

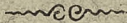
Volume 33

January 1929

Number 2

The TEACHERS COLLEGE HERALD

Rural Number and Outline of
Summer Courses



STATE TEACHERS COLLEGE
SHIPPENSBURG, PENNA.

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.. The Teachers College Herald ..

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

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VOLUME 33

JANUARY 1929

NUMBER 2

PRINCIPAL'S LETTER TO THE ALUMNI

Dear Alumnus:

We have just had our first "Dad's Day" sponsored by the Y. M. and Y. W. C. A. The results were so satisfactory that we shall undoubtedly continue this new feature of our college life. We know that the fathers who were with us enjoyed their visit. The foot ball game was a good one, sharply contested from start to finish and the dinner was all that could be desired. We are planning to have Mother's Day some time during the month of May and we do not doubt that it too will be very successful.

Home Coming Day was largely attended by alumni from the even numbered classes. While we all regretted that it was not possible to invite all graduates this year, we were pleased that every one present was comfortably seated in the dining room and that the crowded conditions that necessarily obtained last year were avoided. The foot ball game with California State Teachers College was closer than the score (Shippensburg 13, California 0) would indicate. Many of our visitors enjoyed the hospitality of the Readers' Club in the library and the Womens' Student Council in the dormitory. The dinner prepared under Miss McWilliam's supervision was unusually good and the two after-dinner toasts by Mr. W. A. Nickles, '76 of Shippensburg and Mr. Raymond Bressler, '04 of Harrisburg, Dept. Sec. of Agriculture were timely and inspiring. The reception and dance in

the gymnasium was attended by about three hundred of the alumni.

After considerable delay we have begun work on the extension to the Women's Dormitory and hope to have it finished early in the new year. The State has purchased the tract of land on the east of the campus from the Pennsylvania Railroad and arrangements and plans for the new library are under way.

As noted elsewhere the meetings of the various county and city alumni associations were unusually well attended and interesting. The attendance at these banquets may rightly be regarded as a barometer of the interest of the alumni in the college.

We are glad to report that a fine group of new students will enter college at the beginning of the second semester, January 21. We shall organize our work so as to make it possible for a new section of these people to secure the branches needed for the first semester. The incoming group will be made up of students who will complete courses in high school at the close of the first semester and who wish to continue their work in college without loss of time, and of others who for various reasons were unable to enter in September. As a number of our seniors will be graduated at the close of the first semester, there will be rooms in the dormitories for a limited number of new students.

We again call attention to the change in the date of the Alumni Day Exercises. Please note that the Alumni exercises will be held on Saturday, May 25. The classes of '79, '89, '94, '99, '09, '19, and '27 should arrange for their reunions at an early date. Of course other classes will probably hold reunions but those listed above are on the official roster. It is not a bit too early to begin preparations for a big reunion.

Finally don't forget that the six weeks summer session will open June 24. Last year nearly one hundred alumni returned for advanced work and took subjects leading to the completion of the College Courses. We shall offer a still greater variety of courses this summer. If you are interested please write us telling us what subjects you are interested in taking and we will be able to advise you as to the opportunities open to you. Preliminary announcements appear in this number of the Herald, but the April number will have a definite outline of the courses that will be offered.

Wishing all of you a very happy and prosperous New Year, I am
Fraternally yours
Ezra Lehman, '89

IT WAS FORTY YEARS AGO

[This is the sixth of a series of eight articles under the above title. Those appearing in previous numbers of the Herald have dealt

with the student body, and faculty, the school customs, the course of study, the literary societies and the Model School of forty years ago.]

It is our purpose to deal with one of the "celebrities" of Normal in the days long since gone who will be remembered by the students of more than forty years ago as well as by those of more recent times, for he was a trusted employe of the institution for many years.

The writer well remembers his first meeting with this man on a September morning in 1887. He was walking around through the corridors of the boys dormitory when a large colored man approached with a tin bucket in his hand and a broom tucked under his arm. He smiled good naturedly upon the homesick boy and asked—"What's yore name?" On being informed he asked "Where'd you hail from?" He then asked "D'yo know Spiderweb?" The boy professed ignorance. "Yo ought to know him, he's from the same place where you come from." Further investigation revealed that the boy did know "Spiderweb"—a former student from his home neighborhood. This was our first acquaintance with Reuben Reed, janitor and caretaker—but personal and intimate friend of every student. He was a former slave who just after the close of the Civil War had come north from Virginia and soon found an anchorage in the Normal School from which he did not depart until the infirmities of age made it necessary for him to return to the Southland to die.

Though he could neither read nor write Reuben remembered every student who had attended the school during the time of his own connection with it. He gave each boy a nickname and the names were peculiarly appropriate, dealing with physical or mental characteristics such as size, color of hair, temperament, etc. The writer recalls some of these: "Pee-wee," "Tiny", "Mosquito bar", "Hornet", "Bumble bee", "Lazarus", "Reddy", "Muley", "Babe", "Nibs", "Tobacco", "Jumbo", "Mix it", etc., etc.—and these names stuck. Many of the older classes at their reunions call the roll of distinguished lawyers, doctors, preachers, business men, and superintendents by using the names that Reuben gave years ago.

No member of the faculty or student body identified himself so thoroughly with the school as did Reuben. He lived for it—He sorrowed when a student was sent away from school, or when the opposing team won in football, basketball or baseball. He insisted in being included in every photograph of an athletic team not only because he felt it was his due but because he believed his presence was necessary to secure good luck. The writer remembers that years later when he was faculty manager of the football team, through an oversight, Reuben was not included with the squad when the first photograph was taken. He was much concerned about the omission and confided to students and faculty that "There's gone to be bad luck with the team." We did lose the first two games. It was necessary

to get a second photograph of the squad and this time Reuben was included. We won all the other games and Reuben came to me at the close of the season and said, "Didn't I tell you them hants would knock things if I wasn't there to keep them out."

He was a natural mimic and could reproduce not only the actions but the tone of voice and facial expression of others with an exactness that was almost uncanny. He was very superstitious and believed that the "hants" were likely to plague anyone who incurred their enmity. He mimicked one of the employees of the school who suffered from rheumatism. Shortly afterward Reuben himself was similarly afflicted and so sure was he that the "hants" were revenging themselves upon him that he could never be persuaded to repeat his mimicry of a rheumatic person.

He was caretaker of students' watches, money, and other property and not a cent was ever lost. He carried notes from both sides of the building and it is entirely likely that in those days of strict discipline he winked at many infractions of the letter of the law. The only compensation he expected for his services was a turkey from the boys and a ton of coal from the girls at Christmas. Nothing pleased him more than to be put on the program for the literary societies, for a banjo or guitar solo. He appeared in a minstrel's costume, thumped the banjo and frequently let forth a joyous "Yi yi" at the top of his voice. The only infraction of the rules of which he was ever known to be guilty was the playing of "seven up"—the only card game he knew and many of the "old boys" will still remember his exclamation of joy when he won the game.

But the passing years exacted their toll and Reuben began to fail physically and mentally. He suffered the tortures of inflammatory rheumatism and his mind began to fail. He could no longer remember the men and women that he had known in the years that had gone. Nothing was more pathetic than to note his perplexed smile as he was greeted by the old "boys" on their return to the school. He tried to gather the wandering memories of by-gone days, but all in vain.

When it was evident that his days of service were rapidly coming to an end, Mr. Henry Baish, Secretary of the Teachers Retirement System and the writer planned to have him secure all possible benefits from the pension system established by the State that Reuben had served so faithfully.

Fortunately he was physically able to remain in service long enough to make possible his retirement on a comfortable annuity. He was one of the first to profit by the State Retirement System. The last years of his life were spent at the home of his daughter in Elizabeth City, North Carolina where he passed peacefully away.

So ended the life of one of the most loyal and faithful employees of the old school. Everyone who knew him loved him. As one of

the speakers at a class reunion said a few years ago, "The only thing that was black about Reuben Reed was his skin; his heart was as white as driven snow".

The writer hopes that some time some Alumnus or some class may erect a suitable memorial to this fine old man who was weighed in the balances many times and never found wanting.

(The April Herald will deal with Commencement and the closing days of the school session forty years ago.)

SECOND SEMESTER JANUARY 21

The attention of students who will complete a four year high school course at the close of the first semester or who though qualified could not arrange to enter last September, is called to the opportunities open to them here at the session that opens January 21.

On that date new classes will be organized in the following fields:

Two year course in the primary-kindergarten, intermediate, or rural group.

Four year course (B. S.) in Elementary Supervision.

Four year course (B. S.) in preparation for teaching in Junior or Senior High Schools.

As a number of students will be graduated at the close of our first semester, we will be able to furnish dormitory accommodations to about twenty new students. These will be engaged in advance of the opening of the second semester. We therefore urge all who expect to enter on January 21 to register just as soon as possible.

The expenses will be: registration fee of five dollars payable when a room is engaged. The expense for boarding, furnished room, laundry, semester fee (including admission to games, concerts, etc.) for the eighteen weeks of the semester is \$154.00. Tuition in all courses is free.

SUMMER SESSION—JUNE 24—AUGUST 3

The six weeks Summer Session of the Shippensburg State Teachers College will open Monday, June 24 and close Saturday, August 3. The session opens later than usual in order to accommodate teachers who are teaching ten month terms.

As noted elsewhere the usual courses in the two year groups will be given to afford teachers who have not completed the course an opportunity to take work required for graduation. The number of teachers lacking standard certification is comparatively small, and those who belong to this group will of course be interested in carrying

courses that will bring them six or seven hours nearer graduation from one of the two year courses.

But an increasingly larger number of the Summer School students will be made up of those who already hold a State Standard certificate or who have been graduated in the two or the three year courses. These students are successful teachers who are anxious to fit themselves for still better positions by taking advanced work leading to the college degree. Such students will note the courses offered in the advanced two year course and in the course fitting for teaching in Junior and Senior High Schools. All of these courses lead to the collegiate degree (B. S. in Education). Nearly one hundred of these students were with us last year and indications point to a still larger number this year. We urge all who are interested to register at once and to fill out the blank on the back page of the Herald. If this information is given early, we can arrange to give every course listed. We will offer the branches needed for the following grades of certificates:

1. Renewal of the partial elementary certificate. These branches will all count toward the State Standard Certificate and the graduation from the two year course in the Primary-Kindergarten, Intermediate, or Rural School Group. Certain of these branches also count toward the completion of the four year (B. S.) course.

