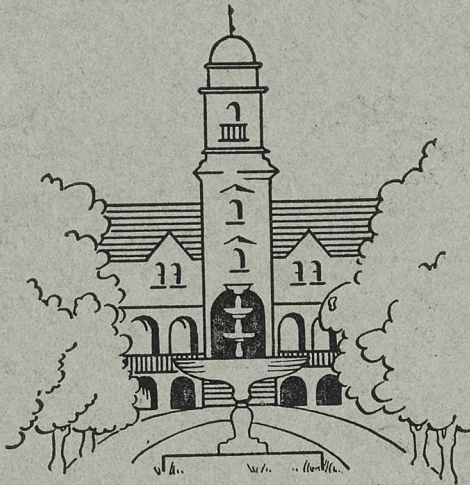


Volume 31

January, 1927

Number 2

The Normal School Herald



SUMMER SCHOOL AND
RURAL EDUCATION NUMBER

*Cumberland Valley State
Normal School*

SHIPPENSBURG, PENNSYLVANIA

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The Normal School Herald

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Vol. 31

JANUARY, 1927

No. 2

PRINCIPAL'S LETTER TO THE ALUMNI

Dear Alumnus:

When you read these lines, Christmas and New Years will be things of the past, but as I write they are both very real. The students have just left for their vacations and we are all looking forward to Christmas. The dormitories and class rooms should be quiet, but they are noisier than usual, for a large force of carpenters, plasterers, painters and cleaners are at work, rushing the repairs, renovations and general cleaning up operations.

We are glad to say that we are on the last lap of this job and we hope at the end of the New Year to have "Old Main" thoroughly up-to-date as to dormitories: more than half of the rooms have been renovated and they are thoroughly modern. All the class rooms but two are modernized and of course you have seen the Auditorium, the Dining Room and the offices and I know that you have admired them.

The semester that is drawing to a close has been successful from every point of view. Many of the new members of the faculty have already distinguished themselves and we have found the new students a live body of young people. The four year

course is working very satisfactorily and all indications point to a still larger enrollment in it next fall.

One of the most encouraging features is the interest that is being shown by members of the Alumni in the advanced two year course leading to the B. S. degree. We shall offer a number of courses during the summer session that count toward the completion of this course and we believe than many of you will find it to your advantage to return for the summer session. An outline of the courses available will be found elsewhere in the Herald.

We shall offer the usual number of courses for those who have not yet secured a standard certificate or a Normal School diploma. Let us clear up this work in our service area and make it the best in the state as far as percentage of teachers holding standard qualifications is concerned.

Students are registering in about equal numbers for the summer and the fall terms. Early registration not only assures a room but it insures pleasantly located quarters. Don't fail to register early for the summer session and encourage high school seniors to register at once for the fall term, if they wish to secure a room in the campus dormitories.

One of the pleasantest features of the passing semester was Home Coming Day, Saturday, November 6. The weather was pleasant—it couldn't have been better if it had been made to order. And what a crowd we had! The foot-ball game though rather one-sided was a good one and Miss McWilliams prepared one of the best dinners we have ever had. Our only regret was that only five hundred could be accommodated in the dining room. The toasts were fine and the reception-dance brought the big day to a fitting close. Get ready for next year.

Of course the classes of '87, '92, '97, '02, '07, '12, '17, '22, and '25 are getting ready for the big class reunions on Saturday, June 4! Now is the time to get work started, committees appointed, reservations made, etc., if the reunions are to be successful. No, we didn't forget the class of '77. They will be here as the guests of honor.

Finally, we want you to help us continue our work by using your influence with your state senator and representatives in helping us secure the appropriations that we need for more buildings and repairs and renovations. We want to carry on and to do still better work for the State. You can help us by speaking to the members of the legislature from your district. It's the personal touch that counts! Won't you help us?

Fraternally yours,

EZRA LEHMAN, '89.

CHANGE IN DATE OF PHILO REUNION AND NORMAL ANNIVERSARY

The attention of all our readers is called to the fact that the Philo Reunion will be held on Friday, April 1, and the Normal Anniversary on Friday, May 6.

SCHOOL NOTES

The summer school session of nine weeks will open June 13, and close August 13. During the past ten years large numbers of teachers have been in attendance at the summer sessions of the Pennsylvania Normal Schools.

These have given opportunity to teachers in service to earn a State Standard or a Normal certificate while continuing to teach during the school year. Hundreds of young students, just out of high school, were able to secure a partial elementary certificate and begin their careers as teachers.

The personnel of the student body at the summer sessions has however, been under-going a marked change during the past few years. As the need for inexperienced teachers ceased to exist the number of summer students just out of high school fell off but their places were taken by more mature students, holders of standard certificates, Normal School and College graduates who wished to secure advanced professional and academic credits.

From present appearances there will be few students just out of high school in attendance this year. As noted elsewhere only those whose services are needed by superintendents because experienced teachers cannot be secured, will be admitted to the summer session for the purpose of securing a partial elementary certificate. Such students may, however, be admitted if their purpose is to take part of the course leading to graduation from either the two or the four year course.

The primary purpose of the summer session this year is to help two classes of students: (1) Those teachers in service who need additional work to qualify for the State Standard Certificate and (2) Graduates of the school who wish to take advanced work looking to the B. S. degree or to specialize in certain types of work.

The number of the first class in our service area is steadily growing smaller, as a large majority of the teachers hold Standard, Normal School, or College certification. The number of the second class will be larger than ever. It is encouraging to note that many of our graduates of the two year courses are planning to complete the advanced two year course or to finish the four year junior high school course. A number of the graduates of the three year course are planning to take the extra work needed for the completion of the four year course. Else-

where will be found an analysis of the courses available to all these different classes of students.

REGISTRATION OF SUMMER SCHOOL STUDENTS

Students are registering every day for the summer session. No rooms will be assigned before March 1, but assignment will be made strictly in the order in which registrations are received. The wishes of students as to location of rooms will be followed as far as possible. Naturally those who register during January and February have a much better chance of securing the rooms desired than those who do not register until a later time. In any event the early registrants will be able to secure the most pleasantly located rooms.

Where students designate the persons with whom they wish to room they must see to it that the person in question registers promptly. If Mary Jones registers on January 20, and indicates that she wishes to room with Jennie Brown, she will be granted the desired permission, but if Jennie Brown does not register until February 1, both registrations will be entered as of that date. For this reason be sure to have your prospective room mate register at the same time that you do.

No student will be permitted to room or board outside of the dormitories except in the home of parents, grandparents, brother or sister, uncle or aunt, unless special permission has been granted by the Principal to room with other persons. No permission will be granted to any student to board outside the school except with relatives as indicated until all sittings in the dining room have been assigned.

A registration blank is inserted in the HERALD. A program to be filled by the student will be found on page 10. This should be filled out, and forwarded to the school as soon as possible. Naturally however the most important matter is the registration. This should be attended to at once.

RURAL DEMONSTRATION SCHOOL

Miss Hannah Kieffer, Director of Rural Education will conduct a one-room rural demonstration school at the "Pleasant Hill School" less than ten minutes walk from the campus. This school is a typical one-room country school. The entire equipment is inexpensive and is easily obtainable by any rural teacher. The school will be in session during the first six weeks of the summer session and frequent demonstration lessons will be given to the students preparing for rural work. All such students should arrange for frequent observation trips to the school.

EXPENSES FOR THE SUMMER SESSION

The expenses of the summer session are very reasonable. They are as follows:

Registration:—Term fee, including admission to games, lectures, concerts, entertainments, etc..... \$10.00

(In the case of boarding students, this fee must be paid when a room is engaged. Day students must make payment on or before the opening day of the session).

Boarding, including furnished room, light and laundry, (with nurse's services when necessary) is eight dollars per week, (for a shorter period than nine weeks nine dollars per week will be charged), for term 72.00

Cost of books (approximately)..... 8.00

Total necessary expenses of boarding students for summer session 90.00

Expenses for Day Students

Registration: Term fee \$10.00

Cost of books (approximately) 8.00

Total \$18.00

OUTLINE OF COURSES TO BE GIVEN DURING SUMMER SESSION—June 13 to August 13.

The nine weeks summer session will open Monday June 13. All indications point to a large enrollment, especially since so many graduates of the two year courses will return for work leading to the B. S. degree.

The following courses will be offered during the summer session. Except where otherwise indicated, each class will recite six times a week and will carry three semester hours credit. (A definite outline of these will be given in the April Herald).

1. Introduction to Teaching.
2. Rural School Management (This course may be substituted for No. 1 if the student expects to teach in a rural school).
3. Teaching of Primary Reading.
4. Teaching of Reading in the Grades.
5. Teaching of Primary Subjects.
6. Teaching of Number.

