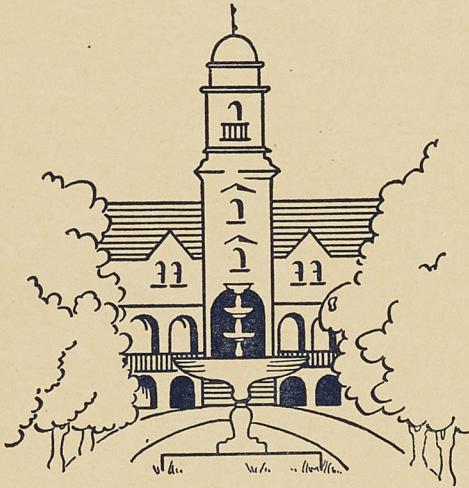


Volume 30

APRIL, 1926

Number 3

# *The Normal School Herald*



ENGLISH NUMBER

*Cumberland Valley State  
Normal School*

SHIPPENSBURG, PENNSYLVANIA



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# The Normal School Herald

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PUBLISHED OCTOBER, JANUARY, APRIL AND JULY

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

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

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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.

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Vol. 30

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## PRINCIPAL'S LETTER TO THE ALUMNI

Dear Friends:

The last three months have been comparatively uneventful in the work of the school. The opening of the second semester caused little interruption in our routine. A number completed the course and dropped out to take positions in the ranks of the teachers and their places here were promptly filled by new entrants.

Two events are looming up just a little ahead: Commencement and the opening of the Summer Sessions. The change in the dates of Class Day, Alumni Reunion and Commencement is meeting with much favor among the alumni as it will be possible for many who were unable to be here on previous occasions to attend the Class Day and Alumni exercises this year. Don't forget that the date of these exercises is Saturday, June 5th. Every hour of the day will be filled: Class Day exercises at 9:30, Lunch 12:00 to 1:00, Alumni Procession 1:30, Alumni Reunion 2:00, Baseball game, Alumni *vs.* Varsity, 4:00, Class Reunions 5:30 to 8:00, Alumni Play 8 o'clock, Alumni Reception and Dance, 10 o'clock. At 11:45 p. m. we'll call it a day.

Sunday morning will feature the closing Sunday School exercises followed by the Baccalaureate Services at 8 o'clock in the evening. At 9 o'clock on Monday morning the Commencement Exercises will be held in the auditorium.

The following Monday, we will swing into action again with the summer school. Large groups of students will be with us to



complete the work needed for admission to the Senior class in the fall. Others are arranging to complete twelve hours of work this summer, to teach during the school year of 1926-27, to return for additional work during the summer of 1927 and thus meet the qualifications required of teachers after September, 1927. There will be a falling off in the registration of students just completing the high school course as they realize that it is to their advantage to complete the two or three year course as soon as possible.

The increased registration for the fall term shows that high school graduates in increasing numbers are preparing for teaching. Now, fellow alumnus, we appeal to you to do your part in sending young men and women from your neighborhood to us. We want 600 of these next fall. Have you spoken personally to the high school graduate of your acquaintance who should be here? Won't you write to us and tell us about them?

We now have an up-to-date physical and chemical laboratory, located in the basement of the Girl's Dormitory. The space formerly occupied by these laboratories will be utilized for dormitories. We will thus have room for twenty additional young women when school opens in September.

Don't forget the class reunions. Mention is made of these elsewhere in the HERALD. We want all of you to come back on Saturday, June 5th to pledge allegiance once more to the Old School on the Hill.

Fraternally yours,

EZRA LEHMAN, '89.

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### SUMMER SCHOOL

As the January HERALD was devoted almost entirely to the work on the Summer Session, it is not necessary to repeat the matter therein contained. It will suffice to call attention to the program of studies appearing elsewhere and to the summary of courses offered.

To those who have been with us before we need say little about the desirable location of the Normal School Buildings and the pleasant home life at the school. Our faculty will be unusually strong this session. Misses Blood, Clever and Immel will be with us in English. Dr. Wolfe and Mrs. Stewart will give courses in Social Science. Mr. Obourn will return to give courses in Nature Study. Prof. Krebs and Miss Hannah Kieffer will



have charge of Geography and Miss Kieffer will in addition supervise the demonstration rural school. Prof. Grove will have charge of Mathematics and Miss Nora Kieffer of Psychology. Dr. Heiges, Prof. Harley, and Misses Harris and Huber, and Mrs. Bentz will give courses. Profs. Burkholder, Smith, Bentz, and Slyter will also be on the teaching staff. A few positions vacant at this writing will be filled from a list of well known superintendents and teachers whose services will be available.

We call special attention to the three hour courses offered in "The Pennsylvania Course of Study" by four members of the Department of Public Instruction: Dr. F. H. Reiter, Dr. J. Lynn Barnard, Prof. W. G. Moorhead and Miss Erna Grassmuck. This course is open to all students and we recommend it highly to everyone who can arrange to take it. Not only is it highly valuable as to content, but it gives the students the opportunity of becoming personally acquainted with four outstanding members of the Department of Public Instruction. We append an analysis of the composite course (each person will have charge of the class for two weeks).

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### The Pennsylvania Course of Study

- a. *Health Education*—W. G. Moorhead, B.P.E., Acting Director of Health Education.  
Presents present day principles that govern the health education program and the relation of health education to the rest of the educational program. Important problems relating to the organization and supervision of health education will be considered. Conference groups will be arranged so that reports dealing with various aspects in this field may be prepared and presented to the class for discussion.
- b. *Function of Special Education*—F. H. Reiter, A.B., M.A., Ph.D. Director of Special Education.  
Individuals differ to the same extent in mental ability as they differ in other characteristics. Recognition of this condition entails responsibilities in the organization of an educational program and educational procedure. Curricula and methods of instruction must be adapted to the needs of the individual child just as much as the limitations of group instruction permit.
- c. *The Social Studies*—J. Lynn Barnard, B.S., Ph.D.—Director of Social Studies.  
This course gives a birds-eye view of the twelve-year program



in the social studies, followed by a more intensive study of the first nine grades. Aims, Methods, and collateral material will be discussed as time permits, with special emphasis on the possibilities of the laboratory method even in the ungraded school.

- d. *Geography*—Erna Grassmuck, B.S.—Director of Geography. Analysis of the contributions of geography lessons. Consideration of specific outcomes for each grade (3 to 8) in terms of vital geographic information, functioning and necessary abilities and skills, and desirable attitudes of mind. Organizations of suggestive distributions of lessons, grade by grade. Scientific study of various types of geographic tools. Observation of class room work with pupils.
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#### COURSE OF STUDY TO BE GIVEN DURING THE SUMMER SESSION

(These courses are outlined fully in the January Normal School HERALD, a copy of which will be sent upon request.)

Though more than fifty different courses will be available to students during the summer session, the courses group themselves under several heads: (a) Those suited to students without experience in teaching or whose teaching experience does not exceed one year; (b) those suited to students with two or more years' experience in teaching who expect to complete the work required for either the State Standard or the Normal School Certificate; (c) courses suited to graduates of normal schools or holders of Standard Certificates who wish to complete the three-year course in Normal School, to secure advanced standing in college or to qualify for a field in teaching in Junior or Senior High Schools. In addition to these three groups there are special courses suited to primary, intermediate, rural or departmental teachers.

We advise selections to be made as follows: Students desiring to secure a Partial Certificate should select from the following subjects. Four courses may be taken.

Course 1. Rural School Management. This is required of all students who expect to teach for the first time in the rural schools.

Course 2. Teaching of Primary Reading.

Course 3. Teaching of Reading in the Grades.

Course 5. Teaching of Mathematics.

Course 6. Arithmetic.



- Course 7. Teaching of Geography.
- Course 8. Teaching of Social Science (History).
- Course 9. Teaching of Primary Subjects.
- Course 13. Children's Literature and Story Telling.
- Course 14. Juvenile Literature.
- Course 15. Nature Study.
- Course 16. Rural Sociology.
- Course 17 or 18. Art.
- Course 20. Industrial Arts.
- Course 21. Handwriting.
- Course 23. Music.
- Course 25. Physical Education.
- Course 26-27. Hygiene and Nutrition.
- Course 50. The Pennsylvania Course of Study.

Students who may have been in attendance at least two summer sessions or who are seeking to secure a State Standard or Normal Certificate should select from the following. Four courses may be carried.

