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Number 1

# *The Normal School Herald*



RURAL COMMUNITY NUMBER

*Cumberland Valley State  
Normal School*

SHIPPENSBURG, PENNSYLVANIA



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# The Normal School Herald

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## PRINCIPAL'S LETTER TO THE ALUMNI

DEAR FRIENDS:

I received a letter recently from a prominent alumnus in which he says "A group of us had a meeting recently at which we discussed the old school and its needs. We all agreed that we owed a lot to it and we wanted to do something to help make its work and influence still more effective. But we found that we didn't know just how we could best help. Won't you tell us what we can do?"

After reading this letter I wondered whether there are not a great many of you who are asking the same question. So I'm going to take this opportunity to answer the question "What can I do to help the old school?" just as specifically and definitely as possible.

This is the day of "drives" for endowments for colleges, for "community chests" and other laudable projects. If any of you have been enrolled in a college for even a single term you have realized that you were not forgotten when money was needed to finance the institution.

The Normal School is a State owned institution, and it is the duty of the State to finance it properly. The buildings and equipment should be second to none among colleges; the faculty must be a superior body of men and women if the teachers of the State are to receive the instruction and inspiration so necessary to their work. All of the State Normal Schools need additional buildings,



more equipment, and larger faculties. We must depend ultimately upon the members of the legislature for the money needed to carry on properly, but many of these men and women are poorly informed as to the needs of the Normal Schools: they know that money is needed for highways and if they are not fully informed in regard to hospitals, they will be enlightened by Chambers of Commerce, Rotary, Kiwanis and other clubs. Unfortunately the Normal Schools have not been able to call upon organized bodies of this kind for support: in short the idea of the necessity of well equipped Normal Schools (Teachers' Colleges) has not yet been sold to the public. Here, my friends, is where you can help. You know the services that the Normal Schools are rendering. Won't you enlighten others? Use your influence in the various organizations of which you are members. Talk to those who expect to be candidates for the Assembly or Senate next year. Do it *now* as well as next year. Impress the public with the necessity of larger appropriations for the work of training teachers.

Don't forget that there is strength in *organization*. Are the Alumni of your county organized with good live men and women at the head? Won't you help effect an organization in your county or city if one does not already exist? Do you realize how much power you can wield if you can say to a candidate or legislator that you represent an organization with a large membership? Remember we are working for the children, the future citizens. Let us get busy now,—organize so that we may work effectively.

This is *one* way in which every alumnus and former student can help along—Won't you do it?

Another way is by interesting yourself personally in some young man or woman of your acquaintance who ought to attend Normal School. If you will speak to such person or persons *now* it will help very much. Nothing counts so much as the personal touch. Speak to them *now* about coming to the old school. Send us their names and we will be glad to write a personal letter to them and to put them on our mailing list. This year we have 250 students in the entering class. We want 300 next fall—good, active young men and women. We are proud of the enrollment of men. We have almost 150 men enrolled in our Normal (college) department. Almost thirty per cent of our students are men. Won't you help the old school by interesting yourself *now* in some one who ought to be here next year. Speak to him (or her) and send us the name or names. This is the *second* way in which all of you can help us grow.

The State is expected to provide free tuition for all students, to pay the salaries of our faculty, etc., but there are some needs for which it cannot and ought not to make provision. There are many students who need financial help in order to finish the course. The Alumni Fund has been established to aid worthy students to



complete their course. This fund now amounts to \$2500 and is helping many students, but we could use twice that amount. The need for a larger fund is growing all the time, since so many of our students are taking the three year course. In the not distant future we shall also offer a four year course. Four or five of the alumni have established loan scholarships of \$100 each in memory of a principal or teacher. What better way can there be to carry on the ideal of service represented by one whom we loved and admired than to perpetuate his name and influence in this way? Several of the classes have given gifts of scholarships to the Alumni Fund and the Metropolitan Alumni Association of Philadelphia has established loan scholarships in memory of Principals McCreary and Eckels. Who will be next? We welcome prizes, gifts, donations to various departments of the school. These will help us to make our work still more attractive. This is the *third* method of helping us grow.

There are other means of helping that will occur to all of you. After all it is by keeping in personal contact with the school, by visiting it frequently, and attending your class reunions that you help the old school. Remember that we are a big *home school*: big enough to have a fine school spirit—to take an active part in athletics, in debating, in music, dramatics, etc., but at the same time not so big that the individual is lost in the crowd. An ideal school is one in which all the students know one another and in which the members of the faculty know all the students. That is the ideal toward which we continue to strive. Under these conditions, though graduation will take our students out of Shippensburg Normal, nothing on earth can take Shippensburg Normal out of them.

Fraternally yours,

EZRA LEHMAN, '89.

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### GIFTS TO THE SCHOOL

Mrs. Nellie Geiger Kauffman, '92, Mrs. Mabel Geiger Heckman, '93 and Mrs. Frances Geiger Omwake, '97, have presented the school with a fine victrola as a memorial to their mother.

The Normal Literary Society has presented two large panel pictures "The Development of the Book" by the well known artist C. W. Alexander.

An annual prize, ten dollars in gold, to be awarded to the member of the Senior Class who has done the best work in the Training School has been established by Mrs. Mary Long Fairley, class of '89, of Detroit, Mich. This is the second prize established by a member of the class of '89. Mrs. Eleanor Kyner Boots of Moore, Pa., is the donor of the Distinguished Service Medal.



### ASSEMBLY PROGRAMS

The School Administration students during the summer session made a careful review of the types of class activities of the elementary school. The discussion of assembly periods is summarized by Harling E. Sponseller, '26, for the HERALD.

#### Aims of Assembly Periods:

To motivate class activities.

To provide rich opportunity for natural expression of the social traits of children.

To develop leadership.

In graded schools the assembly period serves as a unifying factor among the grades.

To acquaint the community with the work of the school.

To develop school spirit.

#### When held:

Assembly periods may be held once or twice a week, depending upon the abilities and interests of the pupils and types of programs, at an hour when patrons can most conveniently attend.

#### Types of programs:

a. Music—community, group and individual expression both vocal and instrumental. Appreciation work should not be slighted but well planned programs should acquaint the pupils with the world's recognized artists both living and dead.

b. Demonstrations of class room projects—Audience reading of poems, literature and humorous selections.

Contests in Arithmetic and Spelling.

Dramatization of History and Geography projects.

Story telling and book reviews.

Travel talks by members of the community; lantern slides; exhibits of souvenirs.

c. Guidance course enriched by talks given by men and women recognized as successful in different occupations.

d. Art exhibits with interpretations by the pupils.

e. Club activities of pupils such as English, Junior Red Cross, Nature Clubs and Science Clubs, etc.

f. Special Day Assemblies—Arbor Day, Penn Day, Fire Prevention, Health Day, Thanksgiving and birthdays of famous men, etc.

Special programs using approved motion pictures on industries, scenery and well known stories, etc.



## Bibliography:

What to do with the High School Assembly—April, 1923, School Review.

Assembly Programs, Lincoln School, New York City.

The Principal and his School, Cubberley, Houghton, Mifflin Co., New York City.

The Motivation of School Work, Wilson, Houghton, Mifflin Co., N. Y.

The Morning Exercise as a Socializing Influence, Parker School, Chicago University.

Morning Exercises for all the Year, Lindelar, Macmillan Co., N. Y.

An Experiment with a Project Curriculum, Collings, Macmillan Co., New York.

The Primary School by Annie Moore, Houghton, Mifflin Co., New York.

Experimental Practice in the City and Country School—Pratt. E. P. Dutton & Co., New York.

Schools of To-Morrow, Dewey, E. P. Dutton & Co., New York.

Successful Teaching in Rural Schools, Pittman, Am. Book Co., New York.

The Teacher, the School and the Community, McTee, Am. Book Co., New York.

New Schools for Old, Dewey, E. P. Dutton Co., New York.

The Project Curriculum, Wells, J. B. Lippincott Co., Philadelphia.

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### COMMUNITY PLAYS AND PAGEANTS

Community drama has been defined as being a "drama of the people, by the people, and for the people." There is a channel afforded for creative work and self-expression along the line of things which can be written and produced. Being a community activity, it will provide an agency to all people who want to express themselves by means of dramatic art. If the production can be written by the community, as well as produced by them, we will have a genuine community play.

The community stage, is the experimental laboratory for actors as well as for stage devices. Here you will try out prospective "stars," and all sorts of ideas on lighting and scenery and costume.

Where to get suitable plays is no great problem. Probably the best known sources are: Walter H. Baker & Company, 5 Hamilton Place, Boston, Mass.; and Samuel French, 28 West 38th Street, New York City. The Community Service (Incorporated)



1 Madison Avenue, New York City, are admirably equipped to answer all kinds of questions as well as give most helpful suggestions. In particular, a booklet published by the Community Service, called "Community Drama," will be found very much worth while by beginning organizations as well as older ones. Attention is also called to Robert Withington's "English Pageantry," a two volume work giving good information and suggestions as to community drama.

In developing the Community side of this activity the following ideas, taken from the "Community Drama" are a good guide:

1. If the desire is not there, it must be created. Do not attempt something requiring an indefinite number of rehearsals. Use the festival idea rather than the pageant. Read a play to a group, show a stage model of the play read. Let children dramatize a story.

2. Know the resources of your city or town. Make your survey and interest the other organizations.

3. There must be a trained leader. To really accomplish any actual good, this is absolutely necessary.

4. The whole organization must be widely representative. Do not let a single cast give a succession of plays. In the beginning use two or three one act plays, each with its own cast. If you find you have a person whose dramatic ability stands out, use him, but not always in major parts. Use him to support the weaker members. It is strongly recommended that preparation be made for children's plays, by children, for Saturday. Adult plays belong to the evening program.