7. Children's Literature and Story Telling.
8. Juvenile Literature and Silent Reading.
9. Primary Kindergarten Theory.
10. Teaching of Arithmetic.
11. Teaching of Geography.
12. Teaching of Social Studies (History).
13. Teaching of English.
14. English I.
15. English II.
16. Oral Expression (4 hrs.—2 S. H. credit).
17. Art I (8 hrs.—2 S. H. credit).
18. Art II (6 hrs.—1 I-2 S. H. credit).
19. Music I (8 hrs.—2 S. H. credit).
20. Music II (6 hrs.—1 I-2 S. H. credit).
21. Nature Study (4 hrs.—2 S. H. credit).
22. Handwriting (4 hrs.—1 S. H. credit).
23. Physical Education (Women), if elected by sufficient number of pupils.
24. Health and Hygiene.
25. Psychology and Childhood.
26. Rural Sociology.
27. Educational Sociology.
28. Supervision in Elementary Schools.
29. Principles of Education.
30. History and Organization of Education in Pennsylvania.
31. Educational Measurements.
32. Guidance.
33. English Literature (4 hrs.—2 S. H. credit).
34. Short Story.
35. Advanced Composition.
36. Teaching of Science in Junior High School.
37. Physiography.
38. Physics.
39. Economics.
40. American Government.
41. Course College Grade History.
42. Mathematical Analysis (Covers work of first semester).
43. Teaching of Algebra and Geometry.
44. Principles of Human Geography.
45. History and Appreciation of Art (4 hrs.—2 S. H. credit), if elected by a sufficient number of pupils.
46. History and Appreciation of Music (4 hrs.—2 S. H. credit), if elected by a sufficient number of pupils.
47. State Course of Study (This is a composite course to be given by members of the Department of Public Instruction. It will not duplicate the course given last year. Credit will be given for it in any group).

EVALUATION OF CREDITS FOR THE SUMMER SESSION

Attention of all students is called to the fact that students may take courses totaling twelve semester hours during the summer session and receive full credit for them toward the renewal of a partial elementary certificate, the securing of a State Standard certificate or graduation from a State Normal School prior to September 1, 1927. Students graduating after that date will receive .85 credit toward graduation for work taken during the summer session.

ADMISSION OF STUDENTS TO SUMMER SESSION

As noted elsewhere, the summer session this year will be conducted especially for four classes of students:

1. Teachers in service who wish to secure the renewal of a partial elementary certificate or to secure a State Standard certificate or a Normal School certificate.
2. Students now in attendance who wish to make up work necessary for graduation or advanced standing.
3. Graduates of Normal School or College who wish to take advanced work leading to degree or to the completion of special courses.
4. Graduates of an approved four year high school course, without teaching experience, who desire to take one-half the work of the first semester. Such students can complete the two year course by attending three semesters (half years) and two summer sessions.

Note that no student without previous teaching experience will be admitted for the purpose of securing a partial elementary certificate except upon the written request of the local Superintendent.

SUGGESTIONS AS TO THE SELECTION OF COURSES FOR THE SUMMER SESSION

The courses offered during the summer session of 1927 may be divided into two groups: those that should be elected by students who have not yet completed the two year Normal School course and those arranged for students who wish to complete the advanced two year course or the regular four year course.

The first group includes courses No. 1 to No. 27 (inclusive) and No. 31 and No. 47. Students wishing to prepare for teaching in Junior or Senior High Schools should choose from No. 29 to

No. 47 (inclusive), Normal School graduates who wish to take the advanced two year course leading to the degree of B. S. should make choice as follows:

Graduates of Group I.

- Teaching of Arithmetic.
- Teaching of Geography.
- Teaching of English.
- Teaching of Social Studies.

Graduates of Group II.

- Teaching of Primary Reading.
- Teaching of Number.
- Teaching of Primary Subjects.
- Primary Kindergarten Theory.

Graduates of Rural Group.

- Teaching of English.
- Teaching of Number.
- Teaching of Primary Subjects.
- Primary Kindergarten Theory.

Graduates of any of the above groups may elect also from the following: English Literature, Economics, Physiography, Principles of Education, American Government, Principles of Human Geography, Advanced Composition, History and Appreciation of Art, History and Appreciation of Music, and Supervision in Elementary Schools.

Students who were graduated prior to 1921, may elect any of the above courses that they have not taken.

COMMUNITY ORCHESTRA

A community orchestra will be conducted by the Director of Music during the summer session. Students are requested to bring orchestral instruments with them. This is a rare opportunity to secure free instruction of a high grade in orchestral work.

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 subjects 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.

ANSWERS TO QUESTIONS ASKED BY PROSPECTIVE STUDENTS

We shall try to anticipate some of the many questions that students are likely to ask about the summer session.

1. "Is it necessary for me to come to the school before June 13?" Ans. "No; if you leave home on the morning of that day, you will arrive in time. The first day will be given up to assigning students to class. Class work will begin Tuesday morning, June 14."
2. "What articles should I bring with me?" Ans. "Bring window curtains (if you wish them), bureau covers, cushions, towels, table napkins, and toilet articles. Your room is supplied with a bed, bedding, bureau, desk, light fixtures, and wash stand."
3. "Will my baggage be delivered at the school?" Ans. "If your trunk or suit case is checked and plainly marked with your name, room number or house number it will be delivered free of cost on the opening day of school. Those coming after the opening day will be required to pay twenty-five cents for the delivery of each piece of baggage."
4. "I am a graduate of an approved four-year high school. Will it be possible for me to secure a Partial Elementary Certificate by attending the summer session?" Ans. "No, not unless your Superintendent makes a written request that you be admitted. He will do this only if he is convinced that there are not enough teachers with experience or a Normal Certificate. We advise you to enter in September and take up the regular two or four year course."
5. "Will special courses be given during the summer session?" Ans. "Yes, a large variety of special and advanced courses will be given." (See pages 5 and 6).
6. "Is it necessary for me to report at the office of the school as soon as I reach Shippensburg?" Ans. "Yes, all students should report at the office of the school immediately after arriving in town. Sign your name in the official school register and ascertain whether your room or house assignment tallies with the one in the office. A representative of the school will meet all trains on Monday, June 13th. Give baggage checks to him so that your baggage can be delivered promptly."

REGISTRATION BLANK AND PROGRAM

(Please fill out and send to Prin. Ezra Lehman.)

Enclosed please find ten dollars registration for the summer session. I shall come as a boarding student and wish a room reserved. I wish to room with..... of

(If you expect to come as day student strike out reference to room. See page 4).

NAME

ADDRESS

I wish to take the following four subjects at the Summer Session (Give number of course and title as found on pages 5 and 6).

NUMBER OF COURSE. TITLE OF COURSE.

- 1.
- 2.
- 3.
- 4.

I wish to secure (check the certificate desired).

Renewal of Partial Elementary Certificate.

State Standard Certificate.

Normal Certificate (Two year course).

Diploma (Junior High School) B. S. degree.

Diploma (Advanced two year course) B. S. degree.

Special Course.

I have taught.....terms.

I am a graduate of.....High School.

I have the following credits from (Give name of institutions attended and if possible number of semester hours credit).

-
-
-
-

MEETING OF THE CEE VEE NOR CLUB

The Cee Vee Nor Club of Allentown held its second annual dinner dance at Shankweiler's Hotel, Seigersville, Pa., on December 3, 1926.

During the course of the dinner toasts were given by all the members of the Club. Miss Dorothy Weaver '24, gave a most interesting toast to the newly elected president Miss Grace McKee '23. Beautiful corsage bouquets were presented to the retiring officers Elsie Hausmann Ross '21, Miss Irene Seip '22. The officers elected for the year 1927, are Grace McKee '23, president, and Ruth Wahrman '24, secretary-treasurer.

After dinner the club members and their guests enjoyed a "500" party and the remainder of the evening was spent in dancing. Before saying good-night every one gathered around the piano and sang the Alma Mater.

The following were present: Mae Ebert '23, Kathryn Fogel '22, Edith Kennedy '21, Olivia Kindt '24, Grace McKee '23, Martha Wahrman Reed '23, Elsie Hausmann Ross '22, Dorothy Weaver '24, and Ruth Wahrman '24.

YORK COUNTY ALUMNI ASSOCIATION

The York County C. V. S. N. S. Alumni Association held their annual banquet in the Y. M. C. A. Building, November 24, 1926.

During the evening, H. M. Arnold directed group singing. Mr. Reginald Fink, violinist, rendered a number of solos, accompanied by Miss Grace Zeigler. Mrs. Fink, reader, gave "The Auto Ride" and "Mandy's Wedding."

Real "School Spirit" reigned throughout the evening. Among the alumni present classes from seventy-six to twenty-six were represented.

Greetings were brought to us from our "Alma Mater" by Dr. Lehman, Dr. Heiges, Miss Horton and Prof. and Mrs. Stewart.

Honorable James Glessner acted as toast master and in a pleasing and interesting manner introduced the members of faculty and alumni who made addresses on the past, present and future of our Alma Mater.

All the officers were re-elected for the year. They are President, W. G. Fishel, Vice-President, Samuel M. Stouffer, Secretary, Belle I. Anthony, Treasurer, H. M. Arnold.

MEETING OF THE ADAMS AND FRANKLIN COUNTY ALUMNI ASSOCIATIONS

Monday night, November 15, was one of the most unpleasant of the year. The deluge of rain, however, could not dampen the ardor of the Alumni of Adams County who met at the Altland Hotel in Abbottstown. Though the attendance was somewhat smaller than usual, the crowd present was representative of those who had represented their county in athletics, debating, dramatics and musical organizations during their career at Normal. A good chicken and waffle dinner added materially to the success of the meeting. Prof. Guile Lefever, Principal of the Gettysburg High School, presided and spoke briefly of the men and women that Adams County had furnished to the Cumberland Valley Normal School. He congratulated the school on the wider outlook that opened before it as a Teachers' College.

Dr. Lehman then sketched the plans for the future and spoke of the interest being shown in the advanced courses by the Alumni.

Dr. Heiges dealt with the present growth of the institution and the recognition being accorded it by leading educators in the State.

Assistant County Superintendent J. F. Slaybaugh expressed his satisfaction at being able to work efficiently for his Alma Mater again since he had returned to Adams County.