- Course 4. Teaching of English.
- Course 5. Teaching of Mathematics.
- Course 10. English Fundamentals.
- Course 11. English Composition.
- Course 12. Oral Expression.
- Course 16. Rural Sociology.
- Course 18. Art.
- Course 21. Handwriting.
- Course 22, 23 or 24. Music.
- Course 29. History and Principles of Education.
- Course 30. Psychology of Childhood.
- Course 32. Elementary Course in Educational Measurements.
- Course 36. Economic Geography.
- Course 37. French.
- Course 40. Virgil or Horace.
- Course 50. The Pennsylvania Course of Study.

Graduates of a Normal School or holders of State Standard Certificates should elect largely from the following:

- Course 16. Rural Sociology.
- Course 31. Educational Psychology.
- Course 32. Elementary Course in Educational Measurements.



- Course 33. Psychology of Common School Subjects.
- Course 35. School Administration and Educational Problems.
- Course 38. Second or Third Year French.
- Course 40. Virgil or Horace.
- Course 41. General Botany.
- Course 42. Vertebrate Zoology.
- Course 43. Geology.
- Course 44. American Government.
- Course 45. English History.
- Course 46. Solid Geometry.
- Course 47. Advanced Algebra.
- Course 48. Contemporary Poetry.
- Course 49. Advanced Composition.
- Course 50. The Pennsylvania Course of Study.

For Primary teachers we recommend the following Courses:

- Course 2. Teaching of Primary Reading.
- Course 9. Teaching of Primary Subjects.
- Course 13. Children's Literature and Story Telling.
- Course 15. Nature Study.
- Course 17. Art.
- Course 20. Industrial Arts.
- Course 21. Handwriting.
- Course 23. Music.
- Course 25. Physical Education.
- Course 26-27. Hygiene and Nutrition.
- Course 50. The Pennsylvania Course of Study.

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### TEACHING IN THE TRAINING SCHOOL

A limited number of students can be given opportunity to teach in the Training School during the summer session. Only experienced teachers will be granted this privilege and these should make application to Prof. W. P. Harley, Director of the Training School. Specify grade or grades and subject or subjects in which opportunity to teach is desired. Demonstration lessons open to all students will be given from time to time in the Training School.



## PROGRAM OF CLASSES FOR SUMMER SESSION

8:15	9:15	10:15	11:15	1:15	2:15
Art I (Jr.) .....	Art II (Jr.) .....	Art. III (Sr.) .....	CHAPEL—Tuesdays and Thursdays	.....	Art I (Jr.) .....
.....	Ind. Art .....	.....		Ind. Art .....	.....
Prim. Number .....	T. Arith. ....	T. Arith. ....		Prim. Number .....	T. Arith. ....
English Comp. ....	.....	Eng. Comp. ....		.....	.....
T. English .....	Eng. Fund. ....	.....		T. English .....	Eng. Fund. ....
Juv. Literature .....	.....	Story Telling .....		Story Telling .....	.....
Oral Expression .....	Oral Expression .....	.....		.....	.....
T. Geography .....	T. Geography .....	.....		T. Geography .....	.....
T. History .....	.....	T. History .....		.....	T. History .....
Hygiene (Jr) .....	Hygiene (Sr.) .....	Hygiene (Jr.) .....		.....	Hygiene (Jr.) .....
Music II (Jr.) .....	Music I (Jr.) .....	Music II Jr.) .....		Music I (Jr.) .....	Music III (Sr.) .....
.....	Nature Study .....	Nature Study .....		.....	Nature Study .....
.....	Prim. Reading .....	T. Reading .....		Prim. Reading .....	.....
Prim. Subjects .....	Prim. Subjects .....	.....		.....	Prim. Subjects .....
Educ. Sociology .....	Hist. of Ed. ....	Ed. Measurements ..		Rural Sociology .....	.....
Adv. Psychology .....	.....	Psychology A .....		Psychology A .....	.....
.....	R. Management .....	.....		R. Management .....	R. Management .....
.....	Adv. History .....	.....		Contemporary Poetry .....	*Adv. History .....
College Algebra ....	State Course of Study .....	.....		Solid Geometry .....	Adv. Composition .....
Zool. Vert. ....	.....	.....		Writing .....	†Geology .....
(Double Period) .....	.....	.....	.....	.....	

\*Latin-American History or Critical Problems of American History

†Gen'l Zoology may be substituted.

A few classes in High School subjects will be given to meet the needs of students.



### CHANGES IN NORMAL SCHOOL COURSE OF STUDY

The course of study in the Pennsylvania State Normal Schools has recently been revised in the interest of greater efficiency. The courses in the Primary-Kindergarten, Intermediate and Rural Groups continue to be two years in length. The Junior High School Group remains a three year course at present, but it is so arranged that a four year course with the degree of B. S. in Education may be authorized in any Normal School at the option of the State Council of Education. The Rural course will be designated as Group III and the Junior High course as Group IV.

The work of the first semester for Groups I, II and III will consist of Educational Biology, Introduction to Teaching, English I (covering work similar in nature to that included in English Fundamentals), Music, Art, Oral Expression, Handwriting, and Physical Education.

The second semester differs very little from the present second semester course.

The History of Education is dropped from the two year course and in its place Educational Measurements is inserted. The Technique of Teaching is a new subject that appears in the fourth semester.

The greatest change appears in the Junior High School Group. The curriculum for the first semester includes Educational Biology, English I, Oral Expression, Social and Industrial U. S. History, Human Geography, Appreciation and Application of Art, and Physical Education.

Besides the courses now offered in the second semester, Everyday Science and Economics are offered. In the third semester English Literature and American Government are required and two elective fields are open. In the fourth semester American Literature and a course in the History and Appreciation of Music are required and two free electives are offered. A course in Advanced Composition is required in the fifth semester and a similar ruling applies to Dramatic English and History and Organization of Education in Pennsylvania in the sixth semester. The course is so arranged that every student graduated from it will have a field in English and two other fields selected by him.

Provision has also been made whereby a graduate of any of the two year courses can, by taking two years additional work, be graduated from a four year course in Elementary Supervision. This course, when authorized by the State Council of Education, will carry with it the degree of Bachelor of Science in Education.

The new course will be fully outlined in the Normal School Catalogue for 1926-27, which will be ready for distribution not later than April 15.



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## REGISTRATION FOR THE FALL TERM

The advanced registration for the Fall Session is much heavier than usual. The final assignment of rooms will not be made until May 1, but the waiting list is large and we realize that in spite of the fact that we are arranging to accommodate more than fifty additional students in advance of last years registration, we shall not be able to accommodate all who apply. On this account we advise prompt registration on the part of all who expect to enroll for the fall session.

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## PHILO LITERARY SOCIETY TO CELEBRATE ITS FIFTIETH ANNIVERSARY

The Philo Literary Society will celebrate its fiftieth Anniversary on Friday evening, April 30. The Committee in charge of the Reunion is making extensive preparations for this event. All former members of this Society are invited to be present and to help make the anniversary a red letter day in the history of the society. The program will be of unusual interest.

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## CLASS REUNIONS

The members of the Alumni will read with interest the letter of Dr. E. M. Gress, President of the Class of '96, to his classmates. If that letter doesn't rouse the class, if there are any that need to be awaked, then nothing short of Gabriel's trumpet will do so. We have read many good letters from class presidents, but we take our hats off to Dr. Gress. Of course the Class of '96 will be here to show all of us that they are very much alive.

But what of the other class reunions? We know that '91, with Dr. Heiges and "Jerry" Omwake right on the spot in Shippensburg and Supt. W. M. Rife in Carlisle, will make some noise, and we'll wager that 1901 is on the job with Owen Underwood at the helm. We have heard rumors that '06 will be heard from, but we do not have definite information. By grape-vine telegraph we learn that '11 is on the job, but the news has not been verified by the Associated Press.

We hear that '16 has a live committee ready to work at the fall of the hatchet. We believe that Gilbert Quickel will soon give the signal if he has not already done so.



'21 is very much on the job as the appeal of the committee published elsewhere in the Herald will bear witness. Of course '24 will be here. We have been told that all arrangements are being made.

It may be that the classes of '76 and '86 will be a little less demonstrative than some of the others. They may not have as many in the Alumni Parade as '96, but there are some rare spirits in '86 who will see to it that the class does not suffer in comparison with other classes. '76—the Centennial Class—was not a large one, but we know we shall not be disappointed when we look for its members in the Big Parade, Saturday, June 5.

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### REUNION OF '91

This is a reminder that the Class of '91 will hold its reunion on Saturday, June 5.

Thirty-five years ago the members of the class of '91, eighty-one in number, said good-bye to the "Old School" but not for good, for we are coming back Saturday, June 5. Don't forget the day. A personal letter will be sent you in the near future by the President of the Class, W. M. Rife.

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### CLASS OF 1896, ATTENTION

Camp Hill, Pa.; March 15, 1926.