We shall offer a large number of studies that count directly toward the completion of the advanced two year (B. S.) course. A list of these subjects is given elsewhere.

2. Subjects required for the State Standard Certificate. These branches may also be credited toward the two year Normal Certificate.

3. Subjects required for the two year certificate in Primary-Kindergarten, Intermediate or Rural Groups.

4. Subjects required for the advanced two year (B. S.) course. Open to graduates of the two year Normal School course.

5. Subjects required for the Four Year Curriculum (B. S.) in Education. (This course fits for supervisory positions and principalships of elementary schools, ward buildings etc.)

6. Subjects for the Four Year Curriculum (B. S.) in Preparation for Teaching in Junior High Schools.

7. Special courses open to those holding Standard, Normal School or college certificates, who wish to give special attention to some phase of educational work.

COURSES OFFERED DURING THE SUMMER SESSION

The following subjects will be offered during the summer Session:

Group 1—May be credited toward the Renewal of Partial Elementary Certificate, State Standard Certificate, and the State Teachers College two year certificate.

	Credit	allowed
1. Oral Expression	2	S. H.
2. Hand Writing	1	S. H.
3. Physical Education	1	S. H.
4. Psychology and Child Study	3	S. H.
5. English II	3	S. H.
6. Music II	1½	S. H.
7. Art II	1½	S. H.
8. Nature Study	2	S. H.
9. Teaching of Primary Reading	3	S. H.
10. Teaching of Number	2	S. H.
11. Educational Sociology	3	S. H.
12. Children's Literature and Story Telling	3	S. H.
13. Educational Measurements	3	S. H.
14. Health and Hygiene	3	S. H.
15. Student Teaching in Training School	6	S. H.
16. Teaching of Primary Subjects	4	S. H.
17. Teaching of Arithmetic	3	S. H.
18. Teaching of Geography	3	S. H.
19. Teaching of Social Studies (History)	3	S. H.
20. Teaching of English	3	S. H.
21. Teaching of Reading	3	S. H.

Courses 9, 10, 16, 17, 18, 19, and 20 may also be credited toward the completion of the Advanced Two Year Curriculum. The following subjects may also be credited to this curriculum:

22. English Literature	2	S. H.
23. American Government	3	S. H.
24. Advanced Composition	3	S. H.
25. History and Organization of Education in Pennsylvania	2	S. H.
26. Principles of Education	3	S. H.

ALL of the above named twenty-six courses, except courses 21 and 24, may be credited to the completion of the Four Year Curriculum in Elementary Education for Class Room Teachers (B. S. in Education: A course for supervisors and principals of elementary schools).

Courses 1, 2, 3, 5, 11, 13, 14, 22, 23, 24, 25 and 26, count toward the completion of the Four Year Course for the Preparation of Junior High School Teachers. This carries with it the B. S. degree and

qualifies for teaching in the Junior or Senior High School. In addition, the following courses will be offered in this curriculum:

27. Educational Psychology	3	S. H.
28. History and Appreciation of Music	2	S. H.
29. History and Appreciation of Art	2	S. H.
30. Short Story	3	S. H.
31. Dramatic English	3	S. H.
32. Educational Biology	3	S. H.
33. Geology	3	S. H.
34. Economics	3	S. H.
35. Mathematical Analysis, Course 4, (Differential and Integral Calculus)	3	S. H.
36. Teaching of Mathematics	3	S. H.
37. World Problems in Geography	3	S. H.

The following courses will be given if elected by a sufficient number:

American Literature	2	S. H.
Economic Biology	3	S. H.
American History	3	S. H.
Human Geography	3	S. H.
Philology and Grammar	3	S. H.
Mathematics, I, (College Algebra)	3	S. H.
Contemporary Poetry	3	S. H.
History of Education	3	S. H.
French—Third Year	3	S. H.

Students have the privilege of carrying three courses but, under no conditions can more than seven semester hours (S. H.) of work be carried.

It will be a great convenience if students registering for the Summer Session will indicate at the time of registration the courses they wish to take. In this way ample provision can be made to meet their needs.

EXPENSES FOR THE SUMMER SESSION

Tuition is free to all students who expect to teach in Pennsylvania. The expenses to boarding students are limited to the ten dollar registration fee payable when a room is assigned and forty-eight dollars for board, furnished room, light, laundry, and nurse's and doctor's services in the infirmary when necessary for a period of three days or less.

The charge to day students is the registration and service fee of \$12.50 for the session.

Books and supplies can be secured at the supply room. The

cost for these items should not exceed seven dollars.

The attention of all students is called to the fact that an extra fee of one dollar will be charged those who register after Tuesday June 25.

All fees and expenses must be paid before the student will be admitted to classes unless a special arrangement to the contrary is made with the Principal.

If a student is unable for any reason to enter College for the Summer Session the registration fee will be returned provided notice of inability to enter is given not later than June 10. No registration fee will be returned after that date.

Attention is called to the catalogue regulation: "Students will not be allowed to board outside the building except with parents or near relatives." By "near relatives" is meant brother or sister, uncle or aunt, or grandparents. As all boarding students can be accommodated in our dormitory during the summer session., this rule will be strictly enforced.

REGISTRATION FOR THE SUMMER SESSION

Students are registering in large numbers for the Summer Session. The assignment of rooms will not be made before April 1 but, as rooms are assigned strictly in the order in which registrations are received, it is greatly to the advantage of the student to register early. Practically all who register in January or even in the early part of February will be able to secure front rooms in the Women's Dormitory. Those who register prior to March 1 will probably be able to secure rooms on the second floor of the dormitory.

Where students designate persons with whom they wish to room they must see to it that the person indicated registers promptly. If Mary Jones registers on January 15 and indicates that she wishes to room with Jenny Brown, she will be granted that permission, but if Miss Brown does not register until February 1, both registrations will be regarded as of that date and Miss Jones will lose the advantage that her earlier registration would have secured for her. For this reason, be sure to have your prospective room mate register at the time that you do. A registration blank will be found on inside page of back cover.

RURAL TRAINING SCHOOL

Pleasant Hill one teacher training school will be open during the six weeks of the summer session. The school offers an opportunity for a limited number of students to do teaching under supervision;

special demonstrations in grades one to eight will be given before the college methods' classes.

Two types of class and study programs will be used—the typical program for one teacher schools and the Shippensburg Adaptation of the Contract Plan for Class and Seat work in one teacher schools. The latter will be of interest to experienced teachers who are eager for new ideas. This work will be in charge of Miss Hannah A. Keiffer, Director of Rural Education.

OPPORTUNITIES FOR STUDENT TEACHING DURING SUMMER

The Campus Training School will be in operation during the six weeks of the Summer Session. Opportunity will thus be afforded for student teaching in all grades to a limited number of students. As it will not be possible to accommodate all applicants, those who wish this opportunity are urged to apply at once, indicating the group or grades in which student teaching is desired. Such persons will be informed whether it is possible to give them the opportunity sought.

TO THE CLASS OF '89

Dear Classmate:

This is just another reminder of the fact that our class will celebrate the fortieth anniversary of its graduation on Saturday, May 25 at 11 o'clock A. M.

Mrs. Lehman and I want to have you and your wife or husband, if you have one, as our guests at a luncheon at that time—and we want a one hundred percent attendance. Time has dealt kindly with us as present records show that only three of our forty-two members have crossed the "Great Divide".

We want you to set aside Saturday, May 25 for a trip to Shippensburg. Underline it in red and say to yourself "I'm going to be present at that re-union if it's humanly possible for me to be there." Come back and revive the memories of forty years ago. We want the class prophetess to tell us just how good a prophet she was in the distant past and we shall have the secretary call the roll and have the annals brought up to date. Let's make it the finest and best re-union ever staged by a forty year class! Write to the other members of the class with whom you were most intimately acquainted forty years ago and impress upon them the importance of being present on this big occasion.

I shall write a letter to you personally in the course of a month but please take this as a personal notice to begin making arrangements

for the re-union. Finally don't forget the date: SATURDAY, MAY 25—11 A. M.

Fraternally yours,
Ezra Lehman

THIRTY YEARS AGO

June next will mark the Thirtieth Anniversary of the Class of 1899. Every member of the Class should be looking forward to our Reunion and plan to be present if at all possible. Arrangements have been started for an enjoyable banquet. In '24 we had a splendid group of those who returned. Let us increase the number next June.

I will be glad to hear from you that you expect to be back, and in due course we will be able to tell you more of our plans.

Frank L. Swigert, President,
616 Mariner and Merchants Bldg.,
Philadelphia, Pa.

DAUPHIN COUNTY ALUMNI BANQUET

Alumni of Shippensburg State Teachers' College attending the Dauphin County Institute were guests Thursday night, October 19, at the annual banquet of the Dauphin County Alumni Association in Zwingli Hall, Harrisburg. One hundred and seven alumni and friends attended.

Entertainment was furnished by students from the school who went to Harrisburg especially for the occasion, Ross Neagley played two violin solos and a trio of girls, Jennie Longbrake, Ethel Bittinger and Mary Killian, sang. They were accompanied by Miss Clarissa Randall, head of the school music department. Mary Hoover, gave a reading.

Dr. Lee L. Driver, deputy state superintendent of public instruction, personal friend of James Whitcomb Riley, gave an address on the Hoosier poet and recited a number of his poems. Dr. Ezra Lehman, president, brought greetings from the college and Dr. Clyde H. Garwood, superintendent, represented the Harrisburg schools. H. H. Shenk, archivist in the state museum, was toastmaster, and M. O. Billow, of the William Penn High School faculty, retiring president of the Association, was in charge.

In the election of officers, Dr. Raymond G. Bressler, deputy state secretary of agriculture, was made president; P. L. Hocker principal of the Steele Building Harrisburg, vice president; Jessie Wright, Steelton, re-elected secretary and John F. Kob, city school principal, treasurer.

