

The Normal School Herald.

VOL. I

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No. 1

The Normal School Herald.

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Address all communications to THE NORMAL SCHOOL, HERALD, Shippensburg, Pa.

Alumni and former members of the school will favor us by sending any items they may think would be interesting for publication.

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THE NORMAL SCHOOL HERALD appears before the public for the first time to-day. Its management desires to give assurance that it "has come to stay."

For a number of years it has been customary to publish the Commencement proceedings in pamphlet form for distribution among the Alumni and other friends of this institution; but the rapid growth of the school has made a more extended means of communication desirable. With this object in view it was determined to do away with the Commencement Annual and instead publish a Quarterly.

This Quarterly, the first number of which now appears, has been christened THE NORMAL SCHOOL HERALD.

The management of this journal have but a few words to say as to its purposes and aims.

It is not our purpose to publish a magazine; nor to encroach upon the field so ably filled by the various educational publications.

We aim rather to publish a *newspaper* devoted to the interests of the Normal Schools of the State and the Cumberland Valley State Normal School in particular.

As a newspaper we shall aim to give the news of the school, that those outside the school may be able to form a correct idea of the life of a Normal School student.

We shall speak from time to time of the work that is being done by the various classes. We believe that where prejudice exists against the Normal School system, it may be charged to ignorance of the nature of the work done by Normal Schools.

We feel that a few words of explanation are necessary to the Alumni of the school which we represent

We trust that the HERALD may be a welcome visitor to your homes. Distance may separate

you from classmates and school but we know that you have not forgotten the pleasant times spent within the walls of the old Normal. We shall be glad to hear from you, and to make mention of your success in the columns of this journal. It shall be our aim to make the Alumni department one of the most interesting and important parts of the paper.

Space will be given to each of the Literary societies for an account of the work done by them, and Athletics will not be neglected.

Finally, we ask your cordial and earnest support for the HERALD. We pledge ourselves to our best efforts to produce a paper that shall be a credit to the school we have the honor to represent.

Principal's Greeting.

IT is with pleasure that I accept the invitation of the editor of the NORMAL SCHOOL HERALD to speak a few words through his paper to the graduates and friends of our dear Old Normal School.

The new plan involved in the publication of the NORMAL SCHOOL HERALD makes unnecessary the further publication of the Commencement Annual which has been issued regularly for the past six years.

I should have been very sorry to part with this publication did I not feel well assured that the new paper to be issued will much more than take its place.

I take this opportunity to thank the readers of the Commencement Annual for their many kindly expressions of their appreciation of this unpretentious journal. The Annual has always found a home among warm friends, and its pages have no doubt revived many fond memories of bygone Commencements.

The NORMAL SCHOOL HERALD makes its first appearance this month, and it is published under the direction and management of competent and skillful editors. I commend this new publication to your careful reading, and I sincerely hope that it may always continue to be a welcome visitor to your homes.

I am happy to state that the past school year has been the most prosperous in the school's history. The attendance has been larger and the improvements have been greater than during any previous year.

The outlook for the coming year is very flattering. There is every indication that the new year will exceed the past year's attendance and we look forward to the coming year with bright hopes and cheering prospects.

Many improvements have been made during the year in the equipment and facilities of the school. Evidences of substantial growth are to be seen on every hand, and the Cumberland Valley State Normal School bids fair to rival in its excellence, in the very near future, the best of its competitors.

In all this glorious work of building up this now famous institution, the graduates and students have taken an important part, and are entitled to the highest praise for all their worthy efforts in this work.

I solicit your further help in advancing the interests of the C. V. S. N. S., and I make this solicitation, feeling certain that my appeal will not fall upon the ears of any who are not anxious to do all they can do to promote the welfare of our much loved school.

Wishing you success in your various fields of labor and assuring you of a hearty welcome to the halls of Old Normal whenever it may be convenient for you to return to this place of fond and precious memories, I am,

Very sincerely,

G. M. D. ECKELS.

Model School Entertainment.