Dear Classmate,

Has the class of '96 lost any of her old time "pep?" We are going to prove on June 5, that "she" still has the stuff that makes all other classes step on the gas to keep within seeing distance.

Thirty years of travel over all kinds of roads, through many storms, have not slackened the machine's speed. She is still running on high with no signs of having to drop back into intermediate. True, she always was a little noisy due to the fact that she was built for strength, power, dependability and durability. Her clutch has never slipped in the 30 years. She has gone through stiff mud and deep snows but has never ripped out her differential or transmission. "Champion" is the name of her spark plugs—they never foul. In climbing the rugged mountains her engine heats up a little, but with her good sunshine radiator she never needs to slacken her speed nor shift gear. She goes right on climbing the steepest hills and surmounting the greatest obstacles.



Hush! the paint has faded a little. In places it has become gray, in others it is worn off, in a few it has been touched up with bright tints of pink and red. Only a very few of her 120 original parts have been worn out, but the remaining members have assumed the strain and she is running on, strong and vigorous, still good for another quarter of a century.

This splendid machine, which was run out of the shop in June, 1896, will be on exhibition on the Campus of Old Alma Mater all day and evening of June 5, 1926, and all the friends of the Old School will be there to inspect her, for it is Alumni Day, when everybody returns to the place so dear to his memory.

Yes Sir! we are going to have the greatest reunion ever held at Old Normal. You must be there with your husbands, wives, children, lovers and sweethearts.

A BAND consisting of twenty-five members and conducted by our own jolly H. B. Hege, has been employed for the occasion. Something that has never been "pulled off" by any other class. Hilarity will be rife every hour of the day, and at six o'clock we are going to surround the banquet table to the number of about 100.

A parade headed by our own band will be one of the big features of the day. Everybody prepare some kind of flag or banner. Remember our colors, *brown* and *corn* (light yellow). The cost of the band has been guaranteed, but come prepared for a voluntary contribution. Let us not stick the guarantors for the whole amount.

Mr. Fred Menger, proprietor of the Fort Morris Hotel, must know in advance how many chickens it will take to feed this "peppy" class, so write me on receipt of this letter and tell me that you will be there and the number of plates to reserve for you.

Oh yes! also write our Historian, J. I. Martin, Watsontown, Pa. Don't be modest, tell him all about yourself so that he can prepare a history of the class for us.

I am enclosing a list of our class with the address of each as it is known. If you know of any errors in this, please write me the corrections. I also want each of you to write a number of these, urging them to be present. Your President has appointed every one of the class as a member of one big committee to make this the biggest reunion in the history of Shippensburg Normal.

Your President has been chosen President of the Alumni Association for this year. He is slated for a speech on that great day and he must just have you all there to support his weak knees.

**COME ON! BOYS AND GIRLS, LETS GO!**

Your old classmate,

E. M. Gress.



**ATTENTION, CLASS OF 1921**

Amazing but true that five years have now passed and so it's time for that big reunion. Surely you're coming. There never was such a dinner as this one is going to be not such an evening of fun as will follow. We're planning a variety of entertainment, dancing, cards, etc. The orchestra will be the best in the valley and will furnish the kind of music you just can't resist.

And the place—a dream of a tea room, to which we hope to be taken in cars by some of our members who are as prosperous as that.

The night is June 4, and will be followed by Class Day so you can kill the proverbial "two birds with one stone."

Come and bring your husband or wife and children or if fortune has not favored you thusly then bring your favorite friend.

Committee.

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**REUNION OF HANOVER NORMAL ALUMNI**

The meeting of former students and friends of the Cumberland Valley State Normal School, Shippensburg, held last evening, Jan. 29 between 7 and 10:30 o'clock in the auditorium of the Y. W. C. A., Carlisle Street, was attended by 44 persons. Included in this number were four members of the Normal School faculty as guests: Dr. J. S. Heiges, dean; Dr. S. S. Shearer, head of the Science Department; Miss Ada V. Horton, registrar, and Mrs. Wylie Stewart, an instructor. The purpose of the meeting was not to form a local alumnae of the organization, but rather to foster in the minds of the younger folks, a deeper interest in the institution and it's work, which was the outstanding result of the evening's meeting.

The meeting began with a fine chicken dinner with all the "fixin's" which everyone did justice to. This was served in the usual fine style by the ladies of the Y. W. C. A. A short program was rendered as follows: Vocal solo, Miss Mary Shue, accompanied by Miss Maude Weikert; piano solo, Miss Elizabeth Hull; cello solo, J. S. Moul, accompanied by Miss Maude Weikert. This part of the meeting was in charge of Rev. E. M. Sando.

Following the program, the meeting was turned over to Superintendent of Schools, Prof. S. M. Stouffer who acted as toastmaster of the evening. He called upon a number of those present who made fitting responses, extolling the work the school is doing, has been doing, and will continue to do in the future, which were roundly applauded.



Several of the guests were prospective pupils of the school. Another was the Principal of the High School, Prof. G. W. Pepper. Miss Marguerite Waltman and Miss Elizabeth Hall, were also guests.

The Alumni and other guests present were: Miss Luella Shue, guest, Miss Margaret Shue; Mr. and Mrs. Wm. H. Nace, Miss Myrna E. Bair, Miss Maude Weikert, Mr. and Mrs. J. S. Moul, Prof. S. M. Stouffer, Rev. E. M. Sando, Howard F. Slagle, I. R. Witmer, Mrs. Nettie Grove, Mr. and Mrs. Geo. H. Hartman, Mr. and Mrs. E. E. Hamm and guest, Mrs. Minnie Albright; E. M. Bittinger, Chas. H. Varner, Allen Slagle, Miss Helena Mahaley, Miss Edna Baughman, Mr. and Mrs. H. W. Meckley, Miss Jessie Bowman and guest, Samuel Bowman; Mr. and Mrs. Geo. B. Krug, T. S. Bortner, Miss Mary Shue, guest, Meredith E. Stahl; Miss M. Florence Rife and guest, Dennis A. Rice; Mrs. Bess C. Henderson, Mrs. Elizabeth B. Slagle and T. H. Brame.

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#### MEETING OF THE ALLENTOWN CEE VEE NOR CLUB

The Cee Vee Nor Club, an organization of alumni girls from Shippensburg, who are teaching in Allentown celebrated their election of officers with an informal dinner dance at the Queen Ann Hotel, at Palm, on December 4th, 1925.

During the course of the dinner Mrs. Wm. Ross (Elsie Hausman '21) presented Miss Grace McKee '23, retiring secretary and treasurer, with a beautiful corsage bouquet; after which three cheers were given for the newly elected officers, President, Mrs. Wm. Ross and secretary-treasurer, Irene Seip, '22.

Following the dinner the club members and their guests danced.

At the close of the evening everyone gathered round the piano and sang the Alma Mater.

Those present who were Shippensburg Alumni, were Ida Silburg, Ruth Warhman '24, Martha Warhman '23, Grace McKee '23, Dorothy Weaver '24, Olivia Kindt '24, Kathryn Fogel '22, Mamie Ebert '21, Edith Kennedy '21, Mrs. Wm. Ross (Elsie Hausman '21), and Irene Seip '22.

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#### ATHLETICS AT NORMAL

The students and faculty are well satisfied with the outcome of this years basketball season. The average for the season was



quite gratifying—as the total wins were nine and the losses were four.—Our record was as follows:

Gettysburg Freshman	.....32;	Normal	.....38
Dickinson Jr. Varsity	.....22;	Normal	.....24
Bloomsburg Normal	.....29;	Normal	.....21
West Chester Normal	.....26;	Normal	.....31
Millersville Normal	.....32;	Normal	.....50
Bloomsburg Normal	.....19;	Normal	.....22
Kutztown Normal	.....36;	Normal	.....24
Dickinson Jr. Varsity	.....38;	Normal	.....22
Kutztown Normal	.....28;	Normal	.....36
Penn State Forestry School	.24;	Normal	.....36
West Chester Normal	.....34;	Normal	.....29
Millersville Normal	.....30;	Normal	.....32
Penn State Forestry School	.20;	Normal	.....33

The boys who made their letter in basketball were Captain Chester Miller of Mercersburg, Pa., Ernie White and Vernon Fenstermacher of Harrisburg, Pa., Royal Hintze of Wrightsville, Claude Larimer of Patton, Pa., Griff Jones, Woodlawn, Pa., Clarence Schuler, Highspire, Pa., and Bill Barbour of Shippensburg, Pa.—S second was given to Eddie Horton and Joe Dodd,—Jones, Shuler and Miller played their last game for Normal with the closing of the season. The rest will no doubt return next year and a better record is hoped for.