ADAMS COUNTY ALUMNI HOLD TOP-NOTCH MEETING

Adams County Alumni, under the able leadership of Assistant County Superintendent J. F. Slaybaugh, went over the top to the tune of one hundred and twenty-five at their banquet on Tuesday noon, November 13. The banquet was served by the ladies of the Methodist Church and was admirably arranged.

Charles Taylor, Principal of the Arendtsville Schools, was toast master and made an excellent presiding officer. Dr. Lehman, Dr. Heiges, and Prof. Grove spoke on various phases of the College life and growth. Superintendent Shank was particularly happy in his remarks dealing with the number of teachers from Shippensburg who have come to Adams County. The toast master called on Wilson Hummelbaugh, a teacher of fifty years experience to stand. He was given a hearty round of applause. Eight Alumni of Millersville and West Chester in attendance were also welcomed in a similar manner. The banquet came to an end with the singing of Alma Mater.

The following officers were re-elected: President, J. F. Slaybaugh, '16, Gettysburg; Vice President, Leslie Stock, 21, Biglerville; Secretary, Helen Drais Taylor, '21, Arendtsville, Pa.

FRANKLIN COUNTY ALUMNI MEET

Eighty-seven Alumni from Franklin County and invited guests sat down to the annual banquet in the basement of the St. Johns Reformed Church, Chambersburg, Wednesday noon (11:40-2:00), November 21. This was a very good attendance when it is realized that none of the teachers of Chambersburg and Waynesboro were able to be present since the schools of these towns were in session.

Monroe Gobrecht of the Fannett Township High School presided and presented the following persons all of whom spoke briefly: Dr. Lehman and Dr. Heiges of the College, Drs. Tapie and Wright and Mr. McDowell of the institute instructors, Mr. Rosenberry, State Director of Music, and Superintendent Gordy of Chambersburg. A quartette consisting of Messrs. M. D. Wolfe, Richard Wolf, Wallace Stees and David Brandt of the College rendered several vocal selections. Miss Arnold and Miss Randall were also in attendance.

The following officers were elected for the next year: President, Charles Gentzler; Vice President, Jacob L. Brake; Secretary-Treasurer, Miss Gail Walker.

The meeting was closed with the singing of the Alma Mater.

MIFFLIN COUNTY ALUMNI MEET NOVEMBER 8

The meeting of the Mifflin County Alumni Association was a most enthusiastic and successful one. Promptly at 6 o'clock, Thurs-

day evening, November 8, sixty of the graduates and invited guests sat down to a fine banquet at the Coleman House, Lewistown. William A. Lynn, class of 1901, presided. Dr. Lehman spoke of the progress of the college and brought the greetings of the student body and faculty to the Mifflin County graduates. Rev. Hunter Riddle and Senator Horace Culbertson also spoke.

At the conclusion of the banquet several hours were devoted to dancing and bridge. The officers elected for the next year are:

President Paul S. Lehman, Esq. '21

Secretary Mrs. Thelma McBride Hess '23

Treasurer Miss Cecelia Gottschalk '26

A number of graduates from Juniata County were also present.

YORK COUNTY ALUMNI BANQUET

The York County Alumni can always be depended upon to have a good reunion. The get-together meeting held Wednesday noon, November 28 at Ralph's Restaurant was fully up to the standard, but a few of the regulars from Hanover were missed because of their inability to come to York for a noon meeting.

President W. G. Fishel presided and called upon all present to stand and identify themselves. The College was represented by Dr. Heiges, Prof. Shearer, and Dr. Lehman. Because of the limited time available for the meeting Dr. Lehman was the only speaker. He brought greetings from the college and told of its present conditions and future prospects. The association sent its best wishes to Miss Horton who is about to retire after a service of almost forty years. The following officers were elected: President, Portis A. Smith '07, Wellsville, Pa.; Vice President, A. C. Rawhouser '86, York, Pa.; Secretary, Mary Heiges '28 York, Pa. Treasurer, George Kauffman '25, York, Pa.

PERRY COUNTY ALUMNI GET-TOGETHER

We clip the following, which is self explanatory, from The Evening News.

NEW BLOOMFIELD, Dec 8.—A feature of the teachers' institute, which was not on the program, was the banquet at noon Thursday of the Perry County Alumni Association of Shippensburg State Teachers' College. The banquet was served by the women of the Methodist Church, in the social hall of the church.

C. Robert Coyle, principal of the Marysville schools, who is president of the Perry County Alumni Association, was toastmaster. Brief addresses were made by John L. Hain, of Marysville, a member

of the class of 1891, and the oldest graduate present; Miss Mary R. Harris, who has been for twenty years principal of the model school of Shippensburg Normal School, and County Superintendent D. A. Kline.

Two members of the class of 1902 were present who had marched together at the time of their commencement. They were Miss M. Zula Swartz, tacher of the primary school at New Bloomfield, and Charles Ober, of New Buffalo, Perry County, who is now postal mail clerk in Harrisburg. The toastmaster called on them to give their class yell, which they did to the great amusement of those present.

The exercises closed with singing "My Alma Mater." There were sixty-four members of the Perry County Alumni Association present.

C. Robert Coyle, of Marysville, was re-elected president of the association, and Professor Swan, of Landisburg, was re-elected vice-president. Miss Irene Ritter, of Loysville, was elected secretary and treasurer.

A LETTER FROM MISS HORTON

Dear Herald Readers:

I was graduated from this normal school (it's college now) in the class of '88. After teaching in Cumberland county for seven years I returned to the school in the spring of '95, the year the normal became twenty-one years old, and I have been here ever since with the exception of a few months in the year 1920-21. The first Herald was published in July 1896 and I was chosen Personal Editor in October, 1896, a position that I have held until the present time. With this (January) number my official connection with the Herald ceases, as I have now reached the retiring age and will leave the College on the first of February. I want to thank all you good old friends who have been so much help to me in my department by sending me notes, and clippings and giving me personally much news for my columns. Don't forget the new Personal Editor, whoever he or she may be and send in anything that you think may be of interest to old graduates. While I shall not be officially connected with the Herald any longer yet I shall still be gathering news as I have opportunity, and I shall wish to know whenever I happen to see you, whether you have changed your name, your address, your occupation and the name and date of arrival of the newest baby.

My successor has my best wishes. I shall be glad to furnish her all the matter I can.

And now with the kindest regards and best wishes to all my old friends for the New Year just starting, I shall officially (not really though) bid you goodby.

Ada V. Horton, '88
ex-Personal Editor

ALUMNI PERSONALS

'76 Mr. and Mrs. W. A. Nickles celebrated their Golden Wedding Anniversary on Wednesday evening November 28. Mr. Nickles was graduated in the above named class. It is interesting to note that of their six children, four of them are graduates of the college. The Herald wishes for Mr. and Mrs. Nickles many more happy years.

'78 During the week of the Dauphin County Institute held in October the Harrisburg Telegraph printed a photograph of Mr. Allen Drawbaugh of Steelton, Pa. and gave the following short history which we know our readers will be glad to read.

Allen Drawbaugh, who is the oldest teacher in point of service at the institute. This is Mr. Drawbaugh's 47th at Dauphin county institutes, and previously he attended three in York county.

Mr. Drawbaugh has been teaching for the last fifty years and never missed an institute in all of that time. The first three years of his teaching were in York county, but the last 47 have been in Steelton public schools. He has been teaching in the Fothergill school since 1887, and has been principal for the last twenty-five years. Previous to teaching in the Fothergill school Mr. Drawbaugh taught at the lower Baldwin school, Steelton.

Mr. Drawbaugh is a graduate of Shippensburg State Teachers' College in the class of '78. He also attended the University of Pennsylvania. He taught school 44 years without an absence. His record was broken six years ago when he was taken ill with influenza.

He has been assessor in the First ward of Steelton since 1888.

Mr. Drawbaugh stated that he could speak several foreign languages, which he picked up teaching the pupils in the Fothergill school. He said that all of his pupils were foreigners. He picked up the foreign tongues teaching the pupils of the first grade and found it a great help in making the young people understand.

Mr. Drawbaugh will be 70 years old October 28. He lives at 2627 South Second street, Steelton. This will be his last year of teaching.

'80 Miss Carondelet B. Palm is employed in the Car Accountant's Office of the C. B. & Q. Railroad, Chicago, Illinois.

'82 We learn that Mr. D. A. Fortna of whom we had not heard for some time is located in Richmond, Va.

'86 We have the following clipping from the News-Chronicle, Shippensburg, Pa.

W. G. Watson, farmer at Amberson, will leave about December 11, for Glen Ewen, Saskatchewan, Canada where he will operate a 360 acre farm. Mr. Watson recently sold his farm in Amberson Valley to Ray Eckenrode, also of the valley.

Mr. Watson explained to a representative of the News-Chronicle that he would grow all kinds of grain on the Canadian farm which is

'08 Mr. Roy Jackson is Principal of the Aliquippa High School Woodlawn, Pa.

'08 Mrs. J. N. Crider (Mabel Gettel) is located in New York this year. Her address is 6414 Woodside Avenue, Woodwise, Long Island, N. Y.

'08 Mrs. Elizabeth Huston Fickes whose address we did not have for some time is located at Massillon, Ohio.

'08 Miss Janet Myers is a student at the Michigan State Normal College, Ypsilanti, Mich. Her address is 202 Normal Street.

'08 Miss Sue Sollenberger who taught for several years in Ft. Washakie, Wyoming is now living in Newville, Pa.

'08 Another one of whom we had not heard anything for some time is Ursula Sterner Kopp. She is located at 638 Sedgewick Street, Cumberland, Md.

'08 Mrs. Estella Sweigard Cleland is teaching a rural school near Newport, Pa.

'08 Miss Laura Urich is secretary to the Headmaster of the Harrisburg Academy.

'08 Mr. Walter G. Elicker, 36 East Clay Avenue, Roselle Park, N. J. is in the employ of the Texas Oil Company.

'08 Mr. J. Harry Hoyert is teaching at Riverdale, Md., Box 153.

'08 We are indebted to Mr. Earl H. Schaeffer for quite a few missing addresses and new addresses of the class of '08. He worked the list up very successfully when the class had its big time last June. We wish to thank him through the Herald for his great help to us in keeping our files corrected.