A number of short addresses were made not only by the men present but by the women. At 10:30 all joined in singing "Alma Mater". The officers for the ensuing year are: President, C. I. Raffensperger, Biglerville; Vice-President, J. F. Slaybaugh, Gettysburg; Secretary-Treasurer, Mrs. Wimbirt Neely, Gettysburg.

The dining room of the Wallace Restaurant was crowded on Tuesday evening, November 16, when President J. Maclay Kelley called the meeting of the Franklin County Alumni Association to order. For an hour the bill of fare spread before the guests received the attention of all. Then Mr. William Dubbs rendered a piano solo. Dr. Lehman followed with an explanation of the four year course and the opportunities it gave to the Alumni to continue their work.

Misses Catherine Helfrich and Elizabeth Eisenhour sang a duet, and Dr. Henderson of the University of Michigan brought the greetings of the great institution he represented.

Superintendent Finafrock delivered a timely address showing what the Normal School had done for the cause of education in Franklin County. He predicted greater things under the new course.

Dr. Heiges, Prof. Grove, and Miss Hannah Kieffer were called

upon and spoke briefly. Mr. Wassell rendered a violin solo. The singing of "Alma Mater" brought a most successful meeting to a close. The officers were reelected. They are: President, J. Maclay Kelley; Vice-President, Jacob Brake; Secretary-Treasurer, Esther Rahausser.

ALUMNI PERSONALS

'89 Miss Lillie Funk who has been secretary of the Anti-Tuberculosis Committee of the Civic Club has recently left Shippensburg and is living at 122 N. Waiola Ave., La Grange, Ill. Mrs. S. F. Huber of Hotel Sherman gave a farewell dinner in honor of Miss Funk before her departure.

'96 Mr. A. A. Arnold of Mechanisburg, who has been teaching for a number of years in Cumberland County, is teaching this year in Lebanon County.

'99 Mrs. Sara Miller Hopple of 508 Queen Lane, Germantown, Pa., formerly of Concord, Pa., has recently completed a training course for Speech Defect Work at Temple University. Mrs. Hopple has resided in Germantown for the past ten years and for the past six years has been connected with the public school work of that city.

'01 During the past summer Mr. A. E. Spangler has remodeled his music store at 2112 N. 6th St., Harrisburg, Pa., and it is now one of the largest in the city. Mr. Spangler has been proprietor of the music store for sixteen years.

'02 Mr. Charles H. Ward is manager of the Harrisburg Electric Welding Co. He resides at 239 N. 14th St., Harrisburg, Pa.

'09 Miss Viola Lichtenberger of 419 Pine St., Steelton, is teaching second grade in that city.

'11 Mr. Cummins McClelland of 944 Clive St., Avalon, Pa., has recently been made Production Manager of the Hippenstall Company of Pittsburgh, Pa. We congratulate Cummins on his advancement with this company.

'13 Miss Belle I. Anthony of 25 N. Beaver St., York, Pa., taught during the summer at the Methodist Epworth League Camp at Newton Hamilton, Pa.

'15 Miss Liberty McClelland is taking a course in Normal School Critic Work at Teachers College this year. Her address is 106 Morningside Drive, New York City.

'16 Mr. C. Robert Coyle, Supervising Principal of the Marysville schools was granted his A. B. degree at Susquehanna University last June.

'16 Miss Mildred Jarrett 80 Washington Sq., E. New York City, is taking a music course at Teacher College.

'16 Mr. Clyde Mellinger is teaching in a Boys' private School in Asheville, N. C.

'17 Mr. Clyde Barnhart former outfielder for the Pittsburgh Pirates is spending the winter at his home in Hagerstown, Md. He will play professional basket ball with the Elks of Hagerstown.

'17 Mr. Guile Lefever was chosen last fall as Principal of the Gettysburg High School at a substantial raise in salary. He succeeds Walter Reynolds who was elected at Sunbury, Pa.

'18 Mr. Jo Hays is serving his third year as Principal of the High School at State College and at the same time has been taking graduate work at the college. Mr. Hays spent last summer in graduate work at Harvard.

'20 Miss Mary E. Fortna is teaching in Hopewell, N. J.

'22 Mr. Lester E. Croft is with the S. S. Kresge Company, at Williamsport, Pa.

'23 Miss Marietta Houck is teaching at Webster, Pa.

'23 Miss Irene Seip is Secretary of the Cee Vee Nor Club organized at Allentown, Pa., by normal graduates. Through this organization normal people are able to keep in touch with their Alma Mater.

'23 Miss Margaret Walker is back at normal this year working for her A. B. degree. She taught in the Chambersburg schools for three years after graduating.

'23 Mr. Harvey A. Warfel formerly of Halifax, Pa., is supervising principal of the Lincoln and Custer Buildings, Vandergrift, Pa. He has twenty teachers and eight hundred pupils under him.

'24 Mr. Wallis McKendree after attending Juniata College for two years after graduating at normal is now teaching in the Junior High in Camden, N. J.

'24 Miss Margaret Wetzel is teaching first grade in Carlisle, Pa.

'24 Miss Effie Wynn is teaching third grade at Bellevoe, Pa.

'24 Mr. Bruce Naugle has been serving as Headquarters Clerk at Camp Meade for the third batallion of the Twelfth Infantry.

'24 Miss Gail Weagley is teaching second grade at Browns Mill Consolidated School near Greencastle, Pa.

'24 Miss M. May Fox is taking some correspondence work from the University of Chicago this winter along with her teaching at Piketown, Pa.

'25 Mr. Herbert Sheetz is teaching ninth grade practical mathematics in the Roosevelt Junior High School Altoona, Pa. Last year he taught at Defiance, Pa., and during the summer pursued advanced courses at Columbia.

'25 Mr. William McCullough is teaching in Hancock, Md.

'25 Mr. Arthur Filler is in the employ of the Continental

Publishing Company, with office at 1026 Cay Center Bldg., 121 N. Broad St., Philadelphia, Pa.

'26 Mr. Harling E. Sponseller who is Principal of the Junior High School in Shippensburg, Pa., has recently moved his family from Mont Alto, Pa., to Shippensburg.

'26 Miss Helen Neff is teaching fifth grade at Jeannette, Pa.

ENGAGEMENT ANNOUNCEMENTS

Mr. H. B. Weaver announces the engagement of his daughter Catherine to Richard Guyer, of Allentown, Pa. No date has been set for the wedding. Miss Weaver is a graduate of '22.

Mr. and Mrs C. B. Eschenmann of N. Earl St., Shippensburg, Pa., announce the engagement of their daughter Maude to Mr. Clyde S. Shive of the class of '09.

Mr. and Mrs. M. L. Beistle, W. King St., Shippensburg, Pa., announce the engagement of their daughter, Pearl H. to Mr. Henry Luhrs of Brooklyn Manor, Long Island, N. Y. Miss Beistle is a graduate of the class of '20.

CUPID'S COLUMN

BELFATTO-MANHERZ. In New York City, Saturday, October 16, 1926, Mr. Alfonso Belfatto to Miss Mae E. Manherz. Mrs. Belfatto was a student at normal last year.

HANNA-HOSICK. At Grove City, Pa., November 18, 1926, Mr. Arthur L. Hanna to Miss Edna Hosick. Mrs. Hanna was a teacher at the normal last year.

MYERS-MENTZER. At Carlisle, Pa., October 16, 1926, Mr. Robert L. Myers to Miss Evelyn Mentzer. Mr. Myers was a former teacher at normal. They reside at Camp Hill, Pa.

BARNHART-TRONE. At Hanover, Pa., September, 1926, Mr. Theodore N. Barnhart '23, to Miss Blanche A. Trone '25. They reside at 1111 I-2 Pleasant St., Hanover, Pa., and are both teaching Rural schools in Penn Township.

REED-WAHRMAN. At Allentown, Pa., June 29, 1926, by Rev. H. E. C. Wahrman, father of the bride, Mr. Jacob Reed to Miss C. Martha Wahrman '23. They reside at 737 St. John St., Allentown, Pa.

FLUKE-RHINEHART. At Hyndman, Pa., Mr. John Fluke to Miss Dorothy Rhinehart '26. They reside at Hyndman, Pa.

MITCHELL-FICKES. At Newport, Pa., October 16, 1926, by Rev. Stoy Spangler, Mr. W. Oscar Mitchell to Miss Marian E. Fickes '21. They reside at Clearfield, Pa.

KLINGER-FEIDT. At Hagerstown, Md., October 18, 1926, Mr. Allen H. Klinger to Miss Carrie L. Feidt '26.

BAYARD-FERGUSON. At Wilkensburg, Pa., June, 1926, Mr. Walter S. Bayard to Miss Jean Ferguson '23. They reside at 580 Navigation St., Beaver, Pa.

ANDREWS-HAFER. At Chambersburg, Pa., November 25, 1926, by Rev. Henry Anstadt, Rev. Elmer R. Andrews to Miss Helen Hafer '22. Rev. Andrews is a senior at L. V. C., and is also pastor of the U. B. Churches at Mont Alto and Quincy, Pa. They will be at home after March 1, at Mont Alto, Pa.

TEEL-COPE. At the Falling Spring Presbyterian Church, Chambersburg, Pa., October 2, 1926, by Rev. W. L. Mudge, Mr. Harold Teel to Miss Margaret Cope '12. They reside in Bloomsburg, Pa., where Mr. Teel is practicing law.

SMITH-STROUP. In the Little Church Around the Corner, New York City, December 27, Mr. Curtis L. Smith to Miss Anna Stroup '17. They reside at 20 N. Harrisburg St., Steelton, Pa., where Mr. Smith is engaged in the real estate business.