The Junior Varsity played an 8 game schedule, which they won and lost four games. On this team there was some splendid work and we will be surprised if some of these boys do not make a strong bid for the varsity next year.

#### Base Ball Schedule

April 17	—Gettysburg Junior Varsity, Home
April 21	—Dickinson Junior Varsity, Home
April 24	—Kutztown Normal, Away
May 1	—Bloomsburg Normal, Home
May 8	—Millersville Normal, Away
May 15	—Kutztown Normal, Home
May 22	—Millersville Normal, Home
May 29	—Penn State Freshman, Away
May 31	—Penn State Freshman, Home
June 5	—Alumni, Home.



With the return of most of last years team, which includes Captain Miller, Calder Geedy, Paul Smith, Franklin Baker, Oscar Blynn, Bob Line, Roy Hovis and many of the boys who looked very promising by the last of our 1925 season, along with, many new boys who have played good ball before entering school last fall. It will be quite difficult to arrange a winning combination which we hope to have,—We only hope that we can duplicate our last seasons record.

Dr. Heiges has arranged some home attractions which will be worth while for our Alumni to return to see, Bloomsburg Normal and Penn State Freshman will be two games very worth while to see. We no doubt will run in a few mid week games which do not appear on our schedule if at all possible. Our Alumni game June 5th is always attractive for Commencement Week which we hope to prove again that the new is always better than the old,—But some Alumni say, No.

It may be of interest to know that there has been an organization started by the school authorities called the Varsity Club. The membership to which is only obtainable by earning the varsity "S" at Shippensburg Normal,—The purpose of the organization is to be of service to the school in encouraging better sportsmanship with our rival schools, help in organized cheering. Encourage as many boys as possible upon entrance to school to affiliate himself with some school activity, regardless whether it is sports or not. To make the school letter known as the coveted "S", rather than just flannel S award. They also regulate the proper wearing of the varsity letter where it has been properly awarded.

The membership is now 26 which includes all the letter men in the school. The officers that have been elected are President Clarence Schuler, Highspire, Pa., Vice President Don Ritter, Shippensburg, Pa., Sec. & Treas. James Smith, Woodlawn, Pa.

H. Newsham Bentz,  
Coach.

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### ALUMNI PERSONALS

'91. Rev. G. Wm. Millar writes us from Annville, Pa.

Dear Editor:—

I suspect my subscription to the Herald has expired. I enclose \$1 for payment for another four years or as long as the above will pay subscription. Send it to me at 341 Main St., Annville, Pa., not R. D. No. 4, Gettysburg, Pa.



teaching work in the grades of that place as she says music teachers are needed. We are glad to get in touch with Esther again as we had lost track of her for quite a while.

'17. Mrs. W. W. Verlander (Ethel Hege) has left Pennsylvania since her marriage and now lives at 651 Carpenter St., Akron, Ohio.

'18. Miss Elizabeth Eby is teaching in Freeport N. Y. Her address is 23 Miller Ave.

'19. Miss Elizabeth Herculane has been elected teacher in the school of Ventnor City, N. J. She began her work February 1. Her address is 104 S. Victoria Ave., Ventnor, N. J.

'19. Mrs. Mabel Lehman Statler writes that she is anxious to know what her classmates and other alumni are doing so she thinks the Herald will tell her many items of news. She sends her subscription for another year.

'19. Mr. Richard Horton is studying music in New York City. His address is 318 W. 57th St., Box 325 N. Y. City.

'20. Mr. Harvey Bolan who taught last year in New Cumberland, Pa. is teaching at Mountindale, Pa.

'20. Mr. H. C. Coleman writes us as follows:

Dear Mr. Heiges:

I am just in receipt of the January copy of the Normal School Herald which is always a welcome visitor as I am always glad to hear from my fellow classmates.

Just a word to tell you what line of business I am at present engaged in. I have just recently accepted a position as Treasurer of Hare and Chase of Harrisburg, Inc. I have been connected with this company however over a year as manager of the Insurance Department, which duties I still perform and needless to say I have very few idle moments. However the work is more than interesting.

Give my best regards to Dr. Lehman and other members of the faculty.

Very truly yours,

H. C. Coleman,  
Treasurer.

I am enclosing 25 cents to cover renewal of my subscription to the Normal School Herald.



'22. Miss Elizabeth Ryder is teaching in Chester, Pa. She writes recently that she is going to do advanced work toward a degree in Art. We wish her success.

'23. Mr. Ralph Orner who taught last year at Dillsburg, Pa. is attending Gettysburg College.

'24. Mr. Chalmer Sell is no longer teaching. He is at present employed by the Highway Department with headquarters at Hollidaysburg, Pa.

'26. Mr. Harling E. Sponseller who was graduated in February has been elected to teach in the junior high school at Shippensburg.

'26. Miss Louise Morrow who was also graduated in February has been elected to teach at Red Bank, N. J.

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### ENGAGEMENT ANNOUNCEMENT

At the first meeting of the Cee Vee Nor Club (Alumni of Allentown) December 4, Miss Grace McKee '23 announced the engagement of Miss Martha Wahrman '23 to Mr. Jacob Reed.

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### CUPID'S COLUMN

TRIMMER-LYTER. At Carlisle, Pa., February 22, 1926, Mr. Jacob E. Trimmer to Miss Gladys Lyter. Mrs. Trimmer is at present a student in the normal school.

SHEAFFER-TURNBAUGH. At New Bloomfield, Pa., January 14, 1926 by Rev. G. K. Little, Mr. Arthur Sheaffer to Miss Louise Turnbaugh '21. They reside in Newport, Pa.

COLLIER-BOSSERT. At 1427 6th Ave., Juniata, Pa. January 5, 1926 by Rev. H. W. Bender, Mr. Merdie L. Collier to Miss Mary Bossert '25. They reside in Atlantic City, N. J.

KALTREIDER-PICKEL. At Red Lion, Pa., January 30, 1926. Mr. Mervin Kaltreider to Miss Ruth S. Pickel. Mr. Kaltreider was a student with us last year.



## STORK COLUMN

KEISTER. At Shippensburg, Pa., March 6, 1926, born to Mr. and Mrs. Guy R. Keister, a son. Mrs. Keister was Bertha Shenk '19.

DAVIS. At Prince Frederick, Md., February 24, 1926, born to Mr. and Mrs. Herbert F. Davis a son, Redmond Stewart Davis. Mrs. Davis was Dorothy Drum '20.

PEE. At Philipsburg, Pa., March 2, 1926, born to Rev. and Mrs. Ernest Pee a daughter. Mrs. Pee was Ida Feiser '12.

MYERS. At the West Side Sanitarium, York, Pa., October 20, 1926, born to Mr. and Mrs. George E. Myers a daughter, Mary Jane. Mrs. Myers was Dorothy Myers '22.

ROSS. At 343 N. 7th St., Allentown, Pa., June 16, 1926, born to Mr. and Mrs. William Ross a daughter, Jeanne Louise. Mrs. Ross was Elsie Hausman '21.

KREBS. At Shippensburg, Pa., January 24, 1926, born to Prof. and Mrs. Krebs a son, John Levi. Prof. Krebs is teacher of Geography at Normal.

HYKES. At the Nurses' Home New York City, February 5, 1926, born to Mr. and Mrs. Paul M. Hykes a son, Glenn Richard. Mrs. Hykes was Dora Guise a former normal student.

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 OBITUARY

## STOUTEAGLE

Agnes Jeannette Stouteagle, '08, died January 18, 1926. The following notice is from a McConnellsburg paper:

Miss Agnes Jeannette Stouteagle died at her home on Lincoln Way, Monday morning, January 18, at 6:30 o'clock, aged 36 years, 7 months and 6 days. She had been ill for several years with a complication of diseases, and for the past six months had suffered intensely.

Miss Nettie as she was known to the many who loved her, was a young woman of beautiful Christian character. She was a teacher in the public schools for several years, and was a faithful member of the M. E. church, and a devoted teacher in its Sunday school until her health failed. Her cheerfulness and fortitude in her suffering were the admiration of all who knew her. She made all the arrangements for her burial, selecting her clothes,



pall bearers and the Bible text for her funeral, which was held at her late home Wednesday afternoon at 1:30 o'clock, Rev. H. L. Jarrett officiating. Interment was made in Union cemetery.

#### DUNKLE

Margie Dunkle, '08, died February, 1926. Miss Dunkel was a teacher in the first grade at the Major Bent building, Steelton, for seventeen years. She was unable to take up her duties at the opening of the present school term because of illness, which resulted in her death.