The stage problems, while they seem to be mountains, are not unsurmountable. There will always be some who ache to give destructive criticism, don't worry about them. For building your scenes, wall board, cheese cloth, wall paper, Canton flannel, and burlap will be found to be not only cheap but to have a variety of uses. Wonderful "wood" scenes can be made by pasting wall paper borders on cheese cloth and cutting out around the leaves. Wall board, painted or burlap on a frame, or wrapping paper, mottled, will give perfect tree trunks. A long strip of paper with cheese cloth glued and "billowed" to it, the hollows dyed blue, makes an excellent cloud effect. A "set" stippled with red, blue and yellow can serve an infinite number of purposes by changing the colors of the lights thrown on it. It is true, you never know the problems of a given stage until you hit them. It is very difficult to forecast what the problem will be. If you meet a problem and it does not require an immediate decision or solution, the author would be only too glad to have you write him and he will try to help you.

Regarding casts: if possible, have two groups working at the



same time. While one is rehearsing let the other watch; reciprocate. If your town is large, or your district scattered, you can put on both casts the same night in different sections. Also, you have a genuine understudy.

To go into the details of "make-up" and stage technique is beyond the limits of this paper. As already stated, any questions will be cheerfully answered. If we do not know the answer, we will do our best to find out.

EARLE J. B. KESTEN.

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## TOPICS FOR COMMUNITY MEETINGS

HANNA A. KIEFFER, A. M., *Director of Rural Education*

"Needed Re-adjustments in Rural Life Today" is the subject of discussion at the Eighth National Country Life Conference at Richmond this October. The rapid strides in agriculture and rural welfare should be the deep concern of all the citizens in our great state.

There is slight chance that rural education statewide can be greatly improved unless rural people will cooperate in securing educational advantages equivalent to those of the city. The school lies at the heart of every community. To take people to the school house is the surest way to convince them of the needs of the school and the children. Parent-teachers Associations have rendered a real service in Pennsylvania and other states; the work of The Service Citizens of Delaware is outstanding.

Teachers are urged to lead in bringing about such organizations wherever feasible. Literature can be secured from the National Secretary, Mrs. Arthur C. Watkins, 1201 16th St. N. W., Washington, D. C. Penna. Secretary, Mrs. C. F. Saylor, Rockwood, Pa., and from the President of the Parent Teachers Association of Pennsylvania, Mrs. Alice E. Kiernan, Somerset, Pa. Whenever a teacher finds a community well organized, it may be advisable to work through the Education Committees of the various organizations.

The writer submits in the following pages a list of topics with references to aid teachers and communities eager to face the facts and to cooperate in bringing the best schools to the girls and boys of their districts.

(Special acknowledgment is due the members of the Department of Public Instruction who so kindly assisted the writer with this issue of the HERALD.)

### I. Know Pennsylvania and Your Community.

A. Beautiful Pennsylvania: Write to the State Chamber of



Commerce, Harrisburg, Pa., for the pamphlet "Forty Thousand Square Miles Beautiful."

Borrow a May, 1925, *American Motorist* magazine from a regular subscriber, "Pennsylvania Number."

Have a "Pennsylvania" meeting when those who travel may relate experiences and show souvenirs.

Borrow slides on Pennsylvania from Pennsylvania State Library, Department of Visual Education, Harrisburg, Pa. Transportation charge only.

B. Historic Pennsylvania: Read "Pennsylvania History told by Contemporaries" by Martin and Shenk, MacMillan Co., New York.

Write to the History Department of your Normal School and to the State Director of History, Department of Public Instruction, for help.

Use the Historic Map found in the Pa. State Chamber of Commerce bulletin on "Forty Thousand Square Miles Beautiful."

The map found in the May, 1925, *American Motorist* magazine is very helpful in locating the historic shrines.

Assist your County Superintendent, teachers and children in building up community files and booklets on local history. Allow them to photograph and copy any unusual material. Insist upon reference and date of reference being placed on all copies, since without this it loses all value.

C. Get acquainted with prominent men and women belonging to Pennsylvania.

Poets, explorers, novelists, musicians, artists, sculptors, educators, ministers, politicians, captains of industry, etc.

References: Musicians, "Pennsylvania's Big Four," *Pa. School Journal*, May, 1924.

Scientists from Pennsylvania, by Deputy State Supt., James N. Rule, *Pa. School Journal*, Sept., 1922.

Watch forthcoming issues of the *Pennsylvania School Journal*.

Write to the State Library, Circulating Division, Harrisburg, Pa., for books on particular studies.

D. Art Education in Pennsylvania: Read Purposeful Art Education in Pennsylvania, by C. Valentine Kirby, *Pennsylvania School Journal*, Dec., 1924.

Write for the Pennsylvania Number of *School Arts Magazine*, May, 1925. Davis Press Inc., 44 Portland St., Worcester, Mass., 35 cents.

Write to the American Art Bureau, 166 W. Jackson Blvd., Chicago, Ill., for information on their offer to clubs.

Write to the American Federation Art, Washington, D. C., for literature.



Study and lead your community to appreciate the work of "Early Pennsylvania Craftsmen." Write to the State Librarian for books.

The Little Red School House when no longer needed to house the children, might well be turned into a community museum. Be sure to photograph any antiques in their natural setting and file copies in the community museum. Remember reference and date of reference.

The Art Department of your nearest Normal School will be glad to help you with projects.

#### E. Know your School.

Discuss problems of Health and Sanitation: write for a list of publications from

American Child Health Association, 370 Seventh Ave., New York City.

Department of Interior, Bureau of Education, Washington, D. C.

State Department of Health, Harrisburg, Pa.

Director of Health, Department of Public Instruction, Harrisburg, Pa.

Assist with the Hot Lunch Projects.

Write for "The Hot Lunch in Rural Schools," Pa. State College, State College, Pa.

The International Harvester Bulletin on Hot Lunches, International Harvester Co., Agricultural Extension Dept., Chicago, Ill.

Farmers' Bulletin No. 712, United States Department of Agriculture, Washington, D. C.

A Word Picture of the Hot Lunch, Shippensburg HERALD, October, 1923, page 45. Copies available at 10 cents.

Study recent rural experiments in Rural Education.

Read Collings—An Experiment with a Project Curriculum, published by MacMillan Co.

Rural Schools and the Winnetka Plan, by O. G. Brim, *Journal of Rural Education*, May-June, 1925.

An Experiment with a Rural School by Dunn and Everett, *Teachers College Record*, Columbia University, New York, March, 1924.

Schools of Tomorrow and also New Schools for Old by John Dewey, E. P. Dutton Co., New York City.

Make a study of present day knowledge of Child Nature.

Buy *The Child: his nature and his needs*, edited by M. V. O'Shea, a contribution of The Children's Foundation, Valparaiso, Ind.

The Parent-Teachers Association of Dauphin County submits the following topics for discussion during 1925-26:



1. The child's instincts and impulses.
2. The active nature and needs of childhood.
3. The child's moral equipment and development.
4. The social traits of childhood and youth.
5. What your child reads.
6. Art and music in the home.
7. Nutrition and its relation to mental development.
8. Nervous and mental hygiene for children.
9. The child who is different.
10. The adolescent boy and girl.
11. Educational and vocational guidance for the adolescent.
12. Recent developments in school service.

Cooperate with the Junior Home-making Clubs in studying the rural home, its present condition and future possibilities.

Buy a Manual of Home-making by Van Rensselaer, Rose and Canon, MacMillan Co., New York City.

Write to the Director of Home Economics, Department of Public Instruction, Harrisburg and to State College for help.

See the article in the Shippensburg HERALD, Oct., 1924, for topics for rural schools.

Cooperate with Junior Club Projects in Agriculture.

Consult your County Farm Agent.

State Department of Agriculture, Harrisburg.

State Director of Vocational Education, Department of Public Instruction.

Write to the American Country Life Association, 1849 Grand Central Terminal Bldg., New York City, for a list of publications.

Get acquainted with the problems of the teacher.

Provide for demonstrations as well as regular visiting days.

Write for a list of publications of the United States Bureau of Education, compiled by Florence E. Reynolds, Department of Interior, Bureau of Education, Washington, D. C., Dec., 1924; also the March, 1925, list unless there is a more recent one.

Put your club on the mailing list for the Rural School News Letter, Bureau of Education, Washington, D. C.

Use a teacher's or the Board of School Directors' file of the *Pennsylvania School Journal*, *National Education Journal*, *The Journal of Rural Education* and the *American School Board Journal*.

Read *Rural Education* by O. G. Brim, MacMillan Co., 1924, *Successful Teaching in Rural Schools*, Marvin Pitman, American Book Co., *Country Life and the Country School* by Mabel Carney Row, Peterson & Co., a 1912 publication.



Send delegates to visit schools in other parts of the state and the United States.

Send representatives to teachers meetings and educational gatherings of different types.

Observe American Education Week sponsored by the United States Commissioner of Education and the American Legion. See announcements in the educational journals and the public press.

F. Help Provide Equipment for the Schools:

See list submitted to Westmoreland County School Directors by Deputy State Superintendent of Rural Education, Robert C. Shaw. Part of the list is reprinted in this issue with the permission of Mr. Shaw.

See Rural School Equipment list for Educative Class Procedure by Hannah A. Kieffer, October HERALD, 1923. Write Shippensburg Normal School, Shippensburg, Pa., 10 cents.