YOUNG-DAVIS. In the Grace Methodist Church, Harrisburg, Pa., by Dr. Robert Bagnell, Mr. Henry B. Young to Miss Marian L. Davis '22. They reside at State College, Pa., where Mr. Young is instructor in the English Department and Mrs. Young will enter as a student in February to work for her Bachelor of Arts degree.

MORGAN-FRANKHOUSE. Dr. J. H. Morgan to Miss Meryl Frankhouse '17, in New York City. They reside in 521 Merrimac St., Oakland, Calif. Mrs. Morgan is attending the University of California working for her B. A. degree. She taught for the past three years in the Junior High School at Miami, Fla.

KLOCK-SIXEAS. At Mercersburg, Pa., Mr. Jesse J. Klock '26, to Miss Sara C. Sixeas '26. They reside in Shamokin, Pa.

BOWMAN-WOODS. At Lemoyne, Pa., December 30, 1926, by Rev. J. T. Jenkins, Mr. Edgar E. Bowman '09, to Miss Esther R. Woods. They reside at Newville, Pa., where Mr. Bowman is owner and editor of the Valley Times.

STORK COLUMN

SPANGLER. At 111 N. Mayfield Ave., Chicago, Ill., to Mr. and Mrs. John Spangler a daughter, Mary Ellen. Mrs. Spangler was Alice M. Hays '08.

JACOBY. At Carlisle, Pa., October 15, 1926, to Mr. and Mrs. D. C. Jacoby a son, Robert Bender Jacoby. Mrs. Jacoby was Margarett Bender '21.

GARDNER. At Newburg, Pa., November 5, 1926, to Mr. and Mrs. Bryce Gardner, a daughter. Mr. Gardner was graduated in the class of '15.

HEBERLIG. At Newburg, Pa., October 17, 1926, to Mr. and Mrs.

Frank Heberlig, a son. Mrs. Heberlig was Ruth Shuman '22.

BARILLA. At Middletown, Pa., October 23, 1926, to Mr. and Mrs. Philip Barilla, a son. Mrs. Barilla was Maude Sheaffer '13.

COCKLIN. At 41 Cricket Ave., Ardmore, Pa., to Mr. and Mrs. Warren Cocklin, a daughter, Adda Jane. Mrs. Cocklin was Minerva Adams formerly head of the music department at normal and Mr. Cocklin was graduated in the class of '17.

HILL. At the Biltmore Hospital Asheville, N. C., April 22, 1926, to Mr. and Mrs. Raymond Hill a daughter, Doris Elizabeth. Mrs. Hill was Edythe Burtsfield '22. They reside at Leola, Pa., where Prof. Hill is principal of the H. S.

ANGLE. At Ford City, Pa., November 24, 1926, to Mr. and Mrs. Robert O. Angle a daughter, Marian Jean. Mr. Angle was graduated in the class of '21.

MCCLURE. At the Polyclinic Hospital, Harrisburg, Pa., June 13, 1926, to Mr. and Mrs. Charles McClure, a daughter, Mary Jane. Mrs. McClure was Mary Conn '08. She resides in East Waterford, Pa.

COCKLEY. At the Harrisburg Hospital December 12, 1926, born to Mr. and Mrs. Noah Cockley, a son. Mrs. Cockley was Ruth Reber '19. They reside at 332 Hummel Ave., Lemoyne, Pa.

OBITUARY

BURK

Mrs. Hazel Stitt Burk '23, died October 8, 1926.

We take the following from a Franklin County paper:

Funeral services were held in the Upper Path Valley Presbyterian Church on last Monday, at 10:00 A. M., for Mrs. Hazel Hadessa Stitt Burk. Mrs. Burk was the primary teacher in the school here. She had entered upon her tenth year of work in the public school and was considered a very excellent teacher. Her influence in the school room has touched many of the young lives of our community. Her last work in the schoolroom was on September 30. On October 2, she was admitted to the Chambersburg Hospital and operated upon for appendicitis. She died on October 8.

REISINGER

Miss Nellie M. Reisinger '19, died November 1, 1926.

Miss Nellie Marie Reisinger '19, adopted daughter of Mr. and Mrs. E. E. Sheaffer, died November 1, at the home of Mrs. Dora Shull of Enola, after a two-weeks illness of typhoid fever.

Miss Reisinger, after being graduated from the school, taught one year in Tuscarora Township and for three years at Enola,

after which she was employed by the State Highway department at Harrisburg.

MYERS

J. Everette Myers '86, died November 16, 1926.

In the act of shooting at a skunk near the barn of his property near York Springs in Adams Co., November 16, Everette Myers '86, fell to the ground with a heart attack and died a few minutes later.

Serving as superintendent of schools in McKean County fifteen years, Mr. Myers has also taught in the schools of York Springs and Huntingdon township, Adams county. Since his retirement several years ago, he has been engaged in the poultry business.

HALE

Mary S. Hale '83, died December 29, 1926.

Miss Hale had been in failing health for the past six months with a complication of diseases. She taught for a number of years in the public schools of Franklin and Cumberland Counties, and was active in church and civic work.

DEVELOPING ATTITUDES AND IDEALS IN RURAL SCHOOLS

We are beginning to realize that the attitudes, ideals, standards and appreciations which are gradually developed by the boys and girls of today as they engage in the various activities of the school are the potent factors which will determine the characters of the men and women of tomorrow. Whether we desire it or not, the boys and girls will and do develop attitudes and ideals as a result of their reactions. The type of attitude or ideal or standard which is developed is largely determined by the environment to which the child responds and the way in which he responds.

We can best develop desirable social and ethical attitudes and standards by placing boys and girls in social groups and giving them an opportunity to cooperate with each other in solving problems. We can best develop desirable ideals of the true, the noble, the beautiful, the right, justice, fair play, etc., by actually having boys and girls living and working together in an enriched school environment which causes them to react along these lines in a purposeful way. We can best develop appreciations of literature, music, art and nature by directing children along these lines as these subjects are associated with the purposeful activities in which the children are engaged.

How may a teacher of eight grades in a one-teacher school with several children in each grade accomplish this task? Surely the opportunities of this teacher are very limited as compared with the teacher working in a consolidated school system. However, no matter what the type of school, the boys and girls are developing attitudes, ideals, standards and appreciations regardless of whether they are desirable or undesirable. It is the duty of each teacher to recognize this fact and to study the problem carefully in order to make the most of the opportunities available for each child. Teachers of all types of children in every type of school will discover that while children are performing their various daily tasks, there are reactions made which when summed up in the course of time represent an attitude—desirable or undesirable. The attitude developed by means of the birch rod was undesirable and has long since been recognized as such. When the task is pursued and completed as a result of interest in the true sense of the word, the child has developed a desirable attitude as an important part of the final product. When solving subject matter problems, the child may obtain correct results, but the wise teacher will be concerned about the attitude of the worker. What was going through the mind of the worker as to the necessity and desirability of performing the tasks? Do they leave him with a desire to continue with such work? Has his attitude toward the subject, school and work improved? Has he a higher standard of workmanship and a finer sense of responsibility for the success of the group as a result of the activity? Have the tasks and activities of today led the boys and girls to desire more extensive work along these lines in the future? Have the projects of the past month or the past year developed an attitude of interest along the various lines of work? Have the activities and experiences of school developed desirable attitudes and ideals and standards in each child in relation to his fellow students and others? Has each child a higher ideal and a finer spirit of service as a result of his work? Such questions should be constantly asked by every teacher when checking on results of a unit of work and when planning new units of work. True, these results are difficult to evaluate and are difficult to direct but they are more important than the subject matter taught, and the rural boys and girls are entitled to a full share of guidance and development along these lines. This is a forceful argument for consolidation wherever possible.

NORA A. KIEFFER, A. M.

CLASS DISCUSSION AND SEATWORK PROGRAM FOR ONE-TEACHER SCHOOLS.

Submitted by Hannah A. Kieffer and Rural Co-workers.

TIME	SUBJECT	ACTIVITY	D		C		B			A	
			I	II	III	IV	V	VI	VII	VIII	
9:00-5	Bible Reading Prayer	Entire School									
9:05-10	Music	Entire School									
9:15-15	Reading D { 10 min. I 5 min. II Silent Reading A	Daily Group Instruction	Group Instruction		Seatwork Arithmetic		Library			Daily Directed Seatwork Reading	
9:30-15	Arithmetic C Drill Daily Instructions as needed	Combine Classes for 5 min. Drill Use 40 minutes for Directed Study at Seats or Group Instruction or Individual Help or follow Schedule	Purposeful Read. Seatwork		Group or Ind. Instruction		Seatwork Arithmetic			Seatwork Arithmetic	
9:45-15	Arithmetic B Drill Daily Instructions as needed	for Directed Study at Seats or Group Instruction or Individual Help or follow Schedule	Arithmetic Games		Silent Reading		Group or Individual Instruction			Seatwork Arithmetic	
10:00-15	Arithmetic A Drill Daily Instructions as needed	for Directed Study at Seats or Group Instruction or Individual Help or follow Schedule	Blackboard Work		Seatwork Arithmetic		Silent Reading			Group or Individual Instruction	
10:15-15	Recess	Entire School	Group on Playground—Games								
10:30-15	Reading D 5 min. Drill I 10 min. Instruction II	Group Instruction Divide time for D	Group Instruction		Seatwork History Geography Nature		Seatwork Geography Nature			Library	
10:45-15	Geography III 2 Nature I His. and Civ. 2	Group Instruction Daily	Handwork, Reading or Clinching Activities		Group Inst. 2 Creative Geography Work 2 History 2 Nature 1 Handwork Prep.		Seatwork Geography Nature			Library	
11:00-15	Geography 4 B Nature St. 1	Directed Study Instruction or Group with IV & A Daily Group Instruction Divide & Alternate periods	Clinching Activities		History Nature St. Geography		Geography and Hygiene		Group Instruction	Handwork Geography, Agriculture	
11:15-15	Arithmetic D	Group with IV & A Daily Group Instruction Divide & Alternate periods	Instruction						Handwork Geography Nature	Seatwork Geography, Agriculture	
11:30-15	Geography IV Hygiene I IV and B	Group Geog. Class for 45 min. period	Games. Reading or Arithmetic		Library 5 Instruction 5		Free Period			Seatwork Geography, Agriculture Instruction	
11:45-15	Geography A		Clay Moulding or Sand Table Work		Creative or Library		Seatwork Arithmetic				
12:00-60	Lunch at Table or Desks	Social Lunch period	Wash Hands—One Hot Dish		a Day—Organized Playground Activities						