#### BARRIE

Mrs. Kathryn Garver (Barrie) died January 30, 1926. The following account we have from a Lebanon paper:

Mrs. E. L. Barrie, of Buffalo, N. Y., formerly Miss Kathryn Garver, daughter of Mr. and Mrs. A. B. Garver of 330 North Tenth street this city, died at her New York home this morning early. Parents of the deceased were notified this morning of the death which came as a shock to them, beside relatives and friends. She had been ill for the past month, but according to friends in this city, her condition was not serious. Mrs. Barrie, before leaving this city was a teacher in the city public schools and also director of the Meadow Bank Playground at the time of its existence on Willow street near Tenth. She was well known here, having a large circle of friends besides teachers who are members of the City Teachers Association of which she was a member. Beside her husband Mrs. Barrie leaves to survive a daughter Lefley Marie, a month old. Her parents, Mr. and Mrs. A. B. Garver, 330 North Tenth street this city, and two sisters, Mrs. Guy Moore, of Garfield, N. J., and Mrs. A. Mathewson, of Hershey. The body will be brought to this city Monday morning.

#### MILLEISEN

Mrs. Jean Witherow Milleisen, '84, died March 19, 1926.

We take the following article from a Shippensburg paper:

Mrs. Milleisen was born in Shippensburg. She was a graduate of the State Normal School of this place. Following her graduation, she took up the study of music. She was for a number of years, director of music in the public schools of Mechanicsburg. During her connection with the local school work she was married to Alfred Milleisen, son of the late Joseph Milleisen, and a brother of John J. Milleisen of Mechanicsburg.



Mrs. Milleisen was active in educational and civic work in Altoona. She was director of music in the Altoona schools, an officer in the State Music Association and prominent in church work. During the World War she gave valuable assistance with her music in the Liberty Loan drives, and was active in Red Cross work. She was one of the organizers of the State War Mother's Association which was formed during the War, and served at one time as president of the State association. She is survived by her husband, one son, Alfred Milleisen, Jr., and a daughter Jean Milleisen.

### TO THE ALUMNI

This is the third time we have had the opportunity of reporting to you through "The Normal School Herald"; and it is our desire at the present time, as it has been in the past two years, to set before you something of the work we are attempting to do.

Our intention throughout our English work is to be practical, and keep in our minds perpetually the idea that we are helping to train young people not only to live their own lives on a high level but to pass on to other young people the aids to fuller learning. That means, of course, that every lesson we teach has a double aim: We are attempting to furnish material that will make happy and worthwhile lives possible, and at the same time we are attempting to show in what ways this material may be passed on to others.

Efficiency in speaking and writing with clearness and force, efficiency in reading worth while material with speed and understanding are the practical aims of all English courses. It is an admitted fact that without efficiency in these three lines no one can attain the highest standard of living, and it is an even more evident truth that without such efficiency no teacher can do satisfactory work. With these facts in mind, then, we base our courses upon the idea of stimulating a desire to speak and write well, and to find the most worth while and helpful literature. We present our courses with the hope of gratifying these desires to some extent, and of making it possible for our students to pass on these desires to others.

It is for you, our Alumni, to tell us whether or not we are in any way accomplishing our purposes. You can best tell how the work is carrying over into your teaching field. Will you take a half hour and write us what your greatest English needs are? Any suggestions you may have to offer will be most gratefully received, and we shall be happy to be of any possible service to you.

Very sincerely yours,

The Department of English.



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**OUTDOOR ENGLISH LESSONS**  
**OR**  
**SCHOOL JOURNEYS FOR THE ENGLISH CLASS**

The State Director of Visual Education has stressed most interestingly in recent numbers of "The Pennsylvania School Journal" the matter of visual education, and particularly the "school journey" phase of visual education.

The relation of geography, nature study, and certain kindred studies to visual education in the school journey phase has, for many years been clearly recognized. In English the matter has been somewhat different, and the advantages of certain types of visual aids have not been emphasized. The matter of well known novels in moving pictures has been accepted as more or less commendable—frequently less; an author's home, or some spot made famous by story or poem might appear upon a slide; it was not difficult to understand that a "journey" might be made to such places as were depicted on the slides; but a "school journey" for the mere purpose of supplying atmosphere, or offering inspiration, was until recent years looked upon askance.

When our Teaching of English classes were directed to plan "school journey" lessons with either atmosphere or inspiration as the objective the students were somewhat aghast for a time. Nevertheless, the final results were excellent. We have printed one of the student lesson plans elsewhere in this number of "The Herald." We will here present two of the illustrations that were given the classes before they began work on the plans. The following material is in no way meant to represent definite lesson plans; it is merely suggestive of a foundation upon which the plan can be built.

**FOR AN EIGHTH GRADE CLASS IN COMPOSITION**

The following fragments were suggested by a remark of Miss Alice Hartzler of the English Department, during a discussion of "school journeys." Miss Hartzler, half laughingly said, "I suppose we could take our students to the foot of the campus, let them watch the trains pass for a time, then bring them back and say, 'Write.'"

**The Teacher's Aim:** To help students secure ideas for essay, story or poem. (It is understood, of course, that these forms of writing have been particularly discussed at various times during the year.)

**The Pupil's Aim:** To watch the trains pass and to mull over in his mind ideas that occur to him upon hearing, seeing, feeling the train pass.



(a) Previous to the outdoor trip:

There shall be no discussion.

The teacher may ask certain questions to which no immediate answers are to be made.

What does a train mean to you? Does it mean danger? Does it mean noise? Does it mean learning—travel in unknown country? Does it mean adventure and romance? What feeling courses over you as a train approaches you? Terror? Wonder? Awe? Longing? Delight? Exhilaration? *What?*

It may be suggested that ideas should be jotted down as they occur to the pupil.

(b) The outdoor period:

The pupils may journey to the foot of the campus and seat themselves upon the ground. The time may be carefully planned so that two or three trains will pass. One comes thundering up the grade, another creeps rather silently down. The teacher may, if she thinks it desirable, wander from group to group with comments and suggestions: "Fiery monster," "Dragon," "Thunder of the gods," "Feline slyness in its approach," anything that is suggested to her own mind. After two or three trains have passed and the pupils have had time to think, the group may return to the class room.

(c) After the outdoor period:

Discussion should be avoided as it is preferable not to "pool" ideas. Time should be permitted for jotting down any additional ideas. The pupil should be permitted to write his ideas in any form he desires—verse or prose.

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### A Fourth Grade Poetry Lesson

#### Under the Greenwood Tree

by

William Shakespeare

The Teacher's Aim: To have the children understand the spirit of "Under the Greenwood Tree."

The Pupil's Aim: In the beginning the child has no aim but enjoyment; his final purpose is to learn a new form of invitation that he may bid others partake of his pleasure.



In several recess periods preceding the study of the poem the children should be encouraged to imagine themselves living in a forest; they should hunt their own food and imagine themselves entirely free from restraint or the desire for things they cannot have, (this makes an opportunity for explaining ambition); they are absolutely on their own resources. This may be made a fascinating game.

Finally, on some joyous, sunshiny day, they should be taken to a shaded spot where everything is quiet; they should seat themselves upon the grass, and quietly watch and listen; they will imagine themselves exiled noblemen enjoying a life of freedom. When a bird calls from a nearby tree, a boy who has been previously instructed should answer the call. After a time the poem should be read with the suggestion, "I am going to read you a kind of invitation that you may give your friends if you wish them to join you in your freedom."

"Under the greenwood tree  
Who loves to lie with me,  
And tune his merry note  
Unto the sweet bird's throat,  
Come hither, come hither, come hither;  
Here shall he see  
No enemy  
But winter and rough weather.

"Who would ambition shun,  
And loves to lie in the sun,  
Getting the food he eats,  
And pleased with what he gets,  
Come hither, come hither, come hither;  
Here shall he see  
No enemy  
But winter and rough weather."

Later the children should have the poem taught to them through frequent readings; the teacher should read, but each child should have a copy of the poem. At each reading the child should have some new incentive for listening. Suggestions such as the following should be given: "Listen to the reading of the poem and see how many things happen in the poem that happened to us outdoors." "I am going to read the poem again; find the part of each stanza that is most particularly inviting." "Let me read you the poem while you discover what interesting words you hear." "Listen



to the poem, then tell me what kinds of weather you may expect to encounter in this free life." This may be continued until the poem has been read six or eight times; by the end of the last reading many of the children will be able to repeat the lines, while the others will find little difficulty in completing the memorizing process.

MARION H. BLOOD.

### BOOKS FOR THE TEACHER'S BOOK SHELF

Every teacher needs a shelf of books to supplement the text books that she may be using in her classes. This shelf should hold other text books, courses of study from other states, (we assume that no teacher is without the course of study of her own state), books on method, and anything else that will add life to the teacher's work. Below we are printing a short list of such books. The list is by no means complete, merely suggestive; it may be added to from the book list of any publisher.