Educative Equipment for Rural Schools, by Fannie Dunn, Teachers College, Columbia University, New York City. 25 cents.

Modern Equipment for One Teacher Schools by Maud Newbury, Department of Interior, Bureau of Education, Washington, D. C.

Free Materials on Geography, Mary J. Booth, Eastern State Normal School, Charleston, Ill. 10 cents.

Improvement of Rural Schools by Standardization, Edith Lathrop, Bureau of Education, Washington, D. C. Bulletin No. 32.

G. Help Organize Libraries in the Schools:

Write to the Librarian of the Department of Public Instruction, Harrisburg to come and assist you. Service free.

Write to the State Librarian, Harrisburg, Pa., for directions of the Pennsylvania plan of lending circulating libraries to communities.

Get literature from the American Library Association, 86 Randolph St., Chicago, Ill.

Encourage Reading Circle Work: Example, Penn'a Pupils' Reading Circle, Supt. Eli Rapp, Reading Pa.; President of the Association, Mr. John N. Land, Hamburg, Pa.; and Secretary, Miss S. Helen Ahren's, Reading, Pa.

Write to Miss Mai A. Clinedinst for information concerning the Library Work in the Public Schools of York, Pa. Always enclose a stamped envelope when writing for information.

H. Make an Effort to Wipe Out Illiteracy in Your District:  
The United States census for 1920 shows five million illiter-



ates among our population. About one-fifth of our illiterates throughout the nation as a whole are foreign born; four-fifth of them are American born, the product of inadequate school systems in the past or pressing economic situations. Pennsylvania's illiteracy is 312,699 of which number 38,870 are native white illiterates. See *Pennsylvania School Journal*, October, 1925. This is a challenge to the citizens of our state for better rural schools.

U. S. Census, 1920.

Write to the State Director of Extension Work, Department of Public Instruction, Harrisburg, Pa., for suggestions.

I. Cooperate with the School Board and the State Director of Consolidation in selecting consolidation centres and developing the same.

#### CONSOLIDATION OF SCHOOLS

"According to estimates recently made in the Bureau of Education of the Department of Interior, approximately 9 million children of the farm population and 3 million additional rural children living in small villages and other farm communities, in all 12 million children, are enrolled in schools which may properly be called rural. These schools are classified as follows: One teacher schools of which there were at the close of 1924 about 168,000 enrolling approximately four and three-fourth million children; two, three and four teacher schools in the open country enrolling on the same date approximately one and a half million children; schools in villages of 500 and under enrolling approximately two and one-fourth million children; consolidated schools enrolling approximately two and three-fourth million children, and three-fourth of a million rural children enrolled in the schools of the larger towns and in others not included in above classification. It is also estimated that there are approximately 150,000 teachers now employed in 14,000 consolidated schools in the United States. There is a growing tendency, says the Bureau, to consolidate small rural schools." *Rural America*, May, 1925, p. 10.

#### II. Study the Taxation Problem in Pennsylvania.

The following references have been compiled by the writer with two definite aims in mind, namely: To acquaint teachers and the community with the biggest problem in education today; to suggest those references which any community should be able to secure by using materials on file in the homes of representative citizens.

Special acknowledgment is due Miss Ruth Hull, of the Library Department, Department of Public Instruction, for the privilege of using a file of references on taxation. This file is open to any citizen of the Commonwealth who cares to use it.

Bagley, W. C. "How shall opportunity be equalized?" Taxa-



tion and federal subsidies for schools. *Journal of the National Education Association*, Dec., 1924.

Bruce, W. G. The American School Tax Problem. Articles in the *American School Board Journal* each month, Feb. to Sept. 1922; also, Nov., 1924 and Dec., 1924.

Davenport, F. M. Taxation and Education in Pa. *Pennsylvania School Journal*, Nov., 1923.

Haig, R. M. Available Sources of Additional Support for Pennsylvania Schools. *Educational Review*, Oct., 1920; also, in the Report of Schoolmen's Week, 1920. A copy is on file in the office of the County Superintendent.

Jones, R. W. Cost of Collecting School Tax in Pa., *School and Society*, July 4, 1925.

King, Clyde L. Sources for Public Revenue and Suggestions for Re-adjustments of Penn'a State Tax System.

Schoolmen's Week Proceedings, 1922.

Myers, C. E. Financing Rural Education, *Journal of Rural Education*, Nov., 1924.

Pennsylvania League of Women Voters Bulletin, 1725 Spruce Street, Philadelphia, Pa.

January, 1925—Comparative table of local taxation.

Feb., 1925—Facts about the Fee System and School Tax Collection; Our County Tax Crazy Quilt.

June, 1925—State-Wide County Tax Survey.

Reese, L. W. Comparative Study of School Tax and special assessments. *American School Board Journal*, April, 1923.

Pennsylvania—Educational Surveys Submitted March, 1925. Report of Committees appointed by Gov. Gifford Pinchot. Read report of Committee on Appropriations and Subsidies. Copy on file in office of County Superintendent.

Seligman, E. R. Uniform Taxation. *Pennsylvania School Journal*, Mar., 1924.

Write for bibliography on Education issued by the American Council on Education, Washington, D. C. Published by Mac-Millan Co.

Read the Report of the Penn'a Tax Commission to the General Assembly. Copies secured from Alton W. Lick, Sec'y, Telegraph Building, Harrisburg, Pa.

Get list of references on the Money Value of Education, Library Leaflet No. 24, Department of Interior, Bureau of Education, Washington, D. C.

Farm Tenancy in the United States, Supt. of Documents, Govt. Printing Office, Washington, D. C. Based on the 1920 census. \$1.25 per copy.

Galpin, C. J. U. S. Dept. of Agriculture, Washington, D. C. Spending the Dollar Wisely in Home and Community. Also, The Country, the Economic Basis of National Life.



Write to your nearest Normal School, Department of Rural Education if you desire help in studying other problems in rural sociology.

### RURAL SCHOOL EQUIPMENT

This list of minimum equipment is part of a discussion on minimum equipment given by Mr. Robert C. Shaw, now Deputy State Superintendent of Rural Education, at the request of Superintendent Dugan of Westmoreland County at the time of his County Directors' Convention. At the close of the meeting, the Board asked to have the address printed for distribution among the members of the Directors' Association of the County. It is with Mr. Shaw's permission that we reprint part of his address for the benefit of the readers of this issue of the HERALD.

#### EQUIPMENT

Individual desks, adjustable and, preferably, movable, suited to children of different ages. More specific as to sizes perhaps.

A good desk for the teacher—with a lock.

At least two chairs.

At least twenty feet of book shelving in cases with good locks, such cases preferably built into the wall at the rear or either side of the room. 17 feet wall space, six shelves high, one thousand volumes.

At least 25 books suitable for school children, not counting supplementary reading or other books, such as text-books.

At least three good wall pictures.

A thermometer with direct reading.

A set of good maps, including one of the county, one of the State, one of the United States, one of each of the grand divisions and one of the world.

A twelve-inch globe.

One large dictionary and two small dictionaries with good print.

One or more sets of supplementary readers, not less than ten in number.

Dustless crayon, a pointer, a waste basket, a good broom or brush, no feather duster, a shovel, a poker, a coal hod if coal is used, and saw dust or other sweeping preparation. Hot lunch equipment may also be added.

If there is no force pump, there must be a closed tank with sanitary drinking fountain attached.

Common and individual cups must be abolished.

Paper towels to be furnished, also a washbowl and mirror.

All needed supplies to be on hand on the first day of school in the fall and no delay to be caused by the lack of any supplies during the year.



## ESSENTIAL MATERIALS

*Primary*

Sand table, ruled and plain paper, scissors, crayons, rulers, paste and paste brushes, pegs, perforated cards, stencils, pins, sewing needles, colored yarns, colored paper, colored crayon, foot rule, toy money.

Teachers' Manual for reading course. Materials for play and recreation for recess periods, both in and out of building—teeter board, sand box, swings, slide, giant stride, bean bag, etc.

*Intermediate*

Foot rule, yard stick, 16½ foot tape line, pint and quart measure—liquid; quart and peck measure—dry; toy money, clock dial, suggestive books, catalogues and advertising, cut book for scrap books, pocket envelopes for selected clippings, material for writing, folding, mailing receiving and filing letters. Playthings—ball, bat, marbles, teeter board, rope, net, volley ball, basket ball, giant stride, horizontal bar, etc.

*Grammar*

Duplicating device and materials. All standards of weights, measurements, etc. Arithmetical blocks, compass, some simple tools—saw, hatchet, plane, screw driver, etc. Outlines for maps, made locally. Small microscope, collection of woods, minerals, grains, plants, leaves, etc., that may be found locally. First aid kit. Check books, promissory note books, receipt books. Playthings—footballs, baseballs, bats, quoits, horizontal bar, parallel bars, etc.

In addition to the above there should be in every school plant at least one musical instrument such as a victrola, piano, or reed organ. Other instruments may be used with these.

A carefully worked out course of study in music should be provided for every one-teacher school. This course should be very elementary but should be stressed by the teacher.

Upon the door of every classroom should be posted the daily program of recitations.

Either the district or the county should provide a course of study for elementary school branches including civics, course in physical exercises, a course in morals and manners. Unless the State course of study is used, a county or district course, based upon the State course, should be in operation. The course in physical exercises should be carefully worked out, designating the forms of exercises that may be used in calisthenic drills and other classroom exercises, together with lists of games suitable for various grades.