TIME	SUBJECT	ACTIVITY	D		C		B		A	
			I	II	III	IV	V	VI	VII	VIII
12:55-5 1:00-20	Assemble School Reading D..... 10 min. I 10 min. II	Group Instruction	Separate Groups.....		Seatwork English.....		Seatwork English.....		Seatwork Spelling	
1:20-20	English Spelling 4 C..... Reading 1	Classes may be grouped 60 min. for Directed Study or Instruct as needed	Dramatization.....		Instruction.....		Seatwork English.....		Seatwork English	
1:40-20	English Spelling 4 B..... Oral Reading 1		Blackboard Arithmetic.....		Seatwork English.....		Instruction.....		Seatwork English	
2:00-00	English Spelling 4 A..... Oral Reading 1	Reading as needed Test Study Plan..... Two Groups.....	Handwork.....		Seatwork Spelling 5.....		Seatwork Spelling.....		Instruction	
2:20-25	Spelling 2..... Handwriting 2..... 5 min. Review Upper G. 10 min. Instruct Primary 10 min. Upper		Paper Cutting 2 Instruct. Instruction.....		Instruction..... Instruction.....		Instruction..... Instruction.....		Instruction Instruction	
	Art 1	One Group.....	Socialized Work.....		Instruction.....		Instruction.....		Instruction	
2:45-15	Recess—Free Play	Group Instruction One Section	Instruction.....		Seatwork Reading.....		Seatwork.....		Benchwork	
3:00-15	Oral Expression 4 (Inc. Hygiene) Art 1.....		Instruction.....		Instruct. Reading Instruction.....		History Seatwork History Civics		Handwork Seatwork History Civics	
3:15-15	Reading C.....	Instruction or Directed Study or Socialized Reading Classes may be Grouped	Free Period.....		Benchwork Handwork		Instruction.....		Seatwork History 4 or Civics 4 Hygiene 1	
3:30-15	History B or Civics	for Directed Study	Creative Work.....		Free Period.....		Benchwork Handwork		Instruction	
3:55-15	History A or Civics Hygiene									
4:00	Dismissal									

Explanations: Figures to the right represent number recitations per week. In arranging this program all state requirements were considered. Alternate Instruction and Subject matter by years—See State Course.

Oral Expression for first and second year pupils includes Stories—History, Civic Virtue, Hygiene, Nature; Poem and Picture Study; English Habit Formation Games; limited amount of work at the blackboard.

Spelling from the text book is taught two days of the week. Three days of the week, the individual and class words are taught as part of the work in English. Classes may be grouped for an English Club, if desired.

Geography: The classes are so arranged that for the 40 lessons in review the classes may be grouped for a 45 minute period. Nature Club or Geography Club may be also arranged.

Arithmetic, Geography, English and History are so grouped that supervised seatwork on the Illinois plan may be followed. History and Civics are alternated by years or by days.

BIBLIOGRAPHY OF RURAL REFERENCES**(Partial)**

The following rural seniors: Dorothy M. Gelsing, Florence V. Horton, Mary Kimmel, Catherine D. Lay, Florence B. Wilson, Esther S. Zepp, Ray H. Booz, Jesse W. Burkhart, Charles F. Cook, Warren W. Crouse, John A. Frehn, Chester J. Griest, Marlin Henninger, Frank O. Keister, Trafford Plasterer, Eugene H. Plessinger, Earl R. Shank, William W. Shearer, Harry P. Weast, have reported on the different references as part of their reference reading for Rural School Efficiency, discussions under the leadership of Hannah A. Kieffer, faculty instructor.

The list is submitted for the use of rural and city teachers in the field who are interested in Pennsylvania's most difficult problem in education.

In 1912, when Miss Kieffer was supervising principal of Drumore Township High School, she made a survey of the different magazines read in the homes of the twenty-six high school pupils. She found that thirty-four different magazines were received, ranging from Scribners to the Farm Journal, all of which were willingly loaned to the High School as needed.

Rural teachers in the field are urged to make a similar survey of their school community and coworkers in a township as well as to use the library of the County Superintendent, the Normal School Library and the State Circulating Library. See the Rural Herald, October, 1924, for a suggestive list of magazines.

The following illustrates the type of summary as presented by Frank O. Keister to the class for discussion:

The Helping Teacher Plan in Maine by Florence M. Hale, State Rural Supervisor of Maine. National Association 1925: 567.

The State of Maine annually appropriates a sum of money to carry on the "helping teacher school" held each summer at Castile, Maine.

Each superintendent may nominate a rural teacher as helping teacher and send her to this school. The state pays her expenses at school and also her traveling expenses.

She must be a normal school graduate or equivalent, and have had two to five years experience in rural teaching. She must also have a good personality. If she does her helping teacher work satisfactorily, at the end of the next year she receives from the State a bonus of twenty-five percent of her regular yearly salary.

The duties of the helping teacher are:

She must make hers a standard school.

She must arrange her schedule so that she has a school session on Saturday instead of Monday.

On Saturday the untrained teachers and any others from that district who desire, may visit this school to observe it and receive advice.

On Monday the helping teacher visits other schools and does what she can to improve them. She keeps a record of all who visit her and of all she visits; this record is submitted on request to her superintendent and to the State Department of Education.

The results of this plan has surpassed expectations in five ways:

1. An increase in the number of trained teachers in rural schools.
2. Introduction of better methods of discipline in the small and poorly paid rural schools.
3. Increase in community activities.
4. Greater understanding and respect for rural education.
5. Many helping teachers have become ambitious for more education spreading the idea of advanced summer work for teachers.

An interesting feature of the helping teacher school itself is that no outside study is required but all of the work of the day is carried out along the plan of the socialized recitation, round table discussion and as supervised study.

The following references explain helpful ideas but space does not permit us to summarize each one:

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Walter Hines Page and Rural Education. School Life, 11:90-1, January '26.

Rural School Music and County Supervision. Nat. Ed. Association 1925:512-20.

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Differentiation of function in Rural Supervision. J. J. Tigert. School Life, 11:96, Jan. '26.

Administration and supervision of rural schools under the county unit plan in Ohio. O. E. Pore. Nat. Educ. Assn. 1925:564-6.

Rural School Athletics; abstract. N. Orem. Nat. Educ. Assn. 1924:639-41.

Demonstration Lesons as an agency in supervision. C. R. Spencer. El. Sch. Journal. 26:619-26 April '26.

Helping Teacher plan in Maine. F. M. Hale. Nat. Educ. Assn. 1925:567. Same Cond. School and Society 22:297. Sept. 5, '25.

How to raise the standards of county supervision through a research department. J. A. Baer. Nat Educ. Assn. 1924:693-8.

A. Rural:

Experiment in Indiana; rural school supervision. Outlook 144:196, October 13, '26.

Cost of School Taxation. School and Society 23:775, June 19, '26.

I won't be a hindrance to my children. American Magazine 102:13-15, August '26.

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Plight of Rural Schools, W. L. Sargant. Century 99:530 April '26.

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Rush Order for the Rural School. W. Burr. Independent 116-161-2, February 6, '26.

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Rural School Athletics by William M. MaLoy, N. E. A. Vol. 62-1924.

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The Administration of Consolidated Rural High Schools. O. H. Griest. School Review, Vol. 31, pp. 121.

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Little Red School House Reincarnated. J. H. Butler. *Education* 47:149-54, November 26.

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Write to the Superintendent of Documents, Govt. Printing Office, Washington, D. C., for Bulletin 1926, No. 17-104.

Record of Current Educational Publications compiled by John D. Wolcott.

This pamphlet was received as our list was going to press.

From Bureau of Education, Department of Interior, Washington, D. C., get a recent list of publications.

Send for a list of publications, Department of Public Instruction, Harrisburg, Pa.

RURAL GROUP SURVEY—SEPT. 1920-SEPT. 1926. CUMBERLAND VALLEY STATE NORMAL ALUMNI, RURAL ALUMNI

The differentiated curricula in the Normal Schools of Pennsylvania became effective September, 1920. The term "rural schools" was interpreted by some educators as meaning one-teacher and two-teacher schools, only.

Hence, at the Cumberland Valley State Normal School the twenty seniors who elected the rural group were given an opportunity to work in one-teacher schools. Later two two-teacher schools were added.

The Pennsylvania School Law, 1925, Section 105, states: "Each school district having a population of less than five thousand shall be a school district of the fourth class." All fourth class districts are considered rural by some educators; while others consider all schools in fourth class districts not under the direct supervision of a borough school superintendent as rural.