1. Better English—Simons, Orr, and Given—The John Winston Company.

This is a series of three language books; they offer work for the grades from *third* to *eighth*, inclusive.

2. Composition Standards—Savitz, Bates, and Starry—Hinds, Hayden, and Eldridge.

In this volume composition standards for grades first to eighth are presented.

3. Creative Effort—Referred to in article on "Creative Writing," found in this number of *THE HERALD*.

4. Creative Youth—Also referred to in article on "Creative Writing."

5. English Today—Week and Wilson—Charles Scribner's Sons.

This is a series of three language book; they offer work for the grades from third to eighth, inclusive.

6. Good English in speaking and writing—Young and Memmott—D. Appleton and Company.

These are language books for grades four, five, and six.



7. Live Language Lessons—Driggs—The University Publishing Company.

This is a series of three language books for grades third to eighth, inclusive; they supplement, or perhaps we should say illustrate, the methods advocated in "Our Living Language," mentioned in this list.

8. Methods in Elementary English—Young and Memmott—D. Appleton and Company.

This book presents methods and material for the first three grades. The latter part of the volume contains an excellent collection of language games for young children.

9. Minimum Course of Study—Moore—The Macmillan Company.

Accomplishment by grades is clearly stated; poetry to be learned and books to be read are listed. The volume contains courses of study in other branches as well as in English.

10. Our Living Language—Driggs—The University Publishing Company.

This is a book on the theory of teaching English. The matter is presented from the point of view of teaching a growing language—not a dead one.

11. Self Help English Lessons—Wohlfarth and Mahoney—The World Book Company.

These are three language books for grades third to eighth. They are supplementary to the book "Self Help Methods in English," mentioned below.

12. Self Help Methods in English—Wohlfarth—The World Book Company.

This is an excellent book on English methods for the eight grades. It is filled with helpful and practical illustrations that may be carried directly into the class room.

13. Standards in English—Mahoney—The World Book Company.



This is a practical course of study for the eight grades. It sets forth aims by grades, presents models for comparisons, suggests composition subjects, and offers many devices and games to be used throughout the grades.

14. The Language Garden—Howard, Hawthorne, and Howard—Macmillan.

This is a primary work containing helpful suggestions for both teacher and pupil,—especially good for the correction of errors and for inspirational conversations.

15. The Teaching of English—Klapper—D. Appleton Company.

In this book of methods are to be found helpful and practical suggestions for all phases of English except literature.

16. The Winnetka Graded Book List—The American Library Association.

This volume offers, as the title suggests, a very excellent list of books, arranged for various grades.

As a separate note which should stand out from the other suggestions, we wish to mention the *absolute necessity of a dictionary*. *No teacher can work without a dictionary*. There are a number of very excellent dictionaries published,—one of the most satisfactory is "Webster's Collegiate Dictionary,"—G. and C. Merriam Company.

In addition to the magazines that treat educational matters generally or that discuss all of the various branches in one publication, there are two well known magazines devoted to the study of English problems only.

The Elementary English Review, 6505 Grand River, Detroit, Michigan, as the title implies treats of elementary English. It is filled with inspiring material and reports accurately new and successful elementary plans.

The English Journal—The University of Chicago Press, Chicago, Illinois, is a much older magazine than "The Elementary Review," and for years it has done for high school English what the newer magazine is doing for elementary English.



## CREATIVE WRITING

Much has been written, and more has been said, concerning the creative work of school children, and there are few English teachers in the country who have not tried their hands at inspiring and encouraging original, imaginative work.

In the old days if "Teacher" found a child writing verse or story during school hours the child was severely reprimanded and was instructed, "Johnny, throw that trash in the waste-paper basket and study your verb forms." Heaven knows how many potential poets have been consigned to eternal ditch digging by directions concerning verbs,—or something equally wearisome. Today if "Teacher" catches a child eagerly diagramming sentences she says, "Mary, put that worthless matter in your Latin grammar, then take a little walk down yonder lane. Perhaps you will have some happy thoughts, and maybe you can bring me a little poem tomorrow." Certainly both methods are extreme, nevertheless few of us can deny that if we must have extremes the latter variety is by far the more fascinating, and in nine cases out of ten will promote more joyous, useful living. However, most of us admit that there is a middle course.

Certain recent publications have set forth that happy medium in the matter of writing. Of these publications two of the best known are "Creative Youth" by Hughes Mearns (Doubleday, Page and Company) and "Creative Effort," a booklet illustrating the work of the Francis W. Parker School (330 Webster Avenue, Chicago). The former explains the methods used by its author in the Lincoln School, New York City; in this volume the success of the methods is proven by the presentation by a delightful collection of student-made poems. This book is invaluable to any teacher of elementary or junior high school English. The latter book does less in discussing ways and means, but it covers a much broader field of art, including illustrations of work done not only in English poetry, but in prose, in drawing, in clay modeling, in music, and in certain other arts.

A third volume, that is to appear on April fifteenth, is the result of a contest held by the "Scholastic" (an educational magazine, as you know, published in the Wabash Building, Pittsburgh). This volume contains student essays, short stories, and poems that were submitted for a literary contest held by the magazine publishing the book. It is not the work of a single group of children under the direction of a limited number of instructors, but it has the advantage of presenting the work of boys and girls from many parts of the country, who have worked under teachers with many varieties of training. Certainly no modern English teacher can afford not to know at least one volume on "creative" effort.



## SPELLING

The Training School, the Psychology Department, and the English Department have agreed upon certain uniform spelling principles and have adopted a common plan for the teaching of spelling above the fourth grade. The plan is based largely upon the principles of the Horn—Ashbough spelling method. The form presented to the training students is in part that used in the Public Schools of Bronxville, New York. The two points stressed are (a) the wisdom of eliminating for the remainder of the week a pupil who has proven himself capable of spelling the weekly assignment; (b) the extreme advisability of a supervised study period.

The plan is briefly presented below:

*First Day*—The list of words for the entire week is placed in the hands of the pupils. The number of words on the list varies with the grade. The words are carefully pronounced so that each pupil may know the proper pronunciation of each word, and the teacher makes certain that the pupils understand the meaning of the words,—she may either explain briefly the meaning of a new word, or may ask the pupils to look for the meaning in their dictionaries. After making certain that the words can be pronounced and that the meanings are clear the teacher asks the pupils to lay aside their lists, she pronounces the words, and the pupils write them. The tested words may be corrected by the teacher or by the pupils. (If this latter plan is followed it is better for the children to exchange papers as a child, unless he is very alert, is apt not to see a mistake that he has made himself.) Each child lists his own misspelled words in the spelling section of his English note book.

*Second Day*—All pupils who wrote the weekly list correctly on the previous day are excused from the spelling period. (It must be understood that this period should be used in a definite pursuit by these children,—either *they* may plan to use it for work upon which they are weak and need extra time, or the *teacher* may assign some especially advantageous bit of work.) The remaining pupils spend the time in a supervised study period in which they study the words previously missed. (Directions for method of study are given below.)

*Third Day*—The list of words is tested for a second time.

*Fourth Day*—The pupils spelling the words correctly in the second test are eliminated with the same understanding that the pupils were eliminated on the second day. The ability of the remainder of the class to spell the words is tested for a third time.



*Fifth Day*—The time should be spent in the use of the words and in general word study.

Second Week—

*First Day*—A new list of words should be placed in the hands of the pupils; these should be pronounced and their meanings made clear. The entire class should be tested as to their ability to spell these words and *the words on the list of the previous week*.

*Second Day*—Supervised study with the elimination of those who spelled correctly the words on both lists.

*Third Day*—Second test.

*Fourth Day*—Third test.

*Fifth Day*—Word study and vocabularly building.

The work proceeds in this way through the weeks. On each Monday a new list is presented and is tested together with the words of the previous list.

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### How to Learn to Spell a Word

Too frequently spelling is tested and not taught. The rules that are given below are meant to help both teacher and pupil in the period assigned for the study of spelling. The rules are arranged so that they may be placed in the hands of the pupils, but the study should be carefully supervised by the teacher,—at least until the instructor is certain that the pupils understand and are carrying out the directions given. (The rules as presented below are taken from the junior high school course of study of Bronxville, New York.)

#### Rules

1. The first thing to do in learning to spell a word is to pronounce it correctly. Pronounce the word saying each syllable very distinctly and looking very closely at each syllable as you say it. Use the word in a sentence. Analyze and find the catchy part.

