PA.

AMATEUR THEATRICALS

Costumes for any play,—sixty-five years experience in costuming
theatricals, as well as minstrels, masked balls and parties—
at your disposal. A cordial invitation is extended
you to visit—just around the corner from
Chestnut St. the new and attract-
ive quarters of

WAAS & SON

Costumers to the Nation

123 South 11th Street

Philadelphia

New Words! New Words!

*thousands of them spelled,
pronounced, and defined in*

WEBSTER'S NEW INTERNATIONAL DICTIONARY

The "Supreme Authority" Get the Best!

Here are a few samples :

agrimotor	soviet	abreaction
hot pursuit	cyper	rotogravure
Air Council	askari	capital ship
mud gun	sippio	mystery ship
Ruthene	sterol	irredenta
paravane	shoneen	Flag Day
megabar	Red Star	Esthonia
S. P. boat	overhead	Blue Cross
aerial cascade		
camp-fire girl		

*Is this
Storehouse of
Information
Serving You?*



2700 Pages. 6000 Illustrations

407,000 Words and Phrases

Gazetteer and Biographical Dictionary

**WRITE for a sample page of the *New Words*,
specimen of Regular and India Papers, **FREE**
G. & C. Merriam Co., Springfield, Mass., U.S.A.**

EAGLE
MIKADO

174 EAGLE MIKADO No. 2
EAGLE PENCIL CO. NEW YORK, U.S.A.

The
YELLOW PENCIL
with the **RED BAND**

EAGLE PENCIL CO. NEW YORK, U.S.A.

No. 174



MADE BY
THE LARGEST PENCIL FACTORY
IN THE WORLD



Cumberland Valley State Normal School

A modern up-to-date school finely equipped. Located in Shippensburg, Pa., an ideal educational community; no saloons, twelve churches.

The new course of study gives opportunity for specializing in Primary, Kindergarten, Intermediate, Rural and Junior High School. A three-year course is available to those who wish to prepare for Junior or Senior High School positions.

FREE TUITION to all students in regular Normal Department.

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

Summer Term of nine weeks opens June 15.

Second Semester opens Monday, February 2, 1925.

Extension Courses in various subjects will be given at different places in the Normal School District.

For Catalogue and other Information Address.

EZRA LEHMAN, Ph. D.

PRINCIPAL

SHIPPENSBURG, PA.