New York State has set forty-five hundred population as the basis of division. In Texas, all places with a school population of over five hundred are relieved from the authority of the county superintendent, who is primarily a rural school official.

"The term 'rural school' includes all schools below the college grade found in areas of relatively low density population. If

we define these areas on the basis of the standard of twenty-five hundred population used by the Federal Census to differentiate between rural and urban territory, we shall have a working concept sufficiently accurate for immediate purposes." Rural School Administration, J. E. Butterworth, McMillan Co., 1926.

"Where the term 'rural schools' is used in this report it will be understood to include all schools located in districts of the fourth class and townships which are school districts of the third class as used in Section 1406 of the School Code." A Rural Education Program for Pennsylvania, Pennsylvania School Journal, Dec. '26, pp. 226.

When the Normal Schools become Teachers Colleges, it is to be hoped that the term "rural education" will be used and that differentiated training for the different types of rural schools will be offered.

When this change takes place our students will no longer be confused as to which group to elect and the rural group will enroll many more students. All seniors going into rural districts should study rural sociology and agriculture if they are to present their subject matter beginning with the experience of the children.

The Rural Group known as Group IV, in the Cumberland Valley State Normal School has enrolled some of the strongest students in the school. The total number graduated from June, 1921, to June, 1926, inclusive was 145. The survey made December, 1926, shows these 145 graduates at work as follows:

One-teacher Schools	64
Two-teacher Schools	12
Consolidated and Rural Grades.....	19
Principal Rural Elementary Schools.....	3
Rural Supervision	3
Music, New York University Degree.....	1
Teacher Training, State College Degree.....	1
Elementary Schools, Township, Univ. Pittsburgh Degree	1
Rural High School teachers.....	3
Rural Minister	1
Total Number in Rural Field.....	105 or 72.4 per cent.
City Graded Elementary Schools.....	16
Principal City Elem. School.....	1
Business	3
Foreign Missionary	1
Married, young women.....	12
At school 1926-1927.....	7
University Pennsylvania	1
University California	1
University Columbia	1

Also Headmaster of St. Thomas Choir School.

University Pittsburgh	I
Mont Alto Forestry School.....	I
Dickinson College	I
Irving College	I
Total in activities other than Rural Teaching	40 or 27.6 per cent.

I have not had the data to classify the married ladies as rural or urban home makers but I feel sure that the majority are located in the country and will use their influence to improve rural conditions.

HANNAH A. KIEFFER, A. M.
Director of Rural Education 1920—

December 31, 1926.

BETTER RURAL SCHOOLS MEAN A GREATER PENNSYLVANIA

HANNAH A. KIEFFER, *Director of Rural Education.*

In the October, 1925, *Herald*, an effort was made to list references for teachers, organizations and parents which would enable them to become better acquainted with their State. Special references were given on the taxation problem.

This year the writer shall quote various facts which may aid rural workers in the field in molding a more intelligent rural population who must aid in bringing about legislation for better rural schools.

There are 2345 fourth class districts in the State; about 1400 are townships. *Pennsylvania School Journal*, December, 1926, page 225.

If each township were to need but two new teachers a year, 2800 rural teachers would be needed yearly.

Our Normal schools graduated 2675 June, 1926. Approximately three per cent. of these had special training for rural schools. Research Department P. S. E. A., 1926.

We have 8,519 one-room elementary schools in the State with an approximate enrollment of 250,000 children. *Pennsylvania School Journal*, October, 1926.

Of 332 schools studied in eleven typically rural counties in Pennsylvania, September to December, 1924, the average of the longest number of years of teachers in one position was 3.1 years. Gov. Pinchot, Educational Surveys, page 362.

Tenure is a problem that must be solved by the teaching profession and the public working together. Business men say that the efficiency of an individual plant can be estimated from its labor turnover. A plant that has a thirty per cent. turnover cannot be more than seventy per cent. efficient. On this basis,

schools lose from thirty to fifty per cent of their efficiency attainable under a policy of continuous service. Problems of the Teaching Profession, Langand Almack.

Have you studied the recommendations of the Tenure Committee of the P. S. E. A., and will you express your wishes to your representative and senator at Harrisburg?

Some one has said that ninety-two per cent of all the population in the open country are the direct descendants of the pioneers of Pennsylvania.

"The rural schools are taught by teachers of the least amount of preparation, experience and maturity of age. These teachers receive the least amount of salary per month and teach the least number of months giving them the least annual salary.

Statistics reveal that a relatively less number of rural children of the elementary schools complete the course in the elementary schools and enter high school." A Rural Education Program for Penn., P. S. E. A. Jour., December '26.

Yet according to the Pennsylvania Bureau of Elections, 46.6 of the voting population in Pennsylvania availed themselves of the opportunity to participate in a democratic form of government in November. Harrisburg Evening News Editorial, Dec. 29, 1926.

Repeated studies have shown that earning power increases with education. Educated citizens should vote.

"Uneducated laborers earn on the average \$500 per year for forty years, a total of \$20,000.

High School graduates earn on the average of \$1,000 per year for forty years, a total of \$40,000.

This education required 12 years of school of 180 days each, a total of 2,160 days in school.

If 2,160 days at school add \$20,000 to the income for life, then each day at school adds \$9.02.

The child that stays out of school to earn less than \$9.02 a day is losing money, not making money." National Education Association Research Bulletin, pp. 94, Vol. III, No. 3, May, 1925.

It has been assumed that farming is the occupation in which education counts least. Investigations conducted in farm states as Georgia, Indiana, Illinois, Iowa, Wisconsin, Ohio, New York, Washington, and Maryland indicate that this assumption is unjustified by the facts. Earning Power and Education, World's Work, July 1923, pp. 245.

The facts for Kansas given below are similar to those found in every state investigated:

Education of Farmers	Annual Earnings
Common School	\$ 422.00
High School	554.00
College Partial Course.....	859.00
Completed College Course.....	1,452.00

N. E. A. Bulletin Research Vol. III, No. 3, May, 1925.

The farm falls short of contributing its proportionate share of the Nation's leaders.

Each 1,000,000 people born in rural sections produced 233 notable men and women.

Each 1,000,000 people born in urban sections produced 1,550 notable men and women in Who's Who in 1923.

The Texas Educational Survey showed city pupils superior to rural children from twelve to twenty per cent. School and Society, Vol. 22-1925 pp. 425.

"Agriculture is America's biggest industry. In term of investment it bulks larger than all the country's manufactories, railroads and mines put together. Farms and farm property include one-fifth of our entire national wealth and the products of agriculture make up half of the total value of our export trade.

The purchasing power of agriculture is enormous. Farmers and farm workers buy nearly ten billion dollars worth of goods and services produced by people off the farms. On the other hand farming supplies materials to other industries upon which about one-half of our factory workers depend for their living.

The farmer who owned his farm during the five year period from 1920-1925, had a return of 1.7 percent. The great difficulty with farming has been a lag between the upward curves of prices and costs.

In other industries high costs of labor and materials has been more than offset by an almost incredible reduction in costs of manufacture effected through increased efficiency and economics of large scale machine production.

Farm labor costs after decades of stability rose 45 per cent. between 1900 and 1910, and 1910-1920 had gone up 50 per cent. more. Cost of materials, farm machinery, fertilizer, building and construction rose 40 per cent. to 1910, and 100 per cent. more between 1910 and 1920. Capital cost for the farmer including taxes and interest, jumped 211 per cent. in the 1900-1920 period.

The farmer had done little through increased technical efficiency to offset the burden of expense. Since 1850, the horse power which each farm worker has at his disposal has doubled and the machinery he uses has increased nearly ten times, amount of food stuffs produced per worker rose only 24 per cent. from 1880 to 1910, and in the following ten years actually declined three per cent.

In manufacturing the output per worker was increased about 43 per cent. between 1919 and 1924. The average automobile worker now produces 400 per cent. more in a day than he did ten years ago.

In reduction of wastes and duplications and inefficiencies of distribution, the farm industry has been backward. While the cost of production on the American farm went up 175 per cent.

from 1900 to 1923, the wholesale prices of farm products during that period went up a bare 100 per cent.

The farm industry apart from the big cooperative organizations, has just thrown the products wildly at a market it did not know anything about and had not attempted to influence.

The prices for 80 per cent. of American farm output—cotton, wheat, corn, tobacco, hogs, and cattle are subject to a world market in which American exports are dominant for only two: cotton and tobacco. The surplus question is a matter of international competition as well as domestic production and sales."

The Farm Issue moves toward a Climax. Evans Clark, *New York Times*, January 2, 1926.

A constructive suggestion comes from the article, "New Chemistry solves Farm Problems" by Wm. H. Hale, *Dearborn Independent*, October 2, 1926:

"In the past the organic chemical manufacturers have drawn mainly for their raw products from coal, coal tar, natural gas and wood distillates.

As the chemists become acquainted with the carbohydrates, there need be no fear but that they shall absorb the entire supply. The time is not far away when the feeding of corn to hogs will be classed with that unholy act of feeding raw bituminous coal to a furnace for heat.

Agriculture supply centres or 'agri-centres' will call for a grouping of farms. Men of *talent* and *scientific* training shall direct the researches, economics and finances necessary for successful farming.

The farmer is primarily a manufacturer of carbohydrates and that particular form known as cellulose which comprises the large portion of his forest and the waste from grains will go directly from nature into the manufacturing establishments.