2. With closed eyes try to see the word in your book, syllable by syllable, as you pronounce in a whisper. In pronouncing the words be sure to say each syllable distinctly. After saying the word, keep trying to recall how the word looked in your book, and at the same time say the letters. Spell by syllables.



3. Open your eyes, and look at the word to see whether or not you had it right.

4. Look at the word again, saying the syllables very distinctly. If you did not have the word right on your first trial, say the letters this time, as you look sharply at the syllables.

5. Try again with closed eyes to see the word as you spell the syllables in a whisper.

6. Look again at your book to see if you had the word right. Keep trying until you can spell each syllable correctly with closed eyes.

7. When you feel sure that you have learned the word, write it without looking at your book, and then compare your attempt with the book to see whether or not you wrote it correctly.

8. Now write the word three times, covering each trial with your hands before you write it the next time so that you can not copy. If all of these three trials are right you may say that you have learned the word for the present. If you make a single mistake begin with the first direction and go through each step again. Write the word and trace over the catchy part in colored chalk, and enclose it in parenthesis.

9. Study each word by this method. Take special pains to attend closely to each step in the method. Hard and careful work is what counts.

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### A TEACHERS' CLUB

Based upon the necessity for Oral Expression

All too often when young teachers pass from school into the teaching field, they experience the sensation of being utterly cut off from intellectual pursuits. Frequently the question comes back to the normal schools, "What can we do to keep up with the times? We feel that we are not growing, and that we know nothing of what is going on in the world about us," This cry has come so often that we have given it much thought, and we have come to wonder why a club could not be worked out upon the plan used for our oral expression classes. The adaptation of our oral expression scheme might be based upon the ideas that follow.

Oral expression is the scientific art of expressing thoughts orally, or of putting thoughts into spoken words. This implies the neces-



sity for having thoughts and possessing the general technique of audible expression. A person seldom takes satisfaction in talking to himself, so it seems necessary that the conception of speaking should include the ability, on the part of the speaker, to hold the attention of an audience,—whether that audience be composed of one or of five hundred listeners.

Since we should be dealing with teachers, our important consideration is the teacher's most frequent use of this scientific art of spoken thought. Teachers explain, discuss, question in their class rooms; they explain and argue in public gatherings; they chat at purely social and at professional-social functions. Every teacher should be able to do all of these things; to do them all properly and well. He must have material, the ability to think through his material in a straight line, the language and voice to express the results of his thought. To the average teacher efficiency in clear thinking, in careful and audible speaking is more or less a matter of technique and is the exact, or scientific side of oral expression. The choice and use of material, also, is to some extent a matter of training, but upon the choice of material depends the ideas, the originality, of the speaker both as to thought and words, and it is into this phase of oral expression that the artistic element enters.

Persons studying oral expression must learn where good material may be found, material that will prove interesting to both the person speaking and the audience. If a speaker has a topic of general interest about which he *wants* to talk he is almost certain to hold his listeners. A man with ideas and enthusiasm may speak in the picturesque dialect of the American farmer, or with the accent of the un-Americanized foreigner and may hold his audience spell bound. While the over-specialized college professor or the mentally anemic school teacher may use perfect English, properly accented, but he may use it as clothing for ideas so drily conventional, so stripped of originality, and so lacking in force that an audience may sleep peacefully and wholly undisturbed. By this it is not to be understood that poor English is desirable; it means only that ideas and subjects of general interest are to be preferred to good English, and if one or the other is to be neglected, let it be the English.

Where then should these topics of general interest be found? Very naturally in contemporary literature, and here in the term literature we are taking the broader use of the work. We include in the term not only the novels, plays, poems, essays, but any material in the better magazines of our time. Here if anywhere may material of vital concern be found.



Nothing short of a large college or university library would supply a sufficient number of books for a club of this type; texts of some kind should be used,—texts that will supply material with which to work. It is difficult to find one book that combines the variation of material desirable, so that more than one text should be used. A suitable combination is a three months' subscription to "The Atlantic Monthly," "Short Plays" edited by Smith (Macmillan), and "Forty Minute Plays from Shakespeare" edited by Barker (Macmillan). (We offer here the combination used in our oral expression classes; other combinations may be substituted.)

The last mentioned volume may seem a contradiction to the statements concerning contemporary literature, but a moment's consideration will serve to set us right on that matter. No literature of to-day is more filled with questions of modern concern than the plays of Shakespeare, and no modern playwright is as persistently discussed in the magazines, and critical volume of our time.

The collection of modern plays is short and perhaps not all that is to be desired, but it has the distinct advantage of representing the literature of some eight or ten countries, and of presenting interesting problems in stage setting and costuming. It should quite definitely arouse curiosity concerning modern writing. Let us take examples of what may be done. "The Locked Chest" by John Masefield may lead to an interest in the Englishman's other dramatic work and in his narrative and lyric poetry. It may well point to a study of Masefield in contemporary magazines. "The Post Office" by Tagore, because of his idealistic imagery, may cause a good deal of discussion and arouse a desire to know more of the writer's ideas and ideals. The question of costume and stage furnishings should create a decided demand for back numbers of "The National Geographic" and "Asia." Amusing as it may seem upon first thought Kipling might even be drawn into the matter and the reading of "Kim" might grow out of Tagore.

Stuart Walker's "Six Who Pass While the Lentils Boil" may turn to the Portmanteau Theatre and art in staging. This naturally points the way to other groups of players and to the Little Theatre movement in general. "The Theatre Arts Monthly" and "Drama" should be in constant demand. Out of "Spreading the News" should grow a concern about other plays by Lady Gregory, and a special evening might be devoted to reports on "The Dragon" and its 1925 production by the Rosemont players. If time permitted there would be the whole Celtic Renaissance with its



Poetry, romance, whimsy. With the limited time at a teacher's command it is almost ludicrous to think of the possibilities in this Irish noble woman's plays. The same statement might be true of Anton Tchekhoff's "The Swan Song." From the latter play might come Russian drama and short story; the Russian theatre outburst in America; recent articles on Russian politics, literature, history. There would be no end to the material at hand. But this is enough to show the possibilities of the first book.

"The Forty Minute Plays from Shakespeare" may mean the discussion of modern productions, of modern actors, of Shakespeare and his time. A week never passes but some article concerning Shakespeare, his plays, or his time appears. Barrymore's "Hamlet," Hampden's "Hamlet," "Hamlet in Mufti," Jane Cowl's "Romeo and Juliet," Sothorn and Marlowe, this little theatre group's presentation of "Macbeth," that little theatre group's interpretation of "Julius Ceasar," modern tendencies in stage Shakespearian settings, recent discoveries concerning Elizabethan England and Shakespeare, new books on Shakespeare and his age, and so on indefinitely.

With all of these suggestions at hand it is not difficult to see where material for talks may be found,—not merely talks on the theatre and upon plays, but talks upon all of the topics suggested by the theatre, the plays, the productions. That means talks on politics, nationalities, social customs, novels, criticisms,—almost anything under the sun. It is in considering talks and arguments that the "Atlantic Monthly" may be used. Frequently it may supply material closely related to the substance of the plays, but more frequently it may give a new turn to the mind, article after article will start the group on a hunt for more information in other magazines and in books. Sometimes it may be prison reform, sometimes communism, sometimes a chat on old books,—in fact, it may be anything from pig raising to the sublimity of art or religion.

Topics for argument need not come from "The Atlantic Monthly" only, but may often be based upon differences of critical opinion on plays, stories, novels, or even stage settings and costumes. It is no easy matter to prove to your opponent that your idea of how to set a stage is more practical than his. You notice that I speak of argument here, not debate. The informal discussion seems to fit the need of the teacher better than the formally organized debate. Teachers may at any time find them-selves drawn into arguments, and they should be thoroughly trained in the reading of contemporary magazines and books so that ideas and material for an impromptu debate may be always at hand.



One other connection with contemporary writings may be found in club organization. The members would organize and conduct their meetings in a thoroughly parliamentary fashion. This would naturally create a concern on the part of the presiding officer and of committees for knowledge of similar groups elsewhere. What are clubs doing? What do the magazines and newspapers report of club discussions and interests? What are the most recent tendencies in literary clubs?

The more thought put upon this matter the more apparent it becomes that oral expression and modern literature are absolutely inseparable, and that they are absolutely essential to all teachers. Through contemporary literature the teacher may be inspired with a desire to tell the thing in which his hearer is interested, but even more particularly an organization of the type discussed may open to teachers an unlimited field of literature; it may help them to secure a literary background without which no teacher can hope to be a complete success either professionally or socially.

MARION H. BLOOD.