'09 Professor Emory J. Middour, assistant headmaster of the Mercersburg Academy, was the principal speaker at the regular meeting of the Franklin County Principals Association, which was held recently at the Rouzerville Consolidated School building.

Mr. Middour spoke of the training of boys in the public schools as well as in private schools. He stressed the need of teachers honoring the pupils instead of humoring them. He paid a glowing tribute to the late Dr. William Mann Irvine, headmaster of the Mercersburg Academy, and to his excellent work in placing the academy in a high educational plane.

'09 We learn that Charles R. Jobe is living at Covina, California. We have not learned in what he is engaged.

'10 Mrs. Ava Newman Harbourt who taught for some time at New Brunswick, N. J., is now living at Titusville, N. J.

10 Mr. Ralph Beard is supervising principal of the school of Portage, Pa. Ralph spent the day with us on Homecoming Day and renewed old acquaintances.

'10 Mr. Andrew Witherspoon of whom we had not heard for some time is located at 548 East 38th Street, Baltimore, Md.

'10 Mr. C. H. Zimmerman is principal of the Fairfield, Pa. schools.

'11 Miss Helen Hain, Marysville, Pa. is Chief Stenographer Division of the State Welfare Department.

'11 Mrs. Elizabeth Kriner Haiston is teaching in Selingsgrove, Pa.

'11 Mrs. Mary Pascoe Billings is living at 11 Sunset Lane, Columbia, Mo. Her husband is an army Captain.

'11 The Herald congratulates Mr. Harper P. Barton on his election to the legislature from Fulton County. Though the county went Republican on the national and state tickets by a vote of two to one Mr. Barton was elected on the Democratic ticket.

'12 Mrs. Viola McElhaire Charlesworth is teaching near Allentown, Pa. Her address is 502 North 7th Street, Allentown, Pa.

'12 Mr. George Foreman of Hummelstown, Pa is teaching near Lebanon, Pa.

'13 Mrs. Anna Small Hoffman is living at 47 East Salisbury Street, Williamsport, Md., where her husband is engaged in business.

'13 Mr. Charles A. Diven 216 Pine Street, Clerenden, Va., is employed in the Treasury Department, Washington, D. C.

'15 Mr. P. Earl Herting, 1601 Hummel Avenue, Camp Hill, Pa., continues to be employed in the State Highway Department.

'16 Mr. Howard G. Etter of Waynesboro, Pa., made the address of welcome to the Franklin County Principals' Association which was held recently in the Rouzerville Consolidated School Building.

'18 Mrs. Lillian Baker Daniels is living in Newton, Pa., where her husband is a minister.

'19 Mr. Bruce Mellinger is teaching at Bradford, Pa.

'21 Mrs. Vivian Kough Hoffman is head of the English Department in the Saltillo High School.

'21 Mrs. Phil Breon (Roxie Rahn) is another graduate with whom we had gotten out of touch, but we find that she is living at 200 High Street, Hanover, Pa.

'22 Mrs. Helen Brandt Caldwell is teaching Oakville Primary this year.

'22 Mr. Snyder Alleman is a minister in Stephen City, Virginia.

'22 Mr. Lester Croft is teaching this year in Bedford, Pa

'23 Roger Jones, is Director of Physical Education in the Woodlawn, Pa., school system. Mr. Jones received his B. S. degree from Penn State in '27, and is now taking graduate work at University of Pittsburgh. He also has charge of the after-school activities in three of the Gymnasias of the Woodlawn schools. Last year, in these three gymnasias, Mr. Jones and his staff handled an aggregate attendance of over 100,000 people. While at Shippensburg "Rog"

earned 'Varsity letters in three sports, football, basketball, and baseball.

'23 Mr. Harvey Warfel of Halifax is taking graduate work at the University of Pittsburgh.

'23 Mr. Clair C. Kelley has been commissioned second lieutenant in the Quartermaster Reserve of the U. S. Army. He received his examination from the reserve examining board at Borger, Texas. Mr. Kelley after graduating at Normal also was graduated at Juniata College. At present he is athletic coach and teacher in the Bedford High School.

'23 Miss Sara Upperman who has been teaching at Enola for several years has recently resigned her position at that place and has gone to Pennington, N. J., where she has been elected to teach sixth grade.

'24 Mr. Meryl Hammond is teaching at South Langhorne, Pa.

'24 Mr. Harry D. Smith is employed in the Records Office at Pheonixville, Pa.

'25 We learn that Mr. Edwin Craig has also been commissioned second lieutenant with Mr. Kelley in the Quartermaster Reserve. The appointment came from the examining board at Borger, Texas. Mr. Craig is attending State College.

'25 Clifford Smith, Woodlawn, Pa., is now teaching Mathematics in the Harding High School of his home-town.

'25 Miss Flo Moyer is teaching the Chino Valley Consolidated School at Prescott, Arizona.

'25 Mrs. Myrtle Forry Kauffman is teaching grades one two and three in the Hanover schools.

'25 Mr. John Swan writes from 395 North 2nd Street, Jeannette, Pa., that he is teaching 7 and 8 grades and is principal of a four room building at Harrison City, Pa. Mr. Swan expects to organize, or has already organized a Boy Scout Troop.

'26 Mr. Glenn "Bud" Bailey will receive his B. S. Degree from the University of Pittsburgh in February.

'26 Mr. Griff Jones is teaching Biology and General Science in the Harding High School Woodlawn, Pa. He will receive his B. S. Degree from the University of Pittsburgh, in February.

'27 Miss Janet Wallace writes us that she is teaching English Literature and a few classes in expression in the third to the sixth grades in the Braddock Schools. Her mother has moved from Thompsontown to Pittsburgh so she can live at home and go back and forth to her school daily. She likes her work very much. Her address is 343 Stratford Avenue E. East Pittsburgh, Pa.

'27 Miss Margaret Whorley of Shippensburg, Pa., has recently been elected to teach 4, 5, 6 grades at Saltillo, Pa.

'27 Mr. Karl Blanch of Highspire, Pa., is teaching in the Wen-

onah Military Academy at Wenonah, New Jersey.

'27 Mr. Kenneth Basehore is teaching this year at Beaverdale, Pa.

'28 Miss Sylvia Miller is teaching grades 7, 8, 9 at Sharon, Pa.

'28 Miss Ethelyn Bolan of Shippensburg, Pa., is teaching at Holsopple, Pa.

'28 Mr. Arthur Reary is teaching at Trout Run in Lycoming County.

'28 Miss Gail A. Gorsuch is teaching 3rd grade in the Logan Avenue, Schools, Glenolden, Pa. Her address is 39 East Knowles Avenue, Glenolden, Pa.

ANNOUNCE ENGAGEMENT

The engagement of Miss Florence Straley of Lewisberry a senior at the college in the two year course and Mr. William Parthemer, '25 also of Lewisberry, has recently been announced. We have not learned the date of the wedding.

CUPID'S COLUMN

McMullen—Krall. At Plainfield, N. J., November 24., 1928 by Rev. David John Stratt, Mr. Henry C. McMullen to Miss Georgia K. Krall '23. They reside in East Orange, New Jersey.

Fernsler—Michael. At Lebanon, Pa., June 5, 1928, Mr. Russell Fernsler to Miss Estetta Michaels '22. They reside at 427 North 11th Street, Lebanon, Pa.

Shetler—Huber. At Philadelphia, Pa. June 12, 1928, Mr. Kempter R. Shetler to Miss Gladys Huber '24. Their home will be at 7137 N. 20th Street, Philadelphia, Pa.

Earley—Shenk. At Newville, Pa., October 12, 1928, by Rev. Rasmussen, Mr. Carlyle William Early to Miss Miriam Shenk '24. They reside at Atlantic City, N. J.

Moore—Sutton. At Lewisberry, Pa., October 20, 1928 Rev. J. Frederick Moore to Miss Anna V. Sutton '27. They reside at Lewisberry, Pa.

Allen—Moore. At Maplewood, N. J., October 10, 1928, Mr. Paul W. Allen to Miss Doris H. Moore. Miss Moore was assistant librarian at the college for the past two years.

Kauffman—Forry. At Littlestown, Pa., June 23, 1928 by Rev. H. H. Hartman Mr. Melvin Kauffman to Miss Myrtle E. Forry '25. They reside at 22 North Broad Street, Lancaster, Pa., where Mr. Kauffman is assistant superintendent of the Home Life Insurance Company of America.

Downey—Hollinger. At Waynesboro, Pa., November 1928. Mr. Ira Downey to Miss Dessie M. Hollinger, '00. We have not learned where they will reside.

Smith—Newcomer. At Philadelphia, Pa., August 2, 1928 Mr. Paul W. Smith to Miss Mary Newcomer '24. They reside at 2003 Fairmount Avenue, Philadelphia, Pa.

Myers—Roth. At Steelton, Pa., November 29, 1928 Mr. Ernest R. Myers to Miss Elizabeth I. Roth. Mr. Myers is at present a sophomore at the college in the four year course.

Hostetter—Booz. At the home of the bride near Newburg, Pa., November 29, 1928, by Rev. Jay W. Yohe, uncle of the bride, Mr. John Hostetter to Miss Helen M. Booz '21. They reside in Carlisle, Pa., where Mr. Hostetter is employed by the Masland Company.

Basehore—Clippinger. At Carlisle, Pa., December 1, 1928, by Rev. Ira S. Ernest, Mr. Kenneth Basehore '27 to Miss Isabel Clippinger. They reside at Beaverdale, Pa, where Mr. Basehore is a member of the faculty of the high school.

Bowman—Ritter. At Shippensburg, Pa., December 15, 1928, Mr. John Bowman of State College, Pa., to Miss Dorothy Ritter '25. They will reside in State College, where Mr. Bowman is on the faculty of Pennsylvania State College.

STORK COLUMN

Bressler. At Harrisburg, Pa., November 9, 1928, born to Mr. and Mrs. R. G. Bressler a son, Ryan Andrew. Mr. Bressler was graduated in the class of 1904 and is at present Deputy State Secretary of Agriculture.

Slothower. At the Harrisburg Hospital, November 10, 1928, born to Mr. and Mrs. Harry G. Slothower a daughter. Mr. Slothower was graduated in the class of 1924 and Mrs. Slothower was Marjorie Strongfellow a former student of the college.