Two kinds of record books should be kept—the first temporary



records necessary for reporting to the secretary of the school board and also permanent record-books in which will be kept the record of every pupil of the school. These records should be preserved so that they may be referred to in after years when inquiries are made regarding pupils attending the school. This is a very essential matter.

Every school plant should have a carefully selected list of library books. These books should be suited to all the grades of the school. Picture books for the first primary grades, illustrated story books, hero stories, biographies, adventure, explorations, travels, select poems, history, fiction, etc., should predominate.

In addition the library should have the very latest and best books on methods of teaching and other good professional literature for the teacher. The superintendent should be consulted as to the selection of these.

The best current literature should also be available to both teacher and pupils.

The only objection to such equipment that can come to such recommendations for the school plant will be the cost. A careful study will show that all the above can be secured at a small cost, immeasurably small when compared with the educational value to our children of the schools.

## DEPARTMENT OF PUBLIC INSTRUCTION COURSES OF STUDY AND BULLETINS

### Available at the Present Time—Edition Limited

- One-Teacher Elementary Course of Study.
- Course of Study in Mathematics.
- Course of Study in English.
- Course of Study in Art.
- Course of Study in Music
- Course of Study in Physical Education, Grades 1-8.
- Course of Study in Hygiene & Physiology, Grades 1-8.
- Course of Study in Hygiene & Physiology, Grades 9-12.
- Classroom Libraries.
- Library Books for a Small Rural School.
- Basic Reference Books for High Schools.
- Educational Surveys.
- School Code, 1923.

### Exhausted

- Manual & Syllabus for Elementary Schools.
- Manual for High Schools.
- Course of Study in Foreign Languages.
- Course of Study in Commercial Education.
- Course of Study in Continuation Schools.



- Course of Study in Physical Education, Grades 9-12.  
 Course of Study in History & Social Science.  
 Arbor Day Manual.  
 Library Books for High Schools.  
 Library Books for Elementary Schools.  
 How to Organize a Small School Library.

**In Preparation—Now in the Hands of the Printer**

- Bulletin No. 1—Part Time Cooperative Industrial Education.  
 Bulletin No. 2—The Illiterary, Non-English Speaking Problems of Pennsylvania.  
 Bulletin No. 3—Continuation Schools.  
 Bulletin No. 4—Industrial Arts Education in Grades 7-8-9.  
 Bulletin No. 5—Course of Study & Teacher's Manual for Evening Classes in Bituminous Coal Mining in Public Schools.  
 Bulletin No. 6—Organization & Course of Study in Anthracite Coal Mining for a Foreman and Assistant Mine Foreman.  
 Bulletin No. 7—All-Day Vocational Trade or Industrial Schools and Departments Administration and Course of Study.  
 Bulletin No. 9—Home Economics Syllabus.  
 Bulletin No. 10—Shop Equipment for Vocational All-Day Trade or Industrial Schools or Departments.  
 Bulletin No. 11—Course of Study in Physical Education, Grades 9-12.  
 Bulletin No. 12—Course of Study in Physical Education, Grades 1-8.  
 Bulletin No. 13—General Bulletin on Guidance.  
 Bulletin No. 14—Manual for Junior High Schools.  
 Bulletin No. 15—Agriculture for Rural Schools, Junior High Schools, and Senior High Schools.  
 Bulletin No. 16—Manual for High Schools.  
 Bulletin No. 17—Manual & Syllabus for Elementary Schools.  
 Bulletin No. 18—Course of Study in History & Social Science.  
 Bulletin No. 19—Basic Reference Books for High Schools.  
 School Laws of Penna., 1925.  
 Oct. 1, 1925.

**PENNSYLVANIA—AGRICULTURALLY**

Pennsylvania, according to the 1920 census, ranks as follows in the different agricultural pursuits:

- 1st—Buckwheat, acres; squab raising (200,000); cider (2,532,044 gal.); home owners.



- 2nd—Population—total, rural, urban; number of farms having water in home.
- 3rd—Value of live stock, dairy products, greenhouse products; number of farms having gas and electric lights.
- 4th—Number of apple, plum, maple (tapped), trees; grape vines, celery (acres).
- 5th—Value of eggs and chickens; acres of potatoes; number of pear trees; acres of lettuce; expenses for fertilizer.
- 6th—Acres of sweet corn, green beans, small fruits, crops; value of cattle; production of tobacco.
- 7th—Number of dairy cows; acres of tobacco.
- 8th—Number of all dairy cattle, chickens, all fowls—feed expenses; acres of cucumbers.
- 9th—Acres of rye, spinach; value of forest products (from farms); honey and wax.
- 10th—Acres of hay, tomatoes; number of pure-bred cattle; pure-bred horses, pure-bred sheep, area in merchantable timber.
- 11th—Acres of all vegetables, green beans, small fruits, silage crops, value of all cattle.
- 12th—Value of livestock on farms, swine; acres of strawberries; green peas; per cent of farm land improved.
- 13th—Value of horses.
- 14th—Number of farms; acres of onions.
- 15th—Acres of wheat, oats.
- 16th—Value of farm property.
- 17th—Number of all cattle, horses; value of all cattle, all farm crops, land and buildings, land and buildings per acre; acres in woodland farms, quarts of blackberries.
- 18th—Number of tractors, value of wool.
- 19th—Improved land in farms.
- 20th—Number of swine, number of pure bred swine, number of mules, per cent of farmers having telephones.
- Counties in the U. S. leading in the value of crops and livestock:

- |                        |                        |
|------------------------|------------------------|
| 1. Los Angeles, Calif. | 4. San Joaquin, Calif. |
| 2. Fresno, Calif.      | 5. Lancaster, Pa.      |
| 3. Aroostock, Me.      |                        |

Rank of Pennsylvania counties:

- |              |                 |
|--------------|-----------------|
| 1. Lancaster | ( 5th in U. S.) |
| 2. York      | (16th in U. S.) |
| 3. Chester   | (32nd in U. S.) |
| 4. Berks     | (36th in U. S.) |



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**PENNSYLVANIA—INDUSTRIALLY**

Submitted through the cooperation of C. B. Hoban, Dept. Public Instruction

Pennsylvania ranks first in:

- Anthracite production.
- Quarrying limestone.
- Quarrying sandstone.
- Quarrying slate.
- Clay mining.
- Mineral pigments.
- Value of mineral products.
- Number of mineral enterprises.
- Number of persons engaged in mineral enterprises.

We produce:

- One-eighth the country's manufactures.
- One-fourth the country's minerals.
- One-sixth the world's pig iron.
- One-sixth the world's coal.
- One-half the country's cotton lace.
- One-third the country's silk.
- One-half the country's felt hats.
- One-third the country's carpets and rugs.
- One-third the country's chocolates and cocoa.

Pennsylvania has the greatest diversity of industries, forging the heaviest castings and the most delicate micrometers.

We make more bluing, ice-cream, hammock and leather and have more asbestos manufacturers than any other state, and have the largest locomotive, linoleum, umbrella, horse-shoe, pipe-organ, wrought iron pipe, and silk factories in the world.

Allentown as a center and comprising the territory within a radius of twenty miles is the capital of the cement industry.

Pennsylvania—Seven Leading Industries:

1. Anthracite.
2. Bituminous (1/3 of the U. S. product).
3. Petroleum and natural gas—6th in U. S.
4. Limestone quarrying.
5. Sandstone quarrying.
6. Slate quarrying.
7. Clay mining.

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**USEFUL REFERENCES IN STUDYING THE GEOGRAPHY OF PENNSYLVANIA**

The following departments at Harrisburg issue material free to teachers. Please be specific in making your request. This list



is approved and submitted with the consent of the State Director of Geography, Miss Erna Grassmuck.

Board of Game Commissioners:

Several bulletins on game, wild bird protection and the crow. Special Bird Bulletin No. 7.

Department of Agriculture:

Pennsylvania Crop and Livestock Report (annual).

Special bulletins on plant and animal diseases, reports on fertilizer, feeding stuffs, lime, seeds. A list of available publications can be obtained on request.

Board of Fish Commissioners:

Summary of laws and information governing fishing in inland waters, Bulletin No. 1.

"What an Acre of Water Will Do," or Fish Raising by the Farmer, Bulletin No. 10.

Letters on different species of fish.

Department of Forests and Waters, Harrisburg:

Talks on Forestry, Bulletin 32.

Guide to Forestry, Book 1, Bulletin 26.

The Forest Situation in Pennsylvania, Bulletin 30.

Pennsylvania Trees, Bulletin 11.

How to Know the Common Trees and Shrubs of Pennsylvania, Bulletin 33.

In Pennsylvania's Woods, Bulletin 31.

How to Use the State Forest, Circular 25.

Forest Fires: How to Fight Them, Bulletin 27.

Lessons in Forest Protection, Bulletin 35.

The State Forests of Pennsylvania, Bulletin 37.

Map showing State Forests, State Game Refuges, and Preserves.

Bureau of Topographic and Geological Survey:

Many bulletins on coal, iron, gas, clay and other deposits or ore bodies dealing with specific areas are available. A list of publications will be sent upon request.

Department of Highways:

Map showing State highways.

Department of Internal Affairs:

Bureau of Statistics and Information:

Report on Productive Industries 1921 (this also includes much valuable data on railways, waterways, etc.)

Fourth Industrial Directory—a dissection of industries in every county in Penna. including a list of every concern engaged in any form of productive industry.

Department of Labor and Industry:

Monthly Bulletin of Department of Labor and Industry.