Cotton for example consists of 96 to 97 per cent. pure cellulose and brings a price of eighteen cents a pound. Norway Spruce when subjected to special treatment is delivered today as a 94 to 95 per cent. pure cellulose at a price of five and one-half cents a pound. From the spruce fibre the best of artificial silk can be made."

Pennsylvania is a leading state in manufacturing and possessed of fine farms. It has an industrial and agricultural population capable of being educated to lead the nation in both industries but better rural schools must be made possible by the concerted action of urban and rural leaders. A rural civilization, not a peasant population should be built upon the fertile soil of Pennsylvania.

Dr. Otis Caldwell of the Lincoln Experimental School in an address before the Pennsylvania State Teachers Association recommended as minimum for every child in the Commonwealth

the nine year curriculum based on three years as Primary, three years as Intermediate and three years as Junior High. In addition a differentiated secondary education for all those who could arrange for it.

Dr. J. J. Tigert, U. S. Commissioner of Education says that the farm youth will be best qualified for citizenship through an educational process that gives him the mastery of the tools of learning; a knowledge of his true relation to the various groups which make up the world social order and a knowledge of the interdependence of social and occupational groups; a knowledge of the real possibilities and requirements in the major groups of occupations through which men serve and gain a livelihood, and an opportunity to test his ability and congeniality for characteristic tasks in these occupations; freedom to choose his field of service and opportunity for efficient training through a school curriculum that specifically relates to his chosen field of service; knowledge that functions in physical efficiency and habits that conserve health; moral courage that comes of understanding physical vigor and a feeling of self reliance that comes through guidance that successful mastery of problems becomes habitual.

Restrict him through inferior training, through a prematurely specialized training, through a distortion of the facts of life in our social order and you deny him individual opportunity to achieve, you make him suspicious through ignorance, you make him discontented and therefore a potential social danger, and you deny to the nation, with no gain to the group into which he happened to be born, a portion of the genius to which it had first claim. Deny him these things through inequality of educational opportunity and you pervert the institution we have set up as an agency of democracy to the uses of suppression of individual freedom. *Rural America*, December 1926, pp. 9.

I trust every teacher reading these quotations will then turn to the Rural Education Program for Pennsylvania, *Pennsylvania School Journal*, December, 1926, and study it with care. Act! Act! Act in the interest of better rural schools and a greater Pennsylvania.

RURAL SCHOOL COMMUNITY HISTORY FILE

The 1927 seniors discussed this project at length in class. The discussion was summarized by Earl R. Shank and submitted for the benefit of rural teachers who may be interested in a similar project.

One of the most educative and interesting activities for the children of the different types of rural schools is the assembling of a community history file. Rural Pennsylvania has a wealth of

information which will be lost to future generations if data is not gathered in a scientific way and filed.

Among the headings for a community history file the following are suggestive:

The story of Indian life in the community.

The early settlers: nationality, reasons for coming, methods for settlement, claims of land, etc.

Copies can be made of deeds, legends and stories of community life, (always give reference and date of reference of original copy).

History of the school, the church and different community organizations.

History of local industries, if any exist.

Copies of maps of the community can be made to show farming and forested areas at different periods, etc.

Kodak pictures of historical places, fine old buildings, pumps, mills, old doorways, etc.; samplers, china, furniture, records.

Kodak pictures of old residents who give any data should accompany their manuscript, providing they consent to the plan.

Old books, records and furniture found in the different homes with the consent of the owners a list should be made and filed, so they will be available for research work with the consent of the owner.

Other topics and heading may be included as the children and teachers develop the project.

Who should assemble this material? The project belongs in the fifth year work in history and when once you catch the spirit and vision of the project, you are apt to be a devotee for life. The upper grades will always assist and help to get the endorsement of the entire community. Children will get acquainted with the fine antiques and prevent their being sacrificed to antique collectors. The relics of the Pennsylvania pioneers should be kept in the homes of their descendants and appreciated and preserved by them.

The project or unit of work is purposeful and will motivate the local history subject matter which the children are expected to acquire. Attitudes, appreciation and skills will be developed as they use private, local and state libraries in a scientific way (reference and date of reference both of the original and the party making the report are essential).

Duplicate files for the county superintendent's office and the Rural Department of State Normal School would be a very worthy contribution to the files of both places and a real aid to the educational progress of the community itself.

Why should these community files be started? Research workers find it very difficult to secure much needed information

about rural communities because the people have not been taught the importance of keeping records. Few local histories have been written and material is not available to transient teachers to carry out the requirements of the State Course of Study.

Why should this data be in a loose form? The papers and material are easier to handle by pupils and are more easily supplemented. Any trained librarian will be glad to assist teachers in the development of a practical filing system. A pupil should always be named as custodian of the file.

When should the project be developed? The entire year gives opportunity for various types of activities. It might be well to stress the work during January and February when the people of the community have more free time to cooperate with the children. The kodak should be in use all year.

RURAL SCHOOL MUSIC

HARRIET A. TOOKE, *Music B. Teacher Training Supervisor*
Cumberland Valley State Normal School.

The purpose of this article is to give briefly the essentials in musical training for the rural schools and to advise where material for such training may be obtained.

There are a few fundamental principles that must be followed in order to obtain the desired results. They are as follows:

- A. Development of rhythmic feeling.
 1. Rhythmic exercises.
 2. Marching.
 3. Folk games.
 4. Folk dances.
- B. Training of tonal sense.
 1. Matching tones (assistance may be obtained by the non singing teacher through a musically talented pupil for this type of work).
 2. Rote songs.
- C. Singing of rote songs.
 1. Use of song books.
 2. Use of the phonograph.
- D. Listening to good music.
 1. Use of phonograph.
 2. Use of radio.

Below are a few suggestions as to material:

- A. Music in the One-teacher Rural School, published by the Music Supervisors' Journal, Paul J. Weaver, Editor, Univ. North Carolina. Bulletin No. 7. Price 15 cents. This gives in detail form the essentials in rural school

- music and what can be accomplished under a non-singing teacher and a trained teacher.
- B. Booklets for free distribution by the Victor Talking Machine Company, Camden, New Jersey.
 - 1. The Victrola in the Rural Schools.
 - 2. A graded list of Victor Records for home and school. The music stores are usually supplied with these booklets for free distribution.
 - C. The Columbia Talking Machine Company will also furnish information as to the types of records, their use, etc. Ask your local music store for their booklets.
 - D. Song Books.
 - 1. The Song Hour for assembly singing in Rural Schools, Theodore Presser Co., Philadelphia, Pa.. (Very good).
 - 2. Twice 55 Community Songs, C. C. Birchard Co., Boston, Mass.
 - E. Ideas for records used for listening purposes may be obtained from several books.
 - 1. Listening Lessons in Music by Agnes Fryberger published by Silver, Burdett Co., New York.
 - 2. What we Hear in Music by Anne Shaw Faulkner published by the Victor Talking Machine Co. (This book may be obtained from any dealer in Victor products).

In addition to the above type of work there are simple short operettas that may be given during the school year, which do not require very much outside work. The tendency is very frequently to overdo this type of work and care must be taken to guard against such an error.

The song in the operettas are taught during the music periods while the speaking parts may be taught during English periods. A few small group rehearsals and one or two rehearsals of the entire group will in most cases be sufficient for its preparation.

The American Book Company of New York publishes free of charge several little dramatic and musical numbers, that are very easily given. These numbers correlate with the Hollis Dann Music Course.

Music Publishing Companies will be glad to assist in the selection of this type of material if conditions and requirements are stated.

Silver Burdett Co., New York; Oliver Ditson Co., Boston, Mass.; Educational Music Bureau, Chicago, Ill., and many others.

COUNTRY LIFE CLUB

This year the Country Life Club has undertaken a number of interesting projects. The most important of these is the study of thirty-six one-teacher schools in Cumberland and Franklin Counties. This data is being gathered for the Pennsylvania State Teachers Association under the direction of Dr. C. E. Myers, head of the Research Department.

Another interesting project taken up by the club is the study of "Farm Life in Other Lands". The reports given by different members of the club have been the main feature of several of the weekly meetings.

At this time the club is planning to call on all alumni in the field to help raise a Student Loan Fund, to be available to rural students needing help.

Social, literary and special numbers for the community meetings at the rural training school add variety to the programs. Special speakers from the faculty, State Department and the field have given the club many helpful suggestions.

JESSIE W. BURKHART, *President*.

GRACE SHEARER, *Secretary*.

MAPS FOR ONE-TEACHER RURAL SCHOOL

HANNAH A. KIEFFER

The Rural Department is frequently asked to recommend a minimum list of maps necessary to put across a good piece of work in geography.

A very practical list of geography material for the one-teacher school was given in the October, 1923, Herald. The following maps will be placed in Pleasant Hill Rural Training Centre as our budget will permit. The list has been approved by Miss Erna Grassmuck, State Director of Geography.

Blackboard Outline Maps, Denoyer-Geppart Company.

World, 8th year.

Europe, 5th year.

U. S. 4th and 8th year.

Physical Maps, Goode's, Rand McNally Company.

North America, 4th and 8th years.

Eurasia, 5th and 6th years.

Oxford Rainfall Map of the World, Rand McNally Company.

Physical Globe, Denoyer-Geppart Company.

World, 9th Commercial, Denoyer-Geppart Company.

Wall Outline Maps at about 25 cents each, A. J. Nystrom Co.,
or McKinley Company.

Europe, Physical, 5th year.