Foust. At the Anderson Hospital, Philadelphia, Pa. November 5, 1928, born to Mr. and Mrs. J. C. Foust a son, John Clark, Jr., Mrs. Foust was Miss Rhea Hollar '09.

Neely. At the Annie M. Warner Hospital, Gettysburg, Pa., November, 1928 born to Mr. and Mrs. Wimburt B. Neely a son. Mr. Neely was graduated in the class of '22 and Mrs. Neely was Cleo Conner '22.

OBITUARY

EVANS '92

Mrs. Annie M. Keene (Evans) died January 8, 1928..
We have recently learned of the death of Mrs. Annie M. Keene

(Evans) which took place on January 8, 1928. We are sorry not to be able to give any particulars but all we have learned is that she died on the above date.

SHINHAM '90

Mrs. Cora Winger (Shinham) '90 died October 22, 1928.

We have the following account from a local paper.

Mrs. Cora E. Shinham, aged 57, wife of John M. Shinham, died Sunday morning at 4:25 o'clock at her home two miles north of Greencastle, of chronic heart and kidney trouble. She was a member of the Church of the Brethren. She is survived by her husband and the following children: David W. of Greencastle, Mrs. John L. Brant, George W. and J. Elmer of Greencastle R. R. 1, Mrs. Raymond Angle of Chambersburg R. R. 2, Frank L. and Cora Elizabeth at home; also by one sister and two brothers, Mrs. George W. Martin of town, N. A. Winger of Milnor and C. E. Winger of Hagerstown, Md.

Funeral services were held on Wednesday afternoon, October 24, at 2 o'clock at the home, in charge of Rev. Daniel Flohr, assisted by other ministers. Interment at Broadfording.

HYKES '85

Miss Frances C. Hykes '85 died November 11, 1928.

We clip the following from the News-Chronicle of Shippensburg.

Announcement has been made of the death of Miss Frances C. Hykes, daughter of the late Mr. and Mrs. Charles T. Hykes, which occurred Sunday morning, November 11, at the home of her sister, Mrs. Arther B. Hykes, 1937 North Second street, Harrisburg.

Miss Hykes was a graduate of the Shippensburg High School and State Teachers College, and later took postgraduate work at the University of Pennsylvania and Ypsilanti Normal School at Ypsilanti, Mich. She was for some years a teacher in the schools of this state, the High School of Burlington, N. J., and the High School of Wayne, Mich. For a number of years preceding her recent illness she resided in Detroit, Mich.

She is survived by four sisters, Mrs. H. M. Himes and Mrs. Arther B. Hykes, Harrisburg, Mrs. Olive C. Tompkins, Mt. Vernon, N. Y., and Mrs. John M. Hykes, Shanghai, China, also one brother, C. W. Hykes, Harrisburg.

Funeral was held Tuesday afternoon, November 13, with interment in Spring Hill cemetery.

MURRAY '97

Mrs. Marietta Kuntz (Murray) '97 died November 18, 1928.

We have the following notice from a local paper.

Mrs. Marietta Murray, aged 53, widow of Edward Murray, was found dead in bed at her home in Goodyear, Sunday morning. Death was attributed to a heart attack.

Mrs. Murray was a school teacher for a number of years.

She is survived by two daughters, Mrs. Grace Evelyn Kuntz, Harriburg, and Miss Zora I. Murray, Goodyear, two brothers, Wilbur C. Kuntz, Philadelphia, Elmer E. Kuntz, East Stroudsburg; two sisters, Mrs. Harry Beam, Goodyear, and Mrs. Parke Gardner, Gardners, R. D., and one grandchild.

Funeral services were held Wednesday morning at 9:30 o'clock at the home, with further services at the Goodyear Lutheran Church, Rev. Ira Trostel officiating. Interment at Goodyear.

GLATFELTER '97

Ursinus L. Glatfelter '97 died November 30, 1928.

We take the following from an Adams county paper.

Ursinus L. Glatfelter, 51, prominent resident of East Berlin, died at his home Thursday evening, after a ten days' illness from a complication of diseases.

He was president of the Adams Transit Company since its organization; president of the East Berlin railway company, a member of the town council, a director in the Gettysburg Mutual Fire Insurance company and a trustee in the East Berlin Reformed church.

He was a garment manufacturer for a number of years, conducting sewing factories at East Berlin, Abbottstown, New Oxford and Dover.

He was a son of the late Mr. and Mrs. Rudolph Glatfelter, and was born in York county, but spent the greater part of his life in East Berlin. He was graduated from the State Teachers' College, Shippensburg, and for a time he taught in the East Berlin schools.

He was an officer in the Improved Order of Red Men and was a member of the Patriotic Order Sons of America, East Berlin.

Mr. Glatfelter is survived by the widow, Mrs. Alice (Harman) Glatfelter, five children, Mrs. Oram Altland, East Berlin, and George, Casper, Victor and Julian, at home; two sisters, Mrs. Edgar A. Miller Baltimore street, and Mrs. P. W. Kimmel, East Berlin. One grandchild survives.

Funeral services Sunday afternoon at the East Berlin Reformed church, the Rev. H. D. Houtz officiating, assisted by the Rev. I. S. Ditzler, Carlisle. Interment in the East Berlin cemetery.

HOCH '93

Jacob F. Hoch died November, 1928.

The following taken from a local paper is the only account that we have been able to secure in regard to the death of Mr. Hoch.

Word was received at Carlisle of the death of Jacob Hoch of Oklahoma.

Mr. Hoch was formerly from Cumberland county and for the past decade was principal of the schools in Perfection, Kansas. The past year he resided in Oklahoma. A wife and two children survive.

His mother was Mary Foreman, a sister of the late James K. Foreman.

RURAL TRAINING SCHOOL CENTER 1928—1929

Pleasant Hill School, Shippensburg Twp. Cumberland Co. Pennsylvania
 Prof. Ralph Jacoby ----- County Superintendent
 Prof. Wm. M. Rife ----- Assistant County Superintendent
 Prof. O. Lee Shulenberger ----- Assistant County Superintendent
 Mr. Harold Park ----- Vocational Director
 Miss Grace Seyfret, 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 Training Schools

PLEASANT HILL SCHOOL

Pupil Enrollment, 1st to 8th grade inclusive ----- 35
 Edna Stamy Fox, B. S. ----- Room Teacher
 Assistant to Rural Director
 Hannah A. Kieffer, A. M. ----- Director Student Training
 Director Rural Education

COLLEGE FACULTY ADVISERS

Marion A. Blood, A. M. ----- English
 H. L. Burkholder, A. M. ----- Writing
 Grace E. Kyle, R. N. ----- Professional Services
 Nora A. Kieffer, A. M. ----- Arithmetic
 M. Irene Huber, B. S. ----- Art
 Claudia Robb, B. S. ----- Health Education
 Mrs. J. K. Stewart, A. B. ----- Social Studies
 Iona Devers, B. S. ----- Music
 Mary A. York, A. M. ----- Reading
 Hannah A. Kieffer, A. M. ----- Geography

EDITORIAL

The elementary schools of Pennsylvania that are efficiently training the citizens of to-morrow are providing an enriched and stimulating environment in all the grades.

A child reciting from a book to a teacher in a school room is being prepared for the colonial period when the individual was obliged to wrestle with the elements alone.

The rural child of to-day should be prepared to work with people. The activity program of the kindergarten is the fore-runner of the type of school procedure which enables the child to unfold normally, develop educational growth naturally and acquire those habits, attitudes, abilities, skills and ideals which will enable him to live happily and prosper in an era of cooperative agri-centres.

The experiments in modern pedagogy have given us sufficient encouragement and scientific data to assure us of a better type of teaching in all schools. This better type of teaching is possible only with the required tools, for equipment is an essential part of every enterprise.

A survey of ineffectiveness in teaching due to out of date texts and dearth of equipment would appall the economists of any successful business corporation. The greatest waste in human resources in our State to-day is taking place daily in our poorly equipped and overcrowded schools.

Citizens of Pennsylvania, how effective is the teaching in your home school and district? Just what equipment have you given your teachers?

Do you send children to your school who are strong physically, capable mentally and who have a preschool foundation of desirable habits and attitudes? If not, what special equipment is available to your teacher who must interest all types of children?

Have you spent a day in that school recently to learn first hand how comfortable the teacher can make your children and your neighbor's children? What investments might you make collectively that would save you many bills individually?

Have you asked your county superintendent to name three progressive schools in your county or state which you should visit for ideas? Have you presented your findings to your parent teachers association as a goal for your school?

Do you believe in hiring a man at a fair wage and then supplying him with a limited equipment to do an important piece of work? Try the plan on your pet farm project next year. Report your findings to your school teacher and I assure you that you will become friends at once, "Misery loves company".

Are you pleased with the improvements on the last car you

bought? Then you believe that scientific experimentation makes a contribution to mankind? Just what new type of school procedure have you helped your teacher develop? Educational procedure is advancing rapidly. Is your school community keeping pace?

As a progressive, intelligent and economical citizen change the high tax cry to, "Are we spending sufficiently, so that the children will get money value from that which we are investing? Would an investment of \$2 per pupil additional on standard educative equipment bring a return of \$100 per child as a citizen? What an investment for Pennsylvania of Tomorrow!

AMONG THE BOOKSHELVES

The 1928-'29 Rural Group Seniors number forty-two; twenty of this number are teaching during the first semester.

The following teaching group have helped summarize this list:

Elizabeth Baker	Helen Penrod
Mae Beamer	Bernice Snyder
Marion Elliott	Lois Shatzer
Grace Ensminger	Helen Shaffer
Martha Heckman	Salome Shettel
Ruth Hykes	Mary Speer
Rachael Keckler	Georgia Wallace
Florence Lawson	Ivan Grass
Myrtle McDonald	Ivan Raffensburger
Mary Ocker	A. Reese Stamy

This list is supplementary to the one published in the October 1927 Herald. Many good books must necessarily be omitted because of space and others, because they were not on our shelves.