Valuable aids are appearing regularly in the *Pennsylvania School Journal*, the official monthly publication of the Pennsylvania State Education Department.

Time tables, folders and other advertising material offered free by railroads will be useful, and may be secured from Pennsylvania Railroad, Broad Street Station, Philadelphia; Philadelphia & Reading Railroad, Reading Terminal, Philadelphia.

Various newspaper and magazine articles offer useful reading matter and pictures. The *National Geographic Magazine*, May, 1919, contains an article entitled "The Industrial Titan of America" by J. O. LaGorce. This article has many splendid pictures, as well as an abundance of reading material.

• Maps. The following may be obtained free by teachers:

Department of Forests and Waters, Harrisburg:

Map of Pennsylvania State Forests, Game Preserves and Refuges (write Dept. of Public Instruction).

Individual maps of the following Pennsylvania State Forests:

Delaware, Karoondinha, Logan, Michaux, Tuscarora, Sproul, Tioga, Susquehannock, Sinnemahoning, Tiadaghton (eastern section), Tiadaghton (western section).

Department of Highways, Harrisburg:  
State Highways.

Public Service Commission, Harrisburg:  
State Steam Railroads.  
State Electric Railroads.

United States Geological Survey, Washington, D. C.:  
Index Map of Pennsylvania:

On this map are indicated all places for which topographic surveys in Pennsylvania have been made. Hence teachers can see whether or not maps are available for their local districts. These maps are not free, but may be purchased at 10 cents each. Every school should have the local map and every child in the grade should understand this map.

Soil Surveys:

Bureau of Soils, U. S. Department of Agriculture, Washington, D. C.:

Maps for every section of the State are available, although some of them are in preliminary form.

The following maps are not free but may be purchased at a relatively low price:

U. S. Geological Survey, Washington, D. C.:  
Coal.



Electric Power Lines and Transmission Centers.  
Oil and Gas Fields and Oil Pipe Lines.

NOTE: Refer also to forthcoming monthly issue of the *Pennsylvania School Journal* for additional suggestions.

#### Additional Material on Pennsylvania

U. S. Department of Commerce:

State Compendium of Pennsylvania.

Fourteenth Census of the United States.

Statistics of population, occupation, agriculture, manufactures, and mines and quarries for the State, counties and cities.

Price fifty cents, write Supt. of Documents, Washington, D. C.

U. S. Department of Commerce:

Domestic Commerce Series No. 1.

Commercial Survey of the Philadelphia Marketing Area by J. Frederic Dewhurst.

Price 20 cents, write Supt. of Documents, Washington, D. C.

*National Geographic Magazine*, May, 1919.

The Industrial Titan of America, National Geographic Society, Washington, D. C., by J. O. LaGorce.

*American Motorist*, special number, May, 1925, American Auto Association, Washington, D. C.

Price 35 cents.

"Pennsylvania, Forty Thousand Square Miles Beautiful, Modern Highways and Historic Byways," issued by State Publicity Bureau, Pennsylvania State Chamber of Commerce, Harrisburg.

Price 20 cents.

County maps:

Pennsylvania Dept. of Highways, Harrisburg, Pa.

Price 50 cents—some counties have not yet been printed.

United States Post Office, Washington, D. C.

Price 35 cents—all counties available.

#### SUGGESTIVE QUESTIONS FOR SEATWORK REVIEW IN GEOGRAPHY

These questions were summarized in the Rural Department by the rural seniors, later revised and approved by Miss Erna Grassmuck, State Director of Geography. The October, 1924, HERALD contained a list of seatwork questions for the seventh and eighth years. Extra copies are available.



## Fifth Year

1. Why have the people of western Europe led the world in sea-faring occupations?
2. Why are the people in the low countries of Holland and Denmark chiefly engaged in producing food supplies?
3. What kind of climate exists in the northwest highlands of Europe and what effect does it have on the inhabitants?
4. Why are sheep raised extensively in England and Scotland?
5. Compare the occupations of the Swedes with those of the Norwegians. Why are these occupations followed?
6. Does the rainfall increase or decrease as we go from west to east across Europe? Why? What effect does this have upon life in the various sections?
7. What important mineral is found extensively in the Ural Mountains?
8. What are some of the predominating natural resources of Czechoslovakia?
9. Why is Czechoslovakia called a "Keyland" of Central Europe?
10. Locate the Voges Mountains and determine whether or not they are forested.
11. Using individual desk outline maps, locate the following cities: Aberdeen, Edinburgh, Glasgow, Dublin, Cork, Belfast, Liverpool, Hull, Cardiff and London. The leading cities of Europe may be located in the course of seafaring.
12. Why is Madagascar highly valued by France?
13. Why are the countries now under France's jurisdiction of value to her? Can the same be said of Italy's sphere of influence?
14. Why is the Sahara a desert?
15. Why do Germany and France both want the district known as Alsace-Lorraine? The Saar Basin?
16. Why are the Netherlands and Switzerland the leading European exporters of cheese?
17. Why has Great Britain become one of the leading textile manufacturing nations?
18. Why is Europe fitted to be the home of so many people?
19. Why do so many people visit Europe? Outline a trip for yourself. Indicate why you want to go to each place.
20. How does Poland represent our North Central group of States?
21. Why are there great differences in climate within the Central Plain of Europe? What effect do these climatic conditions have upon the vegetation and occupations of the people?
22. Which subtropical fruits are raised in abundance in the Mediterranean district? Why is this the case?



23. Show how the factors of their natural environment have determined the occupation of the Swiss.

24. How has Denmark come to be the world's teacher in the dairy industry?

25. Are fish more important to the New Englanders than to the Norwegians? Give definite reasons for your reasons.

Encourage pupils to word similar problems and answer the same.

### Sixth Year

1. What are some of the leading products that we send to South America? Why?

2. What are some of the leading commodities that we receive from South America? Why?

3. Why are there so relatively few long railroads in South America?

4. What parts of South America are quite densely populated and what geographic advantages attract people to these districts?

5. Compare the effects of rainfall conditions in Chile with the raining season in the Pacific Coast region in North America.

6. Why is Northern Chile especially important today?

7. Why is Southern Brazil more progressive than the section along the Amazon River?

8. What is the southernmost city in the world? Name its exports and explain why these commodities are sent out.

9. Using individual desk outline maps locate Lima, Santiago, Buenos Aires, Montevideo, Rio De Janerio, Manaus, Quito, Sta. Marta, Antofagasta and Bahia. Account for the growth of each of these cities.

10. What countries of South America are not independent? To whom does each belong?

11. How do districts outside of the British Isles but under British jurisdiction help Great Britain to be a great industrial and commercial nation?

12. Chile has three physiographic divisions. What is the advantage of each of these sections in making her one of the leading countries of South America?

13. Why did the largest city of Great Britain develop on the east side of the island?

14. In terms of Geography, what future has China?

15. Study the population map of Asia and explain the distribution of people in that country.

16. Prove that Asia is a land of extremes.

17. Why is the Yangtze more useful comparatively than the Mississippi is to the United States?

18. If you were to travel in Asia what would you like to see in India, China, Japan and Asia Minor?



19. What are the commercial relations of the United States and Japan?

20. Why are there more people living in the southern part of Asia than in the northern?

21. Account for the occasional famines in India. What has Great Britain done for India? Of what importance to Great Britain is India?

22. Why is Egypt called "The Gift of the Nile?" How is it an advantage to Great Britain?

23. Why has Africa been so long a little known continent although it is close to Europe and was the seat of one of the oldest civilizations?

24. What did Livingston do for Africa? What was Stanley's contribution?

25. Why is there such a variety of products in Mexico?

Encourage pupils to word similar problems and answer them.

## HOW TO ORGANIZE A SMALL SCHOOL LIBRARY

This is a reprint of a Department of Public Instruction pamphlet with the permission of Miss Adeline Zachert, Librarian.

### PREPARATION OF SHELVING

There should be enough shelving to accommodate all the books belonging to the library and to allow for growth. See plan for standard shelving in the library manuals. This type of shelving is so simple of construction that any carpenter or pupils in the woodworking department can build the necessary shelving at minimum cost.

### ASSEMBLING BOOKS

All books belonging to the school except texts and supplementary sets should be collected and shelved in the library room. Library books kept in classrooms are lost to the rest of the school.

### SUPPLIES

Standardized library supplies should be used. For a library of 1,000 volumes the following supplies are needed:

	<i>Approx. Cost.</i>
Accession book—loose leaf, 2,000 line including cover .....	\$2.50
1,000 Book cards. Light weight. Index Bristol—"date due" .....	2.55
1,000 catalog cards. Light weight .....	3.80
1,000 Gummed paper labels .....	.45
1,000 Pocket date slips "date due" $\frac{3}{8}$ " .....	3.50
1 Bottle Higgins engrossing ink .....	.25



1 Poster—How to find a book .....	.45
1 Set charging tray guide cards .....	.35
1 Library dater .....	.40
1 Stamp pad .....	.35
1 Charging tray .....	2.10

Paste, paste brushes, cheesecloth for paste rags

These supplies may be ordered from the following supply firms:

Gaylord Brothers, Syracuse, New York.

Library Bureau, 380 Broadway, New York City.

Democrat Printing Company, Madison, Wisconsin.

Catalogs will be sent upon request.

### **SORTING BOOKS INTO GROUPS**

#### **1. Books to be discarded.**

Include out of date books, those too soiled or worn, all books that are of no value for reference. Final disposition should be made of all discards.

Books of doubtful usefulness should be removed from the shelves. They may be boxed and stored if they cannot be sold. They should not be given away.