- South America, Physical, 6th year.
United States, Physical, 7th year.
Desk Outline maps as needed by teachers purchased from the
different map companies.
Pennsylvania Highway Department.
Railroad Map, 7th year.
Electric.
Steam.
See State Syllabus 7th year geography for a more detailed list.
Pennsylvania Department of Public Instruction.
Forestry Map, 7th year.
The following map publishers will be glad to quote prices to
school boards and teachers:

List of Map Publishers

- American Geographical Society, New York City, N. Y.
Dobson Evans Co., Columbus, Ohio.
Denoyer-Geppart Co., Chicago, Ill.
J. L. Engle, Beaver, Pa.
J. Paul Goode, University of Chicago, Chicago, Ill.
Iroquois Publishing Co., Syracuse, N. Y.
McKinley Publishing Co., Philadelphia, Pa.
McKnight and McKnight, Normal, Ill.
Milton Bradley Co., Philadelphia, Pa.
A. J. Nystrom, Chicago, Ill.
Rand McNally and Co., New York City, N. Y.
University of Chicago Press, Chicago, Ill.

A SUGGESTIVE DAILY BLOCKING FOR GEOGRAPHY TEACHING

*Submitted by EDNA STAMEY FOX, B. S., Room Teacher,
Pleasant Hill Rural Training School.*

Careful planning in any type of work always results in greater efficiency. This is our reason for suggesting that teachers block tentatively the work they plan to teach.

The Course of Study has our work planned by years. Miss Erna Grassmuck has suggested and circulated monthly and weekly blockings of the Geography work. It is our privilege to make the daily blocking and check on the results obtained.

The work for the month of October in Fourth Year Geography, which we are submitting, shows the manner in which we attempt to block the daily work of each grade in every subject. This plan of work is almost indispensable in the Rural Training Centre, and is equally applicable to all schools.

With blockings such as these on file, it is quite easy to make clear to visiting directors, supervisors, and superintendents how

we plan to cover the required work, what interesting supplementary projects we have developed, and the variety of types of lessons we have used.

**OUTLINE TO BE USED ONLY DURING PRESENT
SCHOOL YEAR 1926-1927
Submitted by Miss Erna Grassmuck
SUGGESTED DISTRIBUTION OF GEOGRAPHY LESSONS
ONE TEACHER SCHOOLS*
GRADE IV.**

**LIFE IN ENGLISH SPEAKING NORTH AMERICA AND
JOURNEYS ELSEWHERE**

Three lessons weekly, pupils of Grade IV (Group C period)**

Month	1st Week	2nd Week	3rd Week	4th Week
Sept.	LIFE IN THE Review work stress particu- Section Agriculture, Forestry, Transportation. Textbook pp.	E MIDDLE ATLANTIC AND Ontario work activities in your own district. Then particularly in Middle Atlantic and Ontario culture, Mining, Manufacturing, Trans- S. C. p. 172, 173, 174.	TLANTIC ST ONTARIO work activities in your own district. Then particularly in Middle Atlantic and Ontario culture, Mining, Manufacturing, Trans- S. C. p. 172, 173, 174.	ATES AND istrict. Then and Ontario ring, Trans-
Oct.	LIFE IN SOUTHERN STATES Stress particularly Agriculture, Forestry, Recreation. S. C. p. 172, 173. Text pp.	SOUTHERN STATES Stress particularly Agriculture, Forestry, Recreation. S. C. p. 172, 173. Text pp.	LIFE IN STATE CENTRAL CANADA Stress particularly Agriculture, Forestry, Manufacturing. S. C. p. 172, 173. Text pp.	CENTRAL STATES AND CANADA Stress particularly Agriculture, Forestry, Industries, S. C. p. 173.
Nov. and Dec.	LIFE IN STATE CANADA S. C. 172, 173. Text pp.	CENTRAL STATES AND (Continued) S. C. 172, 173. Text pp.	LIFE IN ROCKY MOUNTAIN STATES also corresponding CANADIAN SECTION Stress Mining, Irrigation and Dry Farming, Recreation. S. C. p. 172, 173. Text pp.	CKY MOUN- TAIN S TATES corresponding SECTION ng, Irrigation ing, Recreation. p. 172, 173.
Jan.	LIFE IN and corresponding SECTION AND ALASKA Stress Fishing, Forestry, Agriculture, Recreation. Text pp.	LIFE IN and corresponding SECTION AND ALASKA Stress Fishing, Forestry, Agriculture, Recreation. Text pp.	TATES g ASKA Industries, S. C. p. 172.	Comparison of various sections and review. S. C. p. 173, 172. Text pp.

See Notes on Page 39.

Month	1st Week	2nd Week	3rd Week	4th Week
Feb.	UNITED AS A Stress Commerce, Transportation, and Communication, Special interest. S. C. p. 174, 175. Text pp.	STATES WHOLE Commerce, Transportation, and Communication. Special places of interest. S. C. p. 174, 175.	POSSESSIONS OF UNITED STATES S. C. p. 172, 174. Text pp.	
Mar.	CANADA as a whole. S. C. p. 174, 175. Text pp.	Comparison of United States and Canada. S. C. p. 174. Associated General Geography. S. C. Text pp.	United States and Canada. S. C. p. 175.	Journeys anywhere. S. C. p. 175. Text pp.
Apr.	Review using text served for Grade VI) S. C. 171 to 176. Text pp.	Review using textbook as a basis (Mexico is re-		

* Study and follow carefully all suggestions given in the State Course of Study for One Teacher Elementary Schools, pp. 171-176 and pp. 160-167.

Please note that this outline is organized on the basis of weeks beginning the first week in September. The *unit of work* to be discussed is indicated, then *outlined* and other *aids* in the One Teacher State Course of Study are referred to thus: S. C. p. 174.

In the remaining space of each block teachers are urged to indicate the pages of their *geography text book* to which the pupils have referred in studying and discussing these lessons. In this way, the teacher has a definite record of the use made of the text book. At the same time the teacher has found a means of improving his or her work by breaking away from having the pupils study the book page by page. On the other hand, provided the pupils have learned to use the index, the teacher has trained them to use the book as a real *tool*.

** Where the plan of combining grades and of altering subject matter by years is followed, it seems inadvisable to combine Grades III and IV in the geography lessons. Therefore the Group C periods in geography should be distributed between Grade III pupils and Grade IV pupils. The majority of teachers devote *three* Group C periods each week primarily to the work of Fourth Grade. When advisable, Third Grade pupils may also participate; at other times, they will be occupied with purposeful seat-work. If training in the use of text books is being given the children, it will be necessary to take Fourth Grade pupils separately. In some instances Third Grade and Fourth Grade pupils

may discuss together certain aspects of Grade III work. For suggestions on Nature Study lessons for Grades III and IV consult State Course of Study, pp. 284 to 286.

For material useful in Grade IV, consult State Course of Study pp. 175, 176. The Cabinet Collection obtained from the Philadelphia Commercial Museum, 34th Street below Spruce, Philadelphia, is very valuable. It contains a large number of pictures and specimens for classroom use. Consult the monthly issues of Pennsylvania School Journal for "Aids in Geography Teaching." August, 1926.

GRADE IV, GEOGRAPHY, OCTOBER
Tentative and Suggestive Blocking Developing State Outline

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1st Southern States Agriculture Industries	Activities Farming List crops Manufacturing Text 125-7	Study Peanuts Vegetation Naval Stores 127-128	Cotton Why, Climate Soil Etc. Latitude 129-30	Drill Place Geog. Mfg. of Cotton Goods Why 130-134	Drill List Mfg. Cities Liset of Mts. Regional Units Valleys Plains Swamps Islands Place Geog.
2nd Forest Recreation	Name States Place Geography Compare with Middle Atlantic States Political Units	On Map (Expression) Show Cotton belt Important Cities and all States and capitals	Journey Visit cotton Mfg. Centre } Slides Use Exhibit and Map.	Forests and Recreation	Summary of Group Oral or written
3rd Central States Manufacture Agriculture Forest Ind.	Page III Cotton in S. C. States Delta Uses	Make Chart (Expression) On Cotton or Other Product	Manufacturing Petroleum Oil Fields Oil Refineries Pipe Lines pp. 118	General View pp. 120	Forest Industries Etc. Reasons Uses Rice
4th Central Canada	Wheat Type Flour Study Mfg. of Cities, etc.	Cattle Hides Leather Mfg. Cities	Transportation River Systems Drainage Railroad Centres Sand Table	List Cities Tell why Important	General Review for Month.

Follow guides for Grade IV, as listed in the Syllabus, only topics are suggested as guides; teachers and pupils are expected to word the projects and problems for the motivation of activities.

RURAL TRAINING SCHOOL CENTRE 1926-1927.

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
 Miss Grace Seyfert, R. N.....County Nurse

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

Pleasant Hill School

Pupil Enrollment, 1st to 8th grade inclusive..... 36
 Edna Stamy Fox, B. S.....Room Teacher
 Assistant to Rural Director
 Hannah A. Kieffer, A. M.....Director Student Training
 Director Rural Education

Normal School Faculty

Marion A. Blood, A. M.....Supervisor of English
 Edgar C. Bye, A. M.....Supervisor Social Studies
 Grace E. Kyle, R. N.....Professional Services
 Nora A. Kieffer, A. M.....Supervisor Arithmetic
 Blanche E. Robinson, A. B.....Supervisor of Art
 Claudia Robb, B. S.....Supervisor Health Education
 Harriet Tooke, Music B.....Supervisor Music
 Mary A. York, M. A.....Supervisor Reading
 Edna Stamy Fox, B. S.....Supervisor Writing and Geography