RURAL LIFE

- The Antiquarian—The Antiquarian Publishing Co., Inc., 461 Eighth Ave., New York, N. Y. \$3.00 per year.
- Antiques—683 Atlantic Ave., Boston, Mass. \$4.00 per year
- Better Homes and Gardens—1714-25 Locust St., Des Moines, Iowa. 60c per year
- The American Home—Doubleday, Doran & Co., Garden City, N. Y. \$1.00 per year.
- Campbell, Olive D—The Danish Folk Schools, MacMillan 1928
- Co-Operative Marketing—Senate Document 95. U. S. 70th Congress, 1st Session. Ask your congressman for a copy.
- Handbook of Rural Social Resources—Benson Y. Landis, University of Chicago Press, 1928

Rural America—Monthly except July and August.

(Every rural worker should read this.)

The American Country Life Association, 105 East 22nd St.
New York. \$2.00 Per Year

Superintendent of Documents, Washington, D. C. Write for the
latest list of publications of Bureau of Education.

PARENTS AND TEACHERS

Children—A magazine for Parents—\$2.00 per year.

The Parents' Publishing Asso. Inc. 353 4th Ave., New York
City

(Most Helpful to parents and Parent-Teachers Association)

American Childhood—Milton Bradley, Co., 74 Park St., Springfield,
Mass. \$2.00 per year.

Childhood Education—William and Wilkins Co., Baltimore, Md.

Progressive Education—10 Jackson Place, Washington, D. C. \$2.50
per year

School Life—Dept. of Interior, Bureau of Education.

(Send money, 50c to: Supt. of Documents, Gov't. Printing
Office, Washington, D. C.)

Children's Readings—Termen & Lima D. Appleton & Co., 1925

Gardener & Ramsey—A Handbook of Children's Literature, Scott,
Foresman & Co., 1927

Field—Walker Taylor. A Guide to Literature for children. 1928
Ginn Co., New York City.

Winnetka Graded List—Washburne—Vogel, American Library Asso-
ciation, Chicago, 1926

(The above four give lists of books for different grades and
ages.)

Pre-School Education—Forest—The MacMillan Co. 1927

Guidance of Childhood and Youth—Child Study Assoc'n of America,
The MacMillan Co. 1926.

List of Fifteen Books for Parent, prepared by the Child Study Associa-
tion of America. Reference of 15 book list.

National Education Journal—1201 16th St., N. W. Washington, D. C.
December 1928

Write to Department of Public Instructions, Harrisburg, Pa. for a list
of publications.

Knox, Rose B., School Activities and Equipment. Houghton, Mifflin
Co., New York City.

(Should be in every school room.)

The News Outline—Looseleaf Education, Inc., Columbus, O. 50c.

- Geographic News Bulletin—National Geographic Society, Washington, D. C. 25c.
- The Children's Bulletin—Metropolitan Art Museum, New York City.
- Child Life—The Children's Own Magazine, Rand McNally Co., New York City. \$3.
- Youth's Companion—Perry Mason Co., Boston, Mass. \$2
- Nature Magazine—American Nature Association. \$3, 1214 16th St. N. W., Washington, D. C.

TEACHERS

- Hazeltine, Mary E., Anniversaries and Holidays, American Library Association, Chicago, Illionis. 1928.
- Collings, Ellsworth, Project Teaching in Elementary Schools, The Century Co., New York City. 1928.
(No teacher should fail to read this)
- Gates, Arthur I., New Methods in Primary Reading, Bureau of Publications, Teachers College, Columbia University, New York City. 1928.
- Howard, Hawthorne, Howard, Number Friends, The MacMillan Co., New York City. 1928. (Second year material)
- Branom, A Teacher's Geography, The MacMillan Co., New York City. 1928.
- Gist, Arthur S., The Administration of an Elementary School., Chas. Scribner's Sons, New York City. 1928.
- Miller, Harry Lloyd, Creative Learning and Teaching, Chas. Scribner's Sons, New York City. 1927.
(Essential to teachers who are interested in the Contract Plan, excerpts choice.)
- Troxell, Eleanor, Language and Literature in the Kindergarten and Primary Grades, Chas. Scribner's Sons, New York. 1927
- Garrison, Charlotte, G., Permanent Play Materials for Young Children Chas. Scribner's Sons, New York City. 1926.
- Stormzand and McKee. The Progressive Primary Teacher, Houghton, Mifflin Co., Boston, Mass. 1928.

ENGLISH

- Huber, Brunner, Curry. The Poetry Book. Books 1 to 8 Inclusive. 1926. Rand McNally Company. New York City, New York
- Untermeyer, Louis. This Singing World —Junior Edition (A collection of Modern Poetry for young People) 1926. Harcourt, Brace & Company. New York City.
- Cox, Sidney. The Teaching of English. 1928 (point of view inspiring) Harper Brothers. New York.

SPELLERS

- Horn-Ashbaugh. Revised edition. One Book or in parts. Lippincott & Company, Philadelphia.
- Tidyman, W. F. Teaching of Spelling. 1926. World Book Company, Yonkers, N. Y.
- School Spellers. D. C. Heath & Company. New York City.
-

WRITING

- Diagnostic Chart for Handwriting (A sheet with remedial suggestions) Progressive Graft Forms (Afolder) W. S. Benson & Company. Chicago Illinois
-

READING—LITERARY READERS

- Baker, Thorndike, Everyday Classics, MacMillan Co., New York City. 1922
- Bryce-Hardy, Newson Readers, Newson Company. 1927
- Coleman-Uhl-Hosic, Pathway to Reading, Silver, Burdett & Co.
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CONTRACT UNITS AND INDIVIDUAL INSTRUCTION

HANNAH A. KIEFFER, Director of Rural Education

Pennsylvania has slightly more than eight thousand one-teacher schools in which approximately two hundred fifty thousand children are now getting a year's instruction, the nature of which is a factor in their success or failure in life and in the progress of the commonwealth of Pennsylvania. These schools are State approved, receive State aid and are the recognized educational centres of taxpaying citizens. As long as the doors of the schools are open for instruction, it is the obligation of teacher training institutions in the Commonwealth to train teachers in modern classroom procedure adapted to this contribution of the colonial and land-farmer period which the citizens of Pennsylvania have not yet seen fit nor advisable to discontinue during a scientific agricultural period.

Pleasant Hill One-teacher Training School is the official training centre for the Shippensburg State Teachers College district. This school located in Shippensburg Township, a half mile from the college has an enrollment of thirty-five children in the typical range of grades, one to eight.

Pleasant Hill was organized as a training centre April 1924 for spring session rural training work. At first the room teacher was a graduate student who was working for credit but since September 1924 a college trained graduate has been a full time room teacher. Mrs. Edna Stamy Fox a member of the first rural trained group S. T. C. and who later graduated from Penn State College, has been the room teacher at Pleasant Hill since 1926.

Under the direction of the College Director of Rural Education the correlation of the college courses and the teaching technique is interpreted in a practical way by the Seniors in training.

January 1927 the ten rural seniors about to complete their teaching unit, co-operated in developing an adaption to the one-teacher school of modern pedagogy under the title of CONTRACT UNITS which involved the ideas projects, units of learning, self-directed school activities, creative activities, individual instruction etc.

The Pennsylvania course of study was being followed tentatively and the minimum units of learning were suggested in the blocking

for the year. (With beginners it seems advisable to hold to minimum essentials as guide posts for the sake of the children until abilities and skills are developed in pupils and teachers and until the new plan of organization is accepted by the authorities responsible to the public.

IN GRADES IV, V, VI, VII, VIII

Instead of the day to day assignment used in the average school, the required units of subject matter were reorganized into contract units by the pupils and seniors under the direction and with the help of the Rural Director and the Room Teacher. The contracts were duplicated by the teachers and the children so that each had a copy.

The contracts provided for major and minor problems, specific questions on these problems, specific references, ample provision for different levels of learning, expression work of all types, individual and group help, types of drill activities and creative activities etc.

A tentative time interpretation is part of each contract (true of life situations) as well as the probable number and types of class activities listed, free and directed seatwork and drill periods for the group as a whole planned. The children participate most actively in those activities which can be completed within a period of two weeks.

Any children completing the unit in advance of the allotted time were given special privileges in the library, at the workbench, as pupil helpers with drill projects or at the game table. The slow and average learners were followed just as closely by the teacher and were given the necessary help and encouragement, thus building desirable attitudes and saving much time previously wasted.

The atmosphere of the room was that of a selfdirected school. The pupil government in operation for two years found fewer problems than usual. Freedom in work, joy in achievement, strength in leadership and opportunities for creative work soon gave the school an atmosphere unique to its type of organization.

The class discussions afforded all types of opportunities for training in co-operation and citizenship. The teachers made definite preparation in order to guide and keep discussion on a high level and reach definite conclusions but the children occupied the major portion of the period with reports and questions addressed to the group. This period enabled the teacher to note where individual help and drill were needed. The oral and written work was motivated in this type of activity.

Standard tests were given and results recorded. Testing will be continued as the project develops. The first semester seniors closed their short period of experimentation with results that have led them to continue the contract unit plan in their schools this fall. Necessarily

they are beginning with but one block of subject matter such as Arithmetic.

The second semester seniors began their first unit of teaching on the contract unit plan. Being entirely new at the teaching game, they found the plan a decided advantage in view of the fact that the children were becoming independent workers. This enabled the senior teachers to assume responsibility gradually. In order to give the seniors experience in the more formal type of rural school procedure during the remaining three teaching units, it was agreed that each senior should carry one subject on the contract plan to the close of the semester. This plan was followed in the summer school and is now in use at Pleasant Hill.

The following summary is submitted based upon the experiment itself and the results obtained.

1. That we are indebted to all the great teachers who have given us the project idea, the Dalton plan, the Collings experiment and many others who have influenced our thinking. The only original phase to which we lay claim is the adaptation of the contract procedure to one-teacher curricula for the one-teacher schools of Pennsylvania.

2. We believe that the contract should definitely influence the type of one-teacher school instruction until Henry Ford can give us aeroplanes for consolidation by air ways.

3. We submit a program which we have found practical at Pleasant Hill. We request you to send us copies of your adaptations in the field.