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### READING

Early in the school year the Thorndike—McCall Comprehension Tests were given to all juniors. The results, although more satisfactory than those of last year, demanded that attention be given to increasing the reading efficiency of the entering class. Following the tabulation of results bi-weekly comprehension tests of about ten minutes duration were given in all the English composition classes, which means that practically all first year students were reached. The tests were conducted in the following manner: At the beginning of the class period the students were asked to read certain paragraphs in a common text book. The material read was something new to the class reading it. As the students were given the signal to begin reading, plus and minus questions previously placed upon the blackboard were uncovered, the students having been instructed to answer these questions from the material read. Special instruction also had been given as to proper eye movement directly across the page, and also regarding the speed. As the students worked the teacher placed upon the blackboard, at intervals of five seconds, the time that had passed—"5, 10, 15, 20," etc. As the student wrote the answer to the last question he glanced at the blackboard and placed upon his paper the last figure written by the teacher. Each student kept his own record and noted his own improvement.



These bi-weekly lessons were continued for six weeks when a second form of the Thorndike—McCall test was given. The tabulation of results showed that slightly more than 75% of the class had improved in a degree varying from two points to twenty five; 10% of the class showed no improvement, but secured the same score they had received in the first test; about 15% of the class secured a slightly lower score than in the first test,—this difference in most cases was not more than two, three, or four points.

Although the results are not wholly satisfactory, they are of such a nature that we consider the time spent on the bi-weekly test to have been profitably spent. We also feel that if as much progress can be made by students of normal school age, doing the work only twice weekly, certainly children in intermediate grades and junior high schools could be greatly benefited by daily drill of this type. We endeavor to show our students that similar drill may be carried over into their work with younger children. If this plan were to be carried out consistently in the grades and high schools, students entering normal schools, colleges, or *life* would not find themselves fearfully handicapped by a low reading efficiency.

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## STUDENT LESSON PLANS IN THE APPRECIATION OF POETRY.

EMERSON—THE MOUNTAIN AND THE SQUIRREL.

IV. Year.

Fable.

The mountain and the squirrel  
Had a quarrel  
And the former called the latter  
“Little Prig;”  
Bun replied  
“You are doubtless very big;  
But all sorts of things and weather  
Must be taken in together,  
To make up a year  
And a sphere.  
And I think it no disgrace  
To occupy my place.  
If I'm not so large as you,  
You are not so small as I,  
And not half so spry,  
I'll not deny you make



A very pretty squirrel track;  
Talents differ: all is well and wisely put,  
If I cannot carry forests on my back,  
Neither can you crack a nut."

Aim: To have the child visualize Emerson's Fable before he memorizes it.

(I would not choose this poem unless the child was able to see a high hill or mountain.)

Take the children to where they can see a mountain. After they are grouped—seated—lead them to discuss what you wish by furnishing leading questions.

Teacher—How Many of you have pets?

Pupils—I have. I do, etc.

Teacher—What do you have, Tom?

Tom—I have a big black dog.

Teacher—What do you have, Edith?

Edith—I have a little white pussy.

Teacher—Which is the better of the two, class?

Edith—Mine is.

Teacher—Let's answer in sentences so we will always know what you mean.

Edith—My cat is better than Tom's dog.

Teacher—Tom, you seem to disagree—

Tom—I believe my dog is better than her kitten because Fido is bigger.

Edith—My Kitten can play with a ball even if she isn't as big as Fido.

Teacher—Does anyone else have anything to say about these two pets? John?

John—I don't believe we can say which one is better.

Pupil—Maybe we shouldn't say which one is better for each one would say his was better.

Edith—I want Tom to tell me why his dog is better than my cat.

Tom—Well, Fido is bigger and he's prettier; he can play ball; he can do tricks; he likes me and—

Edith—Well, my kitten is just as pretty as Fido. Pussy can play ball too. She can catch mice and can see in the dark.

Teacher—Good, Edith. Now class I think you can see that both the kitten and the dog are liked very much by their owners. So even if Fido is larger we wouldn't say he is better, would we?

Mary—No, Fido and Pussy both have good things about them. Fido can do tricks but he doesn't see in the dark.

Teacher—James, if the mountain could talk do you suppose it would think it was better than Fido?

James—It might because it would say, "I am very big."



Pupil—Fido could say, "I can run and you can't."

Teacher—That's very true. Now one day Mr. Emerson imagined he heard the mountain talking to a squirrel. How many of you have seen squirrels?

Pupils—(respond)—

Teacher—What do you know about them, Caroline?

Caroline—They are little animals that climb trees. They eat nuts for food. They have very pretty skins.

Teacher—Very good. When the mountain called the squirrel a "Little Prig" it made him very angry. So Mr. Emerson told us what he said. Would you like to know?

Pupils—Yes! Yes!

Teacher—(Reads poem)—

(Class discussion follows.)

Pupil—Why, that seems just the same as what we said about Fido and Pussy. The mountain is larger than the squirrel but it isn't any better.

Teacher—That's true, I believe. Does everyone else agree?

Class—Yes I do, etc. (Discussion may be much longer if time permits.)

AGNES ANDERSON.

#### ALLINGHAM—GOOD-BYE TO SUMMER.

Good-bye, good-bye to summer!

For summer's nearly done;

The garden smiling faintly,

Cool breezes in the sun;

Our thrushes now are silent,

Our swallows flown away—

But Robin's here in coat of brown,

With ruddy breast-knot gay.

Bright yellow, red and orange,

The leaves came down in hosts;

The trees are Indian Princes

But soon they'll turn to ghosts;

The scanty pears and apples

Hang russet on the bough;

It's autumn, autumn, autumn, late,

'Twill soon be winter now.

Aim—To present the poem "Good-bye to Summer" by William Allingham, so that the children will get a clear mental picture of the thought of the poem.

Grade—Third.

Time—Late September.

Place—Outdoors; preferably on a hunt for autumn leaves, in a wood.



Procedure—Children seat themselves comfortably, in a cool, dry place. Teacher reads poem and shows pictures that are suggestive of the theme.

Discussion, guided by teacher, comparing the descriptions in the poem to the realities.

Children close their eyes, pretending to "sleep," while the teacher re-reads the poem. They look for mental pictures that answer the following questions:

What time of year is it?

What birds are mentioned?

What color are the leaves?

Of what do they remind you?

How does the fruit appear?

Teacher and pupils read poem together.

Discussion as to who wrote the poem—boy, girl, man, or woman, the pupils giving reasons for answers.

Correlation with Art:

Distribute materials, and allow children to represent, in any way, any picture they got from the poem.

Correlation with Memory Work:

The teacher should print the poem on a chart or on the black-board, and mount a suitable picture.

Children's Home Work:

Have the children bring pictures from home, takes from magazines or old story-books that they think will describe "Good-bye to Summer."

Finger Play—While the teacher or some child reads poem.

KATHERINE FUNK.

OCTOBER'S PARTY—*George Cooper* (The Poem may be found in Stevenson's Home Book of Verse).

Teacher's Aim—To help the children imagine the party given by October by taking a trip to the woods.

Pupil's Aim—To be able to understand the poem, and at the same time learn to appreciate the beauties of nature in October.

Take the pupils to visit a nearby wood where there are maple, oak, and chestnut trees. Have the class seated under the trees where they can see the trees, sky, clouds, and sunshine. Call attention to all the joys that October's clear weather brings. This should be a bright day in late October when the ground is covered with colored leaves.

Teacher: October gives a party every year on days very much like this one. Let us imagine we are watching the party. Who do you suppose will come to the party?



Pupil: The trees would all come because they are all here now.

Teacher: What will the trees bring to the party?

Pupils: I suppose they will bring their leaves; that's all they have, and you can see them scattered all over the ground anyway.

Teacher: Is there anyone else to come to the party? Let us look all about us. What do you see besides trees?

Pupil: I see the sun, the clouds and the sky. They will come to the party.

Teacher: We know then, who the guests are. What they will do at the party?

Pupil: They'll play games.

Teacher: Yes, and what games will they play? See how the leaves fly over the ground, and some are hidden in hollow places.

(Children suggest various games. The word *hidden* may suggest "hide and seek.")

Teacher: Is there anything else to do at parties?

Pupils: O, Let's say they're dancing over the ground. But where would they get music?

Teacher: Who can think of something in October that could be called music?

Pupil: The rain makes a sound.

Pupil: Ah, no, we won't have rain. There isn't any rain today.

Pupil: We can take wind, because there's wind today.

Teacher: That will do very nicely. We'll say the wind leads the music. Now is there anything else to be said about this party?

(Children may make several additional suggestions.)

Teacher: When will the party close?

Pupil: I think it will be over when all the leaves are gone.

Pupil: No, it will be when the sun goes down.

After everything is discussed, the poem is read by the pupils.

VIRGINIA CUNNINGHAM.

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