#### **2. Books to be rebound.**

A rebound book usually outlasts a new book and the cost of rebinding is about half the cost of a new book. Books to be rebound should be neatly packed in a wooden box after a typed list of the books has been made. The box should be sent to the nearest book bindery. It is well to consult the librarian of the nearest normal school or public library for addresses of reliable book binders.

#### **3. Books to be mended.**

Early and careful mending greatly prolongs the usefulness of the book. Send for catalogs of Library Supply houses and select mending materials. See directions for mending books in *School Library Management* by Martha Wilson, published by the H. W. Wilson Company, 958 University Avenue, New York City. Price \$1.25.

#### **4. Books in good condition and known usefulness.**

### **MECHANICAL PREPARATION OF NEW BOOKS**

1. Remove old labels by placing small squares of wet blotting paper over labels.

2. Paste fresh label. Use marker in order to have labels uniform height from bottom.

3. Paste combination pocket and date slip on back cover of book.



4. Paste book plate on front cover or mark ownership with rubber stamp.

### CLASSIFICATION

Use modified Dewey Decimal classification table in Library Manual for High Schools.

### ACCESSIONING

Loose-leaf accession books are best. For very small school where typewriter is not available buy 1,000 line board cover accession book. Follow directions given in the accession book.

### WRITING BOOK CARDS

First line: Author's surname.

Second line: Brief title. Omit initial articles.

Upper right hand corner above author's surname: Class number.

Upper left hand corner: Accession number.

Class and accession number should appear in same position on the book pocket. This is an aid in slipping books.

### MARKING

Use India ink and ball pointed pen. Figures should be plain conventional print of uniform size. Avoid shading. See "Library hand card" page 89 in "School Library Management."

### VARNISHING

After marking is dry the label is lightly coated with thin white shellac, to prevent peeling off, or the entire back may be coated. Varnishing the covers of books prolongs their life and attractiveness.

### CHARGING SYSTEM

The essentials for a card charging system are:

Book pocket.

Book card.

Dating slip—A combination dating slip and book pocket is recommended.

Charging tray with date guides.

### SHELF LISTING

A shelf list is a card list of books in the library, the cards being arranged as the books are arranged on the shelves. See directions for shelf listing, page 70 in School Library Manual.

### CATALOGING

This is technical work and should not be undertaken without study of cataloging methods and definite instruction. It is usually



a waste of time and money for the untrained person to attempt to make a catalog. For the small library the shelf list will suffice. The Library Manual may be used as a substitute for a card catalogue by checking the titles in the library.

Note: Free reference has been made in this bulletin to practical suggestions in School Library Management by Martha Wilson.

### HOW TO ORDER LIBRARY BOOKS

It is advisable to order library books through the nearest large book dealer. A discount of at least fifteen per cent of the list price is usually allowed. Books which are likely to receive hard usage, such as fiction, should be bought in re-enforced binding. This will result in ultimate saving of rebinding and mending costs. Re-enforced or re-sewed books far outlast those in ordinary publishers' binding and are thus cheaper in the end. The order list should give author, title and publisher. It is not necessary to state the price as this changes frequently.

### CONSULT THE LOCAL DEALERS FOR PRICES

#### ADDRESSES OF SOME BOOK DEALERS:

Baker and Taylor Co., 354 Fourth Ave., New York City.  
In Philadelphia:

Book Department, John Wanamaker.

Book Department, Strawbridge and Clothier.

Book Department, Gimbel Brothers.

In Pittsburgh:

Davis Book Store.

Book Department, Joseph Horn and Company.

Book Department, Kaufmanns.

#### ADDRESSES OF FIRMS OFFERING BOOKS IN RE-ENFORCED BINDING:

The H. R. Huntting Company, Springfield, Mass.

Library Book House, Springfield, Mass.

New Method Book Bindery, Inc., Jacksonville, Ill.

#### ADDRESSES OF LIBRARY SUPPLIES:

Democrat Printer Co., Madison, Wisconsin.

Gaylord Brothers, Syracuse, New York.

Library Bureau, Philadelphia, Pa.

Write for catalogs of library supplies such as accession books, pockets, book cards, etc.



RURAL TRAINING SCHOOL CENTRE 1925-1926.

Pleasant Hill School, Shippensburg Township,  
Cumberland County, Pennsylvania.

Prof. Ralph Jacoby ..... County Superintendent  
Prof. Wm. M. Rife ..... Assistant County Superintendent  
Mr. Harold Park ..... Vocational Director

Board of Directors

Mr. C. E. Hollinger ..... President  
Mr. H. B. Craig ..... Secretary  
Shippensburg First National Bank ..... Treasurer  
Prof. J. K. Stewart  
Mr. Charles Funk  
Mr. J. M. Smith

W. P. Harley, A.M. .... Director of Township Training Schools  
Hannah A. Kieffer, A.M. .... Director of Rural Education

Normal School Faculty

A. Continuing their supervision in the Rural Training Department.

H. L. Burkeholder ..... Supervisor of Writing  
Eleanor Marston, B.S. .... Supervisor of Art  
Hannah A. Kieffer, A.M. .... Supervisor of Geography  
L. E. Smith, M.E. .... Extension Director

B. Entering upon a cooperative plan with the Rural Department.

Dorothy Clever ..... Supervisor of Music  
Marion A. Blood, A.M. .... Supervisor of English  
Nora A. Kieffer, A.M. .... Supervisor of Arithmetic  
L. E. Smith, M. E. .... Supervisor of Social Studies  
Evelyn Van Duzer .... Supervisor of Health Education  
Kathrine Zearfoss ..... Supervisor of Reading

Pleasant Hill School

Earle J. B. Keston, B.S. .... Room Teacher  
Assistant to Rural Director  
Pupil enrollment, 1st to 8th grade inclusive ..... 42

WHAT WE ARE DOING IN ATHLETICS

Shippensburg Normal faces one of the hardest football schedules in the history of the school. Early football camp started Sept. 8th, with 23 boys answering the call. Among these were a few old men consisting of Captain Hockersmith, "Boots" Shuler, Donald Ritter, "Pious" Basehore, "Red" Gilbert, Harold



Gottschall, "Muddy" Barth, Paul Smith, Jim Smith, "Chief" Kline and others who were on the squad last year. These with the new boys made a splendid nucleus with which to formulate a team.

With two weeks practise the first game was with Dickinson Junior Varsity which we defeated 10-0. The game was one characteristic of a first game, with fumbling and lack of punch. Although the team which represented Dickinson was a team of no little strength as they had seven ineligible transfers who had played on some other college team last year. This game proved worth while to our boys because of the experience gained in playing against seasoned men.

Our second game was with Sheppardstown College, at Sheppardstown, W. Va., which resulted in another victory for our boys, even if the game was played under the most unpleasant conditions. Luckily the final score was 14-8 our favor. In this game the boys had tough sledding to make possible victory for C. V. S. N. S. With the blocking of a punt by Homer Gilbert and the catching of a forward pass by Gottshall followed by a 50 yard dash for a touchdown our 14 points were assured.

Mercersburg is our next game and we want to win it. The boys are working and training hard for this battle. That is what we have our heart set on doing something for C. V. S. N. S. that has never been done before, defeating Mercersburg on her own field. Mercersburg has a strong aggregation this year but we are going to give them our best.

For the rest of the schedule all the normal school games will be represented by strong teams from their respective schools. With both West Chester and Bloomsburg Normals out for revenge from last years results and with the coming of Indiana Normal from the western end of the state our schedule has some real hard problems to solve. But we hope to show them the wise men came from the east.

The following is our schedule:

Sept. 26.	Dickinson Junior Varsity—0 At Shippensburg	C. V. S. N. S.—10
Oct. 3.	Sheppardstown College—8 At Sheppardstown	C. V. S. N. S.—14
Oct. 10.	Mercersburg Academy At Mercersburg	C. V. S. N. S.
Oct. 17.	Gettysburg Junior Varsity At Shippensburg	C. V. S. N. S.
Oct. 24.	Bloomsburg Normal At Bloomsburg	C. V. S. N. S.
Oct. 31.	West Chester Normal At Shippensburg	C. V. S. N. S.



Nov. 7.	Millersville Normal At Millersville	C. V. S. N. S.
Nov. 14.	Kutztown Normal At Shippensburg	C. V. S. N. S.
Nov. 20.	Indiana Normal At Shippensburg	C. V. S. N. S.

H. N. BENTZ.

### C. V. S. N. S. GRADS AND FORMER STUDENTS HOLD ANNUAL POW WOW AT PENNA. STATE

As is the usual custom at Penn. State during the Summer Session, the various Normal schools represented hold reunions.

On Tuesday, July 28th, a get-together meeting was called for July 30th, at 4:30 in front of Old Main.

At the appointed time a score or more showed up. It was then decided to hike to Shingletown Reservoir, about four miles distant from Penn State and have a Wiener Roast on the following Monday night, Aug. 3rd, the party to leave Old Main at 5:30 on the above date.

At the appointed time, for various reasons, the hike idea was abandoned and auto idea substituted. The designated spot, a favorite rendezvous for hikers was reached by the caravan.

All hands now set to work, gathering fire-wood, which was not a light task even tho it was in a State Forest.

When all was ready and the fire about to be started, the very sad and deplorable fact was discovered by Miss Helen Ausherman that the supply sergeant, Bill Nenninger, had not included a quantity of kerosene in the list of supplies and immediately she suggested that Bill siphon some gasoline from his car. All this drew a hearty laugh from the backwoods members. No fault to find with Helen though, she meant well. She was then shown how to start an outdoor fire without kerosene. A roaring fire was soon blazing merrily.