4. We recognize two difficulties for teachers in the field. The one is equipment. Buy the book by Miss Knox listed on another page of this Herald. Invite your Parent Teachers Association to help secure the tools necessary to teach their children.

The other deals with the How. We invite you to come to Shippenburg State Teachers College and let the Pleasant Hill children help show you the way.

CONTRACT UNIT AND INDIVIDUAL INSTRUCTION PROGRAM FOR ONE-TEACHER SCHOOLS
 Submitted by Hannah A. Kieffer and Co-workers at Shippensburg State Teachers College 1928

TIME	SUBJECT	GROUP	DIRECTED ACTIVITY	FREE ACTIVITY
Block A 9:00-5	Bible Reading & Prayer	Entire School	Formal	
9:05-10	Music	Entire School	Variety of Types	Maximum time limits on seat-work
9:15-20	Reading D Silent Reading A-B	Grades I-II Grades V-VI-VII-VIII	Types adapted to group Types adapted to pupil leadership on contract plan	Drill Activities under pupil leadership includes drill for learning and testing individuals, groups and classes.
9:35-40	Arithmetic C-B-A	Grades III-IV-V-VI-VII-VIII	Contract Units 5 min. Drill-Group or class 20 min. Instruction one or two grades daily 15 min. Supervision contracts and individual help	Expression Activities Dramatization preparation; sandtable projects; handwriting practice; spelling games; booklets and charts assembled; school files assembled; Educational games played, a privilege in recognition of achievement.
10:15-15	Recess	Entire School	Supervised play on the playground	
Block B 10:30-20	Reading D	Grades I-II	Variety of types	Library reading stressed
10:50-15	Geography 2 III Nature 1 C History-Civics 2 C	Grade III Grades III-IV Grades III-IV	Modern class procedure based on project idea	Group preparation for club, and public meetings.
11:05-15	Arithmetic D Alternate Instruction	Grades I-II	Class procedure best adapted to primary children	Bench-work, all types of activities adapted to grades II to VIII
11:20-40	Geog. 4 B Nature St. 1 Geog. 4 IV Hygiene 1 IV B Geography 4 A Agriculture 1 A Homemaking 1 A	Grades V-VI Grades IV-VI-V Grades VII-VIII	Contract Units 20 min. Instruction one group daily 20 min. Supervision of contract work and individual Instruction	Relaxation periods encouraged Creative opportunities for all grades and different subjects
12:00-60	Lunch at table or desks	Entire School	One hot dish a day	Playground activities

TIME	SUBJECT	GROUP	DIRECTED ACTIVITIES	FREE ACTIVITY
Block C 12:55-5	Assemble School	Entire School	Pupil Gov't.	All types of educative seatwork devices used by pupils
1:00-20	Reading D	Grades I-II	Variety of Types including silent reading	Rest periods encouraged.
1:20-60	English 4 C English 4 B English 4 A Oral Reading 1 C-B-A	Grades III-IV Grades V-VI Grades VII-VIII Gr. III-IV-V-VI-VII-VIII	Contract Units 40 min. Instruction to groups in keeping with State Course study 20 min. Supr. Contract work and individual help	Socialized atmosphere prevails; rules formulated by pupils only when rights of others are not considered. School government handles all problems in discipline with the help of the teacher
2:20-25	Handwriting 2	Entire School	Instruction 5 min. Review Upper Grades 10 min. Instruct Primary Grades 10 min. Instruct Upper Grades	Pupil directed oral reading encouraged when pupils qualify for leadership
	Spelling 3	Grades II-VIII	Test Study Plan	Sequence in abilities, skills, habits recognized and at all times a high goal as an objective.
2:45-15	Recess Include Gr. III Hygiene	Entire School	Free Play	Contracts carry a maximum time limit
Block D 3:00-15	Oral Expression 4 D	Grades I-II	Impressions stressed	Rapid workers develop additional individual expression units involving a more enriched experience intellectually and socially.
3:15-15	Art I Art I Oral and Silent Read. 4 C	Primary Group Upper Group Grades III-IV	See foot notes Combine Art Periods Variety of Types	Recognition of required and additional achievements is essential as an ultimate goal
3:30-30	History or Civics B History or Civics 4 A Hygiene 1 A	Grades V-VI Grades VII-VIII	Contract Units 20 min. Instruction as needed 10 min. Individual help and guidance	
4:00	Dismissal	Entire School		

EXPLANATIONS: In arranging this program all State requirements were considered. Alteration of instruction and subject matter by years is in keeping with the State Syllabus.

Oral Expression for grades I and II includes stories: literature, history, civic virtue, hygiene, nature; poems and picture study; English habit formation games; a limited amount of blackboard work. Groups Grades I, II, III, hygiene.

In introducing the contract plan of instruction it will be advisable to develop one block a term using the more formal program for the other three blocks.

Letters concerning this Contract work will be answered if return postage is enclosed.

REVISED CLASS DISCUSSION AND SEATWORK PROGRAM FOR ONE-TEACHER SCHOOLS
Submitted by Hannah A. Kieffer and Rural Co-workers. 1928

TIME	SUBJECT	D		C		B		A	
		I	II	III	IV	V	VI	VII	VIII
9:00-5	Bible Reading Prayer								
9:05-10	Music								
9:15-15	Reading D 10 min. I Instruction 5 min. II Drill Silent Reading A	Group Instruction		Seatwork Arithmetic		Library		Daily Directed Reading	Silent
9:30-15	Arithmetic C Drill Daily Instruction alternated	Purposeful Read. Seatwork		Group or Ind. Instruction		Seatwork Arithmetic		Seatwork Arithmetic	
9:45-15	Arithmetic B Drill Daily Instruction alternated	Arithmetic Games		Silent Reading		Group or Individual Instruction		Seatwork Arithmetic	
10:00-15	Arithmetic A Drill Daily Instruction alternated	Blackboard Work		Seatwork Arithmetic		Silent Reading		Group or Individual Instruction	
10:15-15	Recess	Group on Playground—Games		Seatwork History		Seatwork Geography—Nature		Library	
10:30-15	Reading D 5 min. Drill I 10 min. Instruction II	Group Instruction		Geography, Nature					
10:45-15	Geography III 2 Nature 1 His. and Civ. 2	Handwork, Reading		Group Inst. 2 Creative— Geography Work 2 History 2 Nature 1 Handwork Prep.		Seatwork Geography Nature		Library	
11:00-15	Geography B 4 Nature St. 1	Clinching Activities				Group Instruction		Handwork Geography, Agriculture	
11:15-15	Arithmetic D Alternate Instruction	Instruction		History Geography Nature St. and Geography Hygiene		Handwork Geography Nature		Seatwork Geography, Agriculture	
11:30-15	Geography IV 4 Hygiene IV B 1	Games. Reading or Arithmetic		Library 5 Instruction 5		Free Period		Seatwork Geography, Agriculture	
11:45-15	Geography A. 4 Agri. 1	Clay Moulding or Sand Table Work		Creative or Library		Seatwork Arithmetic		Instruction	
12:00-60	Lunch at Table or Desks	Wash Hands—One Hot		Dish a Day		Organized Playground		Activities	

TIME	SUBJECT	D		C		B		A	
		I	II	III	IV	V	VI	VII	VIII
12:55-5	Assemble School								
1:00-20	Reading D 10 min. I 10 min. II	Separate Groups		Seatwork English		Seatwork English		Seatwork Spelling	
1:20-20	English Spelling 4 C Reading I	Dramatization		Instruction		Seatwork English		Seatwork English	
1:40-20	English Spelling 4 B Oral Reading I	Blackboard Arithmetic		Seatwork English		Instruction		Seatwork English	
2:00-20	English Spelling 4 A Oral Reading I	Handwork		Seatwork Spelling 5		Seatwork Spelling		Instruction	
2:20-25	Spelling 3 Handwriting 2 5 min. Review Upper G 10 min. Instruct Primary	Paper Cutting 2 Instruct		Instruction		Instruction		Instruction	
	10 min. Upper Group	Socialized Work		Instruction		Instruction		Instruction	
2:45-15	Recess—Free Play								
3:00-15	Oral Expression D 4 (Inc. Gr. III Hygiene)	Instruction		Seatwork Reading		Seatwork		Benchwork	
3:15-15	Art C D 1 Read C. 4. Art B A 1	Instruction		Instruct. Reading		History		Handwork	
		Educational Games		Instruction		Seatwork		Seatwork	
3:30-15	History B or Civics	Free Period		Alternate Socialize		History Civics		History Civics	
3:45-15	History A 4 or Civics Hygiene A	Creative Work		Benchwork		Instruction		Seatwork History 4 or Civics 4 Hygiene 1	
4:00	Dismissal			Handwork		Benchwork		Instruction	
				Free Period		Handwork			

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, Literature, 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 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 arranged.

History and Civics are alternated by years or by days.

PARENT TEACHER ASSOCIATION FOR EVERY SCHOOL IN PENNSYLVANIA

W. P. Harley, Director of Training Schools

The pioneer school teacher boarding around with the patrons of his school had many advantages that teachers of today do not have. He soon learned to know in an intimate way the parents of the children who attended his school, and could understand more clearly the background of experience of the children because of this knowledge of their home life. The parents, too, easily learned to know the teacher personally, appreciated his peculiarities and human qualities which helped them to be more charitable with him as he occupied their place in the conduct of their children. Because of this intimate relationship of the teacher, the home and the child, the school master was in fact a teacher of children rather than of books or subjects. It is undoubtedly true that the outstanding accomplishments of the pioneer one room school were the results of this fine cooperation on the part of the school and the community.

There is no more pathetic picture than that of a teacher in a rural community trying to train a school of boys and girls without the active cooperation and sympathy of the community. When the task is left entirely to the teacher, the patrons are most apt to be critical about the teacher and suspicious of his work. They draw their conclusions from remarks made by the children and usually imagine conditions to be much worse than they are. On the other hand, when there is a plan of cooperation between the teacher and parents, they have a common ground of understanding. The parents will be more considerate and charitable for the teacher because they are working together for the same end.

Of the different forms of school and community organizations, we could hardly say that anyone is better than another. It is quite possible that one form might be more suitable to a certain community than to another. My experience has been almost entirely with the National Congress of Parents and Teachers, more generally known as the Parent Teacher Association. This organization stipulates no uniform plan of procedure but permits local communities to effect their organizations to best solve their problems.