THE commencement season of 1896 was opened on the afternoon of June 19, at which time the Model School Entertainment was held.

Although the weather was oppressively hot, the room was crowded long before the time set for the opening of the exercises.

The program was excellent throughout and the work done by the young folks reflected

much credit upon themselves and their instructors.

The address of the principal, Miss Waldo, to the graduating class was an earnest appeal to them to continue the work already begun and to lead honorable and useful lives. Those graduating were: William Brandt, Britton Kell, Estella Funk, Carrie Kitzmiller, Josiah Kline, Lizzie Meyer, Elizabeth McCune, Harper Meredith, Carrie McCulloch, Lyde Whisler.

Gymnasium Entertainment.

A LARGE number of invited guests gathered in the gallery of the gymnasium on the evening of June 4 to enjoy a program of purely physical work.

Ten numbers were given, consisting mainly of class drill in free and light gymnastics. Two hundred students, members of the Senior and Junior classes, took part in the opening number, and their marching and counter-marching was most effective. The ladies wore the usual gymnasium suit of dark blue, and a finer, healthier appearing class of girls will not be met with in any other Normal School.

One number followed another in quick succession, and the quiet, orderly way in which the classes formed, ready to march on the main floor, without a word from the Director, showed an amount of self-control not always displayed by so large a body of performers. It speaks well for the gymnasium work that the students should be so trained to depend on themselves.

It would be hard to single out any one number as being the best of the evening, though judging from the rounds of applause, the club swinging by the Senior men, and the Oxford Round by the Senior ladies, were two of the most taking drills. The ladies surpassed the men in graceful, easy movements, but that seems only natural. One strongly marked feature of the entire program was the precision—the accuracy of the work. The aim has evidently been “not how much, but how well.” This accuracy of movement was per-

haps most noticeable in the drills by the Junior men. Their work was finely done. The department of physical training is a comparatively new one in the school, and the students deserve much credit for the really good entertainment that was given. The class work in the gymnasium is intended to be practical work for public school teachers. Work is given that will be of real value to those who undertake the care of the children of our Commonwealth. If every Normal School graduate understood how to prevent the common physical defects so often acquired by the little ones soon after entering upon school life—if they knew the value of breathing exercises—if they realized the necessity for insisting upon correct standing and sitting positions, the coming generation would possess more healthy, more graceful bodies than present indications would warrant us to expect.

The student may, during his two or three years' stay at the Normal School, do very much for his own physique.

The impression seems to prevail that gymnasium work should only be undertaken by the strong. That is a mistake. “He that is well needs no physician.” It is wonderful what can be accomplished in a few months by earnest, persistent exercise. Very few enter the Normal who would not be benefitted both personally and in their preparation for teaching, by taking the course in physical training.

Chautauqua Normal Union.

AN exercise of a very interesting character was the Commencement of the Chautauqua Normal Bible Class which was held on Sunday Evening, June 21.

Upon this occasion a class of twenty-six young ladies and gentlemen received their diplomas by virtue of their completion of the course of Bible study recommended by the Chautauqua Association.

The following program was rendered:

Music,.....“Faith is the Victory.”
Invocation,.....Dr. G. M. D. Eckels.

The Art Exhibit.

WHEN people are willing to spend nearly two hours in inspecting the art exhibit of a school, it must be supposed that there is something about it to commend it; that was the case this year; for although the Musicale was not to begin until eight o'clock, many persons were at Normal at six o'clock, the hour at which the Art Exhibit was opened to the public. Four rooms were used to display the work done by the school. In the small chapel some fine drawings were arranged. A noticeable and commendable feature of the work done this year were the two drawings from nature.

In the other rooms were arranged studies from Greek, Roman and Oriental designs, geometrical and perspective drawings.

Much attention has been paid to clay modeling during the past year and the work of the classes in this department is worthy of special mention.

Altogether the exhibit was a most creditable one to the pupils and their instructor, Miss Alice Kinsey, who has labored unceasingly to promote this department of the school work.

The Herbariums.

Those who visit Normal during Commencement week are accustomed to see fine herbariums; but it is no discredit to other classes to say that those prepared by the class of '96 are the finest ever prepared here. Not only is there an interesting variety of specimens but they are very tastefully and neatly mounted.

Dr. Barton has given much attention during the year to Botany and has aroused quite an interest in its study, not only on the part of Seniors, but the Juniors as well. He personally planned and conducted a number of botanical excursions during the year.

The new fountain adds very much to the appearance of the campus. A supply of gold fish has been ordered for the basin.

Musicale.

The Normal School Musicale is always well attended and the one this year was no exception.

The numbers of the program were all well rendered; but so limited is our space that comment upon individual numbers is not possible. It is, however, but fair to the participants in the farce, "The Mouse-Trap," to say that they played their parts exceedingly well and that the performance was certainly a "screaming" success.

Miss Lockwood, the teacher of vocal and instrumental music, deserves the commendation of all upon the success of the entertainment.

The following was the program:

1. Chorus—Song of the Vikings.....E. Fanning.
2. Piano Duet—Witches' Frolic.....Franz Behr.
Gay Renshaw, Mary K. Hays.
3. Vocal Solo—Dying Rose.....Louise Tunison.
Sarah U. Spangler.
4. Statue Poses.....Mary V. Beltzhoover.
Spanish Dancing Girl, Pompeian Girl, Summer, Awakening of Spring, Evening, Diana Watching the Sleeping Endymion, The Sluggard, Noli me Tangere, Aurora, Dancing Faun, Hebe, Fighting Gladiator, Cain, Modesty, The Messenger from Marathon, Hero viewing the body of Leander, Diana of Versailles, Cupid bending Bow, Niobe Daughter (1), Niobe Daughter (2), Niobe Mother, Morpheus.
5. Vocal Duet—New Life.....Adam Geibel.
Nettie Bae Roop, Sara U. Spangler.
6. Recitation—Daddy's Li'l' Boy.....H. S. Edwards.
J. Shearer Wolff.
7. Vocal Solo—Summer.....C. Chaminade.
Nettie Bae Roop.
[W. H. Neidlinger.]
8. Vocal Duet—Oh that we two were Maying,
Gertrude B. Clark, Will C. Donnelly.
9. Farce—The Mouse-Trap.....W. D. Howells.

CHARACTERS.

- Mr. Willis Campbell.....Will C. Donnelly.
Mrs. Amy Somers.....Mary V. Beltzhoover.
Mrs. Bemis.....Virginia Rhone.
Mrs. Curwen.....Vida B. Wolcott.
Mrs. Miller.....Mary G. Rhodes.
Mrs. Roberts.....Susie A. Brinley.
Jane.....Maye Sheets.
10. Quartette—Lullaby.....W. H. Gilchrist.
Misses Roop, Brehm, Bollinger and Spangler.

[Contributed.]

The Senior Reception.

At the ringing of the gong at 8 o'clock on the evening of June 27th, the expectant Seniors came to the chapel, and immediately the poor starved looking creatures took up their time-honored occupations. The march to the dining room was headed by the faculty, and soon all were seated at the groaning tables admiring the beautiful decorations, the palms, the ferns, and—their companions. The tables were loaded with the choicest delicacies, and their presence explained the hungry look of the Seniors, who had been dieting themselves for this occasion. It was noticed that the potted tongue at the faculty table and anywhere within the reach of the class President and the orator was hurriedly consumed; the result was afterwards heard.

After the cream, cake and fruit had been conquered, and the formerly thin, starved-looking students had examined the legs of their chairs to make sure that they had a sufficiently firm foundation, Dr. Eckels in his usual happy style, began the literary desert by a few amusing remarks, and then introduced Dr. Barton, the discoverer of a new physical force, disproving the formerly accepted theory of atmospheric pressure. Dr. Barton, although he had lost his appetite, kept the students in a roar, as he told incidents in the school life of Prof. Lehman and others. He then disclosed the romance connected with his own sad (?) fate. Tears stood in the eyes of the tendered hearted ladies present, as they sympathized deeply with the Doctor. Dr. Barton remembering that it was leap year, closed his remarks rather abruptly and fled from the dining room.

Prof. Bryner was then introduced, and although suffering from a severe cold, and exhausted from overwork, he talked to the students as only a loved and loving teacher, about to leave his position, could talk. He voiced the sentiments of all present in his glowing tribute to Dr. Eckels, and the hearty applause he received when he resumed his seat, clearly

showed the affection which the class of '96 feels toward Prof. Bryner.

Prof. Lehman was then given a chance to reply to Dr. Barton, but was sadly handicapped because the Dr. had withdrawn, and Profs. Roth, Barton and Gray had considered discretion the better part of valor and had not appeared upon the scene. However, he told a few good stories on Dr. Barton and congratulated the class that the long unexplained story of Dr. Barton's life had been made public.

Misses Waldo, Clark, and Lockwood in a straightforward manner expressed their appreciation of the efforts of the class of '96 and their hope for its future welfare.

Messrs. Gress and Donnelly, class President and class Orator respectively, replied for the class, thanking the trustees and faculty for their many acts of kindness and assuring them of the continued loyalty of the class.

Dr. Eckels closed the reception by speaking of the work accomplished during the year and his hope for the future welfare of the graduates. Then, turning to Prof. Bryner, he assured him that the present management of the school was very loth to part with one who had placed his department in advance of any similar one in the state, and, although they felt his loss, yet they saw that his sphere had been widened and that which was the loss of the institution, was Cumberland county's gain.

M. L. D.

Sunday School Closing.

ON Sunday morning, June 28, the various classes of the Normal Sunday School assembled in the large chapel to take part in the closing exercises of the school.

Dr. Eckels delivered a fervent and impressive prayer, invoking Divine guidance upon those who were soon to separate. The representatives of the different classes took part in the program, which consisted of recitations, essays and vocal selections. At the conclusion of the exercises Dr. Eckels addressed the pupils briefly upon the importance of the

work of the Sabbath school and expressed the hope that the members of the school would labor as faithfully and as earnestly in the cause of the Master as in their public school work. The exercises were concluded with the repetition of the Lord's Prayer by the school.

Baccalaureate Services.

A FINER Sabbath evening could not have been selected than was the evening of June 28.

The baccalaureate services were announced for 6 o'clock, but long before that time the chapel was filled with as fine an audience as ever assembled at Normal. The Class of '96 entered in a body and occupied the front portion of the Chapel. The ministers of the town and vicinity occupied seats upon the rostrum.

Gounod's beautiful hymn "Praise ye the Father" was sung by a mixed chorus of thirty voices.

Rev. M. L. Drum, of the Shippensburg M. E. Church offered prayer, following which Miss Sara Spangler and Mr. J. S. Wolf sang "Abide with Me" with much expression. Rev. G. C. Henry, of the Memorial Lutheran Church of Shippensburg read the twenty-first chapter of St. John.

Dr. Eckels then introduced Dr. N. C. Schaeffer, Supt. of Public Instruction, who delivered the baccalaureate sermon, choosing for his text, John 21:15, and dwelling particularly upon the command, "Feed my lambs." The sermon was simple and practical, just such a sermon as one would expect from Dr. Schaeffer. It was specially adapted to the young men and women of the graduating class and the simple and helpful way in which the great truths of religion were brought to their attention, must have made a lasting impression for good.

We give an abstract of the sermon.

"FEED MY LAMBS."

Richard Baxter once said he was glad his own name was not found in the Bible. For,

added he, if for instance I should read, "If Richard Baxter will repent and believe, he shall be saved, I could not be decided whether the passage referred to me or some other Richard Baxter. But when the scriptures say: God so loved the world that he gave his only begotten son that whosoever believeth in him shall not perish but have everlasting life, I feel sure it means me and every other Richard Baxter in the wide world." Equally universal in its application is the injunction, "Feed my lambs," which I have chosen as the theme of the address for this day. Although addressed to Simon Peter, it is a commission to me and to you, to the members of this graduating class who are going forth to teach and to everyone within the sound of my voice. There is not one person in this audience who is not looked up to and admired and imitated by some younger brother or sister, by some growing child or intimate friend. Whether we will it or not, there are daily influences going forth from every one of us that tend either to feed or to starve the minds of the children with whom we come in contact. The worst sin that a shepherd can commit against the lambs of his flock, is to starve them. The worst sin that modern society can commit against the rising generation is the neglect of unfortunate children. For their physical wants the state provides if the parent cannot, and it is the duty of every citizen to contribute toward the education of the children by the payment of a school tax. When the Pennsylvania Legislature was completing the Common School law of 1834 and 1835, an amendment was proposed to levy a special school tax upon all bachelors twenty-eight (28) years of age and upwards. The legislature wisely refused to adopt the amendment. I say wisely because it is the duty of every citizen to contribute according to the measure of his ability, to the cause of popular education. Instead of the proposed amendment a poll tax was adopted which is designed to make every resident taxable contribute at least one day's wages, one dollar toward the universal diffusion of knowledge. The payment of school tax does not exhaust

the duty of the citizen in the feeding of the lambs. He should see to it that the taxes are wisely applied, that the taxes are not wasted upon expensive charts, hundred dollar maps and globes, but applied in the employment of good teachers. Every man has some influence in the community. This influence should be exerted in the betterment of the schools, in supporting the teachers, in bringing all the children of school age into the school. Do you tell me that you have no influence? Even the wooden Indian in front of the cigar store exerts an influence upon the public, if he did not, he would soon lose his place. If then you do not wish to be of less account in the community than a wooden man, spend with me half an hour in the study of the maxim: "Feed my lambs."

In their innocence, attractiveness and helplessness the lambs symbolize childhood. The act of feeding symbolizes the process of instruction. The assimilation of knowledge. Plato in his Protagoras says that knowledge is the food of the mind. Bacon says that studies are the remedies and foods of the mind, meaning thereby that mental growth results from the acquisition of knowledge, that weakness in any line of mental activity is remedied by the assimilation of knowledge proper in kind and quantity. The same figure of speech underlies his oft quoted statement that some are to be tasted, others to be swallowed, and a few are to be chewed and digested.

The selection and preparation of the mental food is the first duty of the teacher. Food adapted to nourish the sheep, is often not suitable for the lambs. The calculus is excellent food for Sophomores and Juniors at college; as a study it would be out of place in a grammar school. We hear a great deal of complaint that the curriculum is too full, just as if a guest could not eat because too many kinds of food are named on the bill of fare. To expect that every child shall assimilate every thing in the school curriculum is as rational as it would be to advocate that every guest must eat his way through the entire bill of fare. That is a

feat only possible to those gifted with the capacity of an institute instructor.

Peter spent three years at the feet of the Master before he was commissioned to feed the lambs. Paul, although versed in the lore of his age, retired after his conversion for three years into the desert of Arabia, devoting the time to meditation and study before he entered upon his career as an apostle. I hope the day will come when the Normal School course will be lengthened to three years. The Press says that the trouble with the schools of Philadelphia is not that the curriculum is too full but that the teachers are too empty. The teachers may not know enough to select and prepare the mental food which is essential to the best intellectual and spiritual growth.

After the proper selection and preparation of this food, the first condition of its assimilation is that it be properly masticated. Just as most kinds of food must be cut and crushed or ground with