While the girls buttered the rolls and prepared the dainties, the boys began to punish the "dogs" by the yard.

The fragrant pine air of the forest was soon laden with the appetizing odor of sizzling "hot dogs" and the aroma of boiling coffee. Here, again the saying that "Necessity is the mother of invention" was upheld by O. M. Shultz, a former Spring term student, who wanted to play a uke and punish a dog at the same time, for he seemed both hungry and romantic at the same time. He did both admirably well, singing some of his own composition all the while.

As lunch was about to be served up, a rattling noise was heard, in the laurel bushes on the far bank of the run, which stopped



their festivities for a while until it was discovered that the source of the noise was caused by no less a being than Samuel W. Shearer, who was going to stage a crossing of the river and charge unsuspectedly on the helpless Wieners, but was discovered in time to avoid a possible catastrophe. Sam had tire trouble but arrived in time for what he considered important.

After the main feed toasts were served up, with yours truly suffering as toast master.

All responded nobly with recitations, readings and reminiscences of bygone days at C. V. S. N. S.

After the impromptu literary meeting, we closed by singing many old time songs including many Normal favorites in song, and as the fire was dying out, which up to now had been kept going by being fed the toast master's seat, a soap box, all arose, formed a circle about the fire and joined in singing most heartily the "Alma Mater," followed by the S-S yell and three rousing cheers for Dr. Lehman.

All enjoyed themselves immensely, vowing to have a bigger and better meeting next summer. The caravan then returned to State.

The following attended the party: Mrs. Mary Hade McGill, '13; Lois McCaleb, '18; Blanche Heiges, '18; Helen Ausherman, '18; William Fenninger, '18; Irma K. Roller, '18; Reba Charlton, '19; Samuel W. Shearer, '20; M. S. E. Gobrecht, '20; Grace Hege, '21; Mildred Kapp, '23; Roger Jones, '23; Mabel Smith, '24; Guyda Stine, '24; Margaret McDowell; O. M. Shultz; Kathryn Cashman; William Wolford; Phil. Anderson.

Signed, M. S. E. GOLBRECHT.

### ALUMNI PERSONALS

'75. The *Harrisburg Telegraph* has the following article dated October 2d, about Mrs. Sallie Culp (Young).

The *HERALD* congratulates Mrs. Young on her long service in the school room.

Shamokin, Oct. 2.—Fifty years of consecutive teaching of school children is the record of Mrs. Sarah Young, teacher in the Gass school house of Upper Augusta Township, near Hamilton. The record is believed to be unmatched in central Pennsylvania.

Mrs. Young is long past the retirement age set by the State. She is known throughout the county as one of the most capable teachers in the district.

Mrs. Young was graduated from the Shippensburg Normal School with the class of 1875 and taught her first winter in Lancaster County at the Mt. Joy Orphans' Home. Since then she taught every winter in Montour and Columbia Counties, and



for twelve years in Upper Augusta Township, Northumberland County.

Mrs. Young says that she can scarcely believe she has taught fifty years until she gets back into Lancaster County at times and finds grandchildren of her first pupils attending school there. Recently she attended a reunion of her old graduating class which originally numbered twenty-four members, but now has only ten surviving members and only three of them were able to get to the reunion.

Mrs. Young is the wife of Justice of the Peace, E. W. Young, of Hummel's Wharf, Snyder County.

'79. Miss Sue Stutenroth who is teaching in Verona, N. J., spent part of the summer with her sister, Miss Alice, in Shippensburg, Pa.

'89. Mrs. Edw. W. Fairley (Mary V. Long) who lives at 7027 E. Warren Ave., Detroit, Mich., expects to take up post-graduate work in the University of Michigan this winter.

'93. Dr. James D. Kennedy who is in the U. S. Indian Field Service, Dept. of the Interior at Toadlena, N. Mexico, always keeps up on normal affairs by subscribing for the HERALD.

'96. Mrs. Mae Sheets (Miller) is living at 506 Harrison St., Pottsville, Pa. We have not had any address for Mae for some time and are glad to get in touch with her again.

'00. Mrs. Marietta Menear (Coover) is teaching in Camp Hill this year. She has for a number of years been connected with the Beckley Business College, Harrisburg, Pa.

'00. Mrs. Paul B. Rupp (Cora Clever) with her husband spent their vacation at the home of her mother, Mrs. Leila Clever, in Shippensburg, Pa. They left recently for Ft. McIntosh, Laredo, Texas, where Mr. Rupp is a Chaplain in the Army. Last year they were stationed in the Canal Zone.

'01. We take the following item from the *Fulton County News*, McConnellsburg, Pa. The HERALD joins Dr. Reisner's many friends in wishing him a happy and profitable year abroad.

#### Dr. Edward H. Reisner and Family Go Abroad

Last week Dr. Edward H. Reisner and family sailed for Europe. Dr. Reisner is the son of Mr. and Mrs. J. G. Reisner of McConnellsburg. This is Dr. Reisner's sabbatical year at Columbia University which entitles him to a year for traveling.

Dr. and Mrs. Reisner will tour the leading countries of Europe and while touring their two sons will be placed in a private school in Coppet, Switzerland.

Dr. Reisner will deliver two lectures in Vienna on the fifth and sixth of September at the Institution of Co-operative Education.

'04. Mrs. Annie Heefner (Eshelman) has recently moved



from Red Cloud, Nebraska, where she and her husband were in the Publicity Department for the Brethren Assembly, to 609 Franklin St., Cedar Falls, Iowa. Annie expects to take some post-graduate work this winter.

'05. We clip the following item from the *Johnstown Tribune* of July 7th. The HERALD extends congratulations to Prof. Uhler and wishes him much success in his new field. Mr. Uhler was President of his class and last Commencement time he had a splendid reunion of the class at the Fort Morris Hotel in Shippensburg, Pa.

Prof. J. M. Uhler, for 14 years affiliated with the East Conemaugh public schools, resigned last night as Superintendent at a special meeting of the Board of Education to become a member of the faculty at Indiana State Normal School. His resignation was accepted by the School Directors, but no successor was chosen. His contract would not have expired until 1926.

The Conemaugh man, who is prominent in educational circles in this part of the State and active in movements for community betterment, has accepted a position in the Extension Department of the Indiana school. During the past four years he was a member of the summer instructional staff of that institution, two periods of his work being devoted to the extension branch in Altoona.

Professor Uhler became a member of the faculty of the Conemaugh school in the second semester of the 1906-07 term and continued there for one and one-half years, then going to Cresson as principal of the schools there. After one and one-half terms at Cresson he resumed his studies. In 1912 he returned to Conemaugh as a member of the high school faculty and the next term was elected to the principalship, which position he held until seven years ago when he was made Superintendent of Borough Schools. During the time he was head of the Conemaugh institution the high school standard there was raised from second to first class.

The former Conemaugh school head is a graduate of the University of Pittsburgh, from which institution he has also received his master's degree. In 1905 he was graduated from Shippensburg Normal School and four years later studied at Dickinson College for two years.

'05. Dr. W. Stuart Watson is practicing in Norristown, Pa. His address is 606 DeKalb St.

'07. Mrs. Nora Fisher (Dohner) of 11 Johnson St., Salem, N. J., visited this summer at the home of her father-in-law Rev. J. H. Dohner of Shippensburg, Pa.

'07. Dr. P. J. Wiebe who has been Dean of Beulah College, Upland, California, for a number of years is now President of the Jabbok Bible School at Thomas, Oklahoma. The HERALD



sends best wishes to Dr. Wiebe for a successful year in his new work.

'09. Mrs. Mary Frantz (Cure) who has been at the Mansfield Normal School for the past few years where her husband has been Dean of men and Prof. in the Normal Dept. is taking work at Boston University this year while Prof. Cure is attending Harvard College. Mr. Cure was a former teacher at our normal.

'11. Misses Alma Coulson and Mabel Myers are teaching in Camp Hill, Pa.

'11. Mr. H. G. Niesley attended the summer session at the University of Wisconsin. He is at present connected with State College as Prof. of Extension Work in Agriculture and Economics. His address is The University Club, State College, Pa.

'12. Mr. John Wampler from whom we have not heard for a long time, we learn is enrolled in the College of Commerce and Finance at Youngstown, Ohio. His address is 611 Falls Ave., Youngstown, Ohio.

'12. Mr. Harry H. Foreman is teaching science in the High School at Osceola Mills, Pa. This is his fifth year in this position. His address is 705 Stone St.

'13. Miss Mary Umberger of Williams Grove, Pa., is teaching at Camp Hill, Pa.

'13. Miss Mildred Freidinger of Shippensburg is teaching in Chambersburg, Pa.

'13. Mr. Joseph C. Hess is a physician in Ocean City, N. J. His address is 807 Wesley Ave.

'15. Miss Rhea Squires goes back to Hagerstown, Md., this year.

'15. Mr. Harry R. Frehn of 208 W. 15th St., Kansas City, Mo., is manager of the Kansas City Branch of the S. E. Massengill Co., Pharmacist.

'15. Miss Naomi Shive is taking work at the Bible Institute of Los Angeles, Calif. She lives at 558 S. Hope St., Los Angeles, Calif.

'16. Mr. Howard Etter is teaching again at Rouzerville, Pa.

'17. Miss Anna Stroup is teaching in the Commercial Dept. of the Swatara High School, Oberlin, Pa.

'17. Miss Dorothy Shive is Art Supervisor in Morrisville this year.

'17. Miss Orpha Hayes is teaching at Lemoyne, Pa.

'17. Misses Mabel Mellon of '17, and her sister Zita Mellon, '20, have sent out cards announcing the opening of The Treasure Chest Art Shop Thursday, October 1st, at Bellaire Arcade, Cocoa,



Florida. These announcement cards are very artistic and we hope the girls may derive much profit from their Art Shop.

'18. Miss Helen Yotter is teaching in Chambersburg, Pa.

'18. Mr. William C. Nenninger is teaching at Exedit, Pa.

'18. Miss Myrtle Hege is teaching in Narberth, Pa.

'18. Mr. Shriver L. Coover is an instructor in the General Shop, Beaver Falls, Pa. He has recently won the first prize \$50.00, offered by the *Industrial Education Magazine* for the best shop problem. Mr. Coover submitted as his project a toy electric motor. The September number of the above named journal contains illustrations of the toy motor and reproduction of blue prints. We congratulate Mr. Coover on the honor that has been won from a list of competitors. His friends will be interested in knowing that he will receive his baccalaureate degree from Geneva College in June.

'19. Miss Hermie Roth is teaching in Camp Hill.

'19. Miss Jane Allen is teaching in West Fairview, Pa.

'19. Miss Mary Green is teaching in Scotland, Pa.

'20. Mr. Monroe Gobrect took a course at State College during the summer. We thank him for sending us an account of the normal student's reunion which you will find elsewhere in the HERALD.

'20. Miss Catherine Erford is teaching in the consolidated school at Hershey, Pa.

'20. Mr. Harvey Bolan is teaching in the New Cumberland High School.

'20. Miss Helen Coover is teaching at Pitcairn, Pa.

'20. Miss Pearl Beistle, is a student at Cornell University.

'20. Miss Mary Fortna is teaching in Newark, Del.

'20. Mr. G. Herman Thrush is attending Juniata College, Huntingdon, Pa.

'21. Mr. George Epley is a student at Gettysburg College.

'21. Miss Marian Hessler is a student at State College this year.

'21. Miss Louise Unger of Waynesboro, Pa., spent her vacation in Canada.

'21. Miss Ruth Burtsfield is teaching in Steelton, Pa.

'21. Mr. Charles Mouer is teaching at Exedit, Pa.

'21. Mr. Paul Lehman, who was recently graduated from LaFayette College, has entered the Law School of the University of Pennsylvania.

'22. Miss Margaret Rolar is teaching at Camp Hill, Pa.

'22. Miss Genevra Sleichter is teaching at Greensburg, Pa.



- '22. Miss Mary Funk is a student at Simmons College, Boston.
- '22. Mr. Roy Dibert is a student at F. & M. College.
- '22. Mrs. Edythe Burtsfield (Hill) with her husband is teaching in a Missionary school in North Carolina.
- '22. Mr. Charles D. Hoerner is a student at Ursinus College.
- '22. Mr. Frank Workman who graduated last year at Franklin and Marshall College is principal of the Lemaster High School.
- '22. Mr. Lee Eberly is a student at Franklin & Marshall College.
- '22. Mr. Harry W. Schwartz is teaching at Collingwood, N. J.
- '23. Mr. Lester Daihl is teaching at Highspire, Pa.
- '23. Mr. Ralph Heiges, a graduate of Ursinus last June, is teaching Social Science in the Royersford High School.
- '23. Miss Ruth Bedford goes to Greensburg, Pa.
- '23. Miss Alma Crawford is teaching in Steelton, Pa.
- '23. Miss Janet Hayes is teaching in Media, Pa.
- '23. Miss Irene Bushey is teaching primary grade at Idaville, Pa.
- '23. Miss Ruth Snyder is teaching at Cape Ventnor, N. Y.
- '23. Mr. Joseph Sheaffer goes to Sinnemahoning, Pa.
- '23. Miss Alice Schellhase is Music Supervisor at Oradell, N. J.
- '23. Miss Nellie Lindemuth is teaching third grade in York, Pa.
- '24. Miss Romaine Miller who has been substituting in Harisburg has been elected to third grade in the city.
- '24. Mr. Wilson Dodd attended the summer session at Bucknell University.
- '24. Miss Helen Gordon is teaching a primary school near Waynesboro, Pa.
- '24. Miss Sara Ryder spent her vacation in Cleveland, Ohio. She is teaching third grade in Waynesboro, Pa.
- '24. Miss Martha Mower is teaching in Mt. Union, Pa.

#### Where a Few of the Class of 1925 Will Be Located

Miss Adeline Crouse will teach fifth and sixth grades at Ambler, Pa.

Miss Margaret Taylor has third grade at Waynesboro, Pa. Miss Myrtle Forry is teaching at Plymouth Meeting near Philadelphia.



- Miss Ellen Welsh is in fourth grade at Waynesboro, Pa.  
 Miss Myrtle Statler is teaching primary at Marion.  
 Miss Sara Coble teaches Guilford Springs Grammar School.  
 Miss Gertrude Campbell is teaching at Fayetteville, Pa.  
 Miss Martha Light has charge of Art and Music in the Mt. Union Schools.  
 Miss Kathryn Coffman is teaching in New Jersey. We have not learned just where.  
 Miss Drue Keim is teaching Music and Art at Halifax, Pa.  
 Mr. Sherrick Gilbert is teaching science and history in the Mt. Union High School.  
 Mr. Walter Strike is attending Dickinson College, Carlisle, Pa.  
 Miss Retha Mellott is teaching mathematics in the Junior High School at Conshohocken, near Philadelphia.  
 Mr. Clermont Smith is teaching at Blue Hill Rural School in York County.  
 Miss R. Ella Miller is teaching third grade in Plymouth Township near Norristown, Pa.  
 Miss Emma Johnston is teaching in Port Deposit, N. J.  
 Mr. William McCulloch will teach mathematics and coach athletics in the Munnhall School, near Pittsburgh, Pa.  
 Miss Amy Booz is teaching in Vineland, N. J.  
 Miss Welthy Diller is teaching at Port Norris, N. J.

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#### CUPID'S COLUMN

SNYDER-MYERS. At Enola, Pa., July 18, 1925, by Rev. Harry G. Boyer, Mr. Jesse H. Snyder, '23, to Miss Marie Myers of New Bloomfield, Pa.

TRITCH-GRIM. At Middletown, Pa., August 19, 1925, by Rev. John H. Kingsley, Mr. Vincent Tritch to Miss Vesta H. Grim, '25.

NEELEY-BAKER. At Beavertdale, Pa., August 4, 1925, Mr. John E. Neeley, '22 to Miss Hazel Baker. They reside in Beavertdale where Mr. Neeley is teaching in the high school.

NEELEY-CONNER. At Gettysburg, Pa., September, 1925, Mr. Wimberty Neeley, '22 to Miss Cleo Conner, '22. They reside in Gettysburg, Pa., where Mr. Neeley is employed in the bank.

LECRON-BOSSERT. At Norristown, Pa., August 22, 1925, Mr.



Wilbur R. Lecron, '19 to Miss Mildred G. Bossert. They reside at 246 Broad St., Sewickley, Pa.

SHEARD-HARRY. At Cardiff, Md., August 8, 1925, Mr. Russell A. Sheard to Miss Edith Harry, '23. They reside at Milanville, Pa.

HUBER-TYSON. In New York City, July 29, 1925, Mr. Samuel F. Huber to Miss Mozelle Tyson. Miss Tyson was a teacher in the Training School last year. They reside at 60 Lincoln Way West, Chambersburg, Pa.

HOOVER-DUGAN. At York, Pa., July 16, 1925, Mr. Samuel F. Hoover to Miss Pauletta Dugan. Miss Dugan was a student for two years at normal.

KUROKAWA-CLUCK. At the First Methodist Church, Bere-tania and Victoria Sts., Honolulu, Hawaii, Mr. Colbert N. Kurokawa to Miss Anna Laura Cluck, '25. They reside at 2032 Kula Road, Alewa Heights, Honolulu. Mr. Kurokawa is pastor of the Palama Mission.

FREHN-BLACKWELL. At Asheville, N. C., November 8, 1924, Mr. H. Rankin Frehn, '15 to Miss Mary B. Blackwell. They reside at 208 W. 15th St., Kansas City, Mo.

HEGE-HUBER. At Mercersburg, Pa., Mr. Frank Hege, '11 to Miss Mae Huber, '19. They reside at 420 E. Center St., Mahanoy City, Pa. Mr. Hege is head of the Social Service Dept. of the Mahanoy High School.

BEIDEL-NAUGLE. At Walnut Bottom, Pa., Mr. Leonard O. Beidel, '25 to Miss Linah Naugle.

CRONK-GREENE. At Auburn, N. Y., June 16, 1925, Mr. Corydon P. Cronk to Miss Gertrude Greene. Miss Greene was connected with the English Dept. of the normal for two years.

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### STORK COLUMN

PRESTON. At 240 N. 2nd St., Harrisburg, Pa., September 13, 1925, born to Mr. and Mrs. George W. Preston a son, George W. Preston. Mrs. Preston was Pauline Reed, '13, of Lebanon, Pa.

KITCHEN. At 98 N. 17th St., Harrisburg, Pa., born to Mr. and Mrs. Foster Kitchen a son. Mrs. Kitchen was Winifred Miller, '20.

GEYER. At the Chambersburg Hospital June 29, 1925, born to Mr. and Mrs. Paul Geyer a son, Donald Henderson. Mrs.



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