The Parent Teacher Association is made up of a local organization where the actual cooperation of school and community takes place. There is likewise a State Association and a National Congress. It is the function of the State and National organizations to work out the general policies and principles that shall guide the work of the local associations and help them to function successfully. Representatives are also sent into the local communities to assist in organizing and promoting the best interests of the Associations.

How to proceed in the organizing of a Parent Teacher Association is a problem of concern to many rural school teachers. Should we have an Association for each school or should the organization comprise the schools of the entire district? This is the question that is usually asked. There are Parent Teacher organizations that have been effected by the local school alone, and others have comprised the entire district and in other instances a group of schools in part of a district have cooperated to support a Parent Teacher Association.

It is my experience that the most effective cooperation can be secured only through an organization of the parents of the local school. It is a triangular interest of parent, teacher and child that is concerned and in this the teacher must be the leader, guide and harmonizer. In a district organization, where a number of schools comprise the unit of organization, there is more tendency to consider general problems of school work rather than problems of the particular class room and particular boys and girls. There should be an organization for every school. This organization could also be a part of a larger unit or district organization, so that general as well as specific problems of education can be considered.

In most instances the organization of a Parent Teacher Association must depend upon the teacher, but it is not necessary that the teacher should do all of the work, and be entirely responsible for the success of the Association. Before the organization is formed the parents should be made interested in it. This can best be done by presenting your idea to some influential parent who is interested in the school and would in your judgment, be a good leader, and would be willing to work with you. You should take such a person into your confidence, explain to him or her some of your problems and how an organization of parents would help the work. Invite this parent to visit your school and let her become acquainted with your problems at first hand. From this beginning other parents should be invited to confer on how the work of the school can be improved, and with this nucleus of interest a general program of work can be planned.

The best work of a Parent Teacher Association cannot be accomplished in public meetings which are of an entertainment or educational type. Such meetings have a value, but the real work of cooperation can only be accomplished by Conferences with parents and committees provided for by the organization. Every Association might profitably provide for the following committees:—Membership, visiting, building and grounds, library and probably a committee on Child Welfare.

The National Congress of Parents and Teachers, 1201 Sixteenth Street, Northwest, Washington D. C. has published many booklets on the organization and work of the Parent Teacher Association and will be very glad to furnish such information to teachers as they may

desire in the formation of an organization of Parents and Teachers. They also publish the Child Welfare magazine which every teacher will find most helpful.

A SCHOOL COUNCIL WORKS

One of the best means of securing good discipline in our schools, rural as well as urban, is the development of a splendid school spirit through the school council. We have had an organization of this kind in our rural training center for the past three years with the result that our girls and boys become more responsible for their behavior, and consequently our problems in discipline are few.

Some questions which arise in this connection are:—How do you organize a council in an elementary school? Is it wise to trust the judgment of children in matters of this sort? Does the work of a council not detract from the power of the teacher?

The steps in the organization of an elementary school council are:

1. Introduction: a study of the school needs from the standpoint of both teacher and pupils, all participating in the survey.
2. Discussion to formulate ideals and standards, which the group will wholeheartedly support.
3. A felt need now arises for organized group activity. A committee may be chosen by the group to investigate a standard plan of organization which will include officers and various committees. Adult organizations may be studied from the point of view of the qualifications of officers, their duties; necessary committees and their duties etc.
4. The report of the committee is acted upon and used tentatively as the basis for the election of officers and representatives from each grade in the school. The report of the survey committee serves as a nucleus for the constitution.
5. The above procedure may be modified according to local needs and interests of teacher and pupils but this step is vital in order to bring success and to put the council on a permanent working basis in any school.

In this activity as in other new activities, the teacher is responsible for all that takes place and must be a wise counselor with high ideals and an attitude of openmindedness.

Since the teacher automatically becomes a member of the council, may we repeat that she participates in discussion, suggests, guides, and influences the pupils in the decisions of their own problems as they arise.

This idea, then, does not take control out of the teacher's hands; it increases the teacher's power of control because she has the confi-

dence, support, and cooperation of the pupils. She guides while they develop self control and form desirable habits and ideals of citizenship.

Georgia Wallace, Student Teacher

Edna Stamy Fox, Room Teacher

A WORTHWHILE HANDWRITING PROJECT

Edna Stamy Fox, Supervisor of Handwriting,
Pleasant Hill Training School

Again we ask what are the possibilities for improving handwriting in rural schools? How can we realize the big objectives and achieve the greatest results in the limited amount of time? We can do this only when we have the whole-hearted interest of each child. In this article we want to tell you briefly what we are doing at Pleasant Hill to secure this interest, i. e., to motivate the work.

At the suggestion of one of the children we worked out a blackboard border in which we combined the idea, the evolution of transportation, with the awards given by the Palmer Company whose system we use. The A. N. Palmer Company gives to deserving children upon examination of drills submitted the following awards in the order mentioned: Silver Star, First Award, Gold Star, Progress Award, Palmer Method Button, Honor Writing Award, New Award, Award For Merit, and the Progress Button. We set as our goal for the year the earning of the first six awards. As progress at first is slow, our border represents a child walking until he reaches the Silver Star, his first goal. From the Silver Star to the First Award, he goes on horseback; from the First Award to the Gold Star, he rides a bicycle; from the Gold Star to the Progress Award, the train; from the Progress Award to the Palmer Method Button, the automobile; from the Palmer Method Button to the Honor Writing Award, the airplane.

With the help of the rural seniors and myself the children worked out this idea cleverly on a long strip of brown kraft paper, and placed it above the blackboard as a constant reminder to do all written work well.

So anxious were these children to travel with greater speed, ease, and accuracy to each succeeding goal that by the end of the first year every pupil in our fourth, fifth, sixth, seventh, and eighth grades had secured the six awards, and the school as a whole secured a total of one hundred one buttons. The written work in all writing situations was remarkably improved.

The children now suggest that we add to these the last three awards as our goal for this year, using the idea of communication from the airplane by radio, etc.

This scheme is very much worthwhile in that it entices children to practice with care, encourages them to compete with themselves, and gives them confidence, inspiration, and joy in definite achievement.

THE RHYTHM BAND

One of the most helpful organizations in school to develop an appreciation of music is the "Rhythm Band."

In the one room rural schools the first, second and third grade pupils can be used in the band, while the upper grade pupils may assist as helpers, librarians, and pianist. Or if a piano is not available, an organ or victrola; the latter is often preferred to the former. In a Centralized or Consolidated rural school one should use only the first and second grades in the Rhythm Band; unless the third grade is very slow rhythmically. Needless to say the third and fourth grade pupils are thinking of playing real instruments.

Long before one has the instruments with which to work, the work of the Band may go forward. Using the hand or a pencil in the hand of the pupils, marking the accent with a downward motion. It is the feeling for the rhythmical recurrence of accents, motifs, phrases, and themes you wish to develop; so starting with the hand only will aid greatly. Another way is to have children clapping to music. Though the helpful teacher will not allow the clapping to drown the music.

Your instruments with the exception of the bird whistles will be of the percussion type, that is, struck to make the sound. But the type of music rendered will be of a great variety since the tones of the instruments have a wide scale—for example—The bells, one group will give a light ringing sound, the bird whistles will give a warbling note to the band, and the drum section will give the heavier part of your band.

At the beginning your band will merely keep time to the music, but as you continue to play, a noticeable change will occur. There will be feeling in the music, made possible by the pupils getting the spirit of the music played. Of course, the wise teacher will develop this from the beginning, as this is the real beginning of appreciation of good music.

Music for Rhythm Band is now being arranged so that any teacher who has any rhythmic ability can easily direct a band. Also any one who is at all familiar with themes and their recurrence can easily with the help of the children, arrange music to suit ones own situation. For example, Hadyn's Surprise Symphony, (simplified) known as the tip-toe march in Hollis Dann's First Year is a very good one with which to start. Play it through several times, giving

the chords at the end of the phrase, strongly accented. Ask the children if the first was played loudly or softly. Of course, it would be played softly as the Composer had planned to put his audience, the Court, to sleep. Was there a loud place in the piece? Yes, the last chord. Now with this from the children, one can easily see how to proceed. Use the light playing instruments on the theme and all with a clang on the last chord. It was this effect that Hadyn wished to give as he planned to waken his audience, the Court, with a start.

When planning the score before playing it for the children, one should keep in mind how the music would be played by orchestra or bands. One section will carry the theme, then another will pick it up, then another. Seldom, except at the finale, theme, will all be playing at the same time. Of course, a few chords will often be played by the whole orchestra, but not a great deal more. Keeping this in mind, one must plan the score of the Rhythm band in the same manner. Also your selection of compositions to be scored should be such that it will be worthy of production. The use of folk tunes, folk dances, marches, and standard compositions are suitable for performance.

If you have \$12 or \$18 at your disposal, buy a good set of instruments, though you can get sets for much less, even down to \$3 and less. One band I knew paid but a very small amount of money for their instruments. Their method may interest you. Most of the children could find horseshoes. When a sufficient number arrived, they were cleaned and painted with gilt. The teacher in the mean time, had visited a blacksmith shop and with the help of the owner had selected a good piece of $\frac{1}{4}$ " round steel. This steel was cut into small lengths, ranging from 10 to 24 inches. Also twenty pieces 4 inches in length for strikers. These also were painted. The horseshoes and steel rods were then suspended on stout strings. Thus when struck by the small steel rods a ringing sound was produced, though not one sound matched another as to pitch. The boys of the school covered eight old erasers with No. 0 sand paper, and four blocks of hard wood were picked up at a factory nearby. These were struck with small hardwood sticks. One boy in the room had a small drum. Thus the room was supplied with toy instruments with very little cost.

The following companies have instruments in stock:

The Educational Music Bureau, 434 S. Wabash Ave., Chicago Ill.*

Mrs. Grace Drysdale, 406 Block Bldg., Harvard Square Cambridge, Mass.

Hoover Supplies, 922 Oak St., Kansas City, Missouri.

*This company also will supply scored music.

Iona Devers, Supervisor Music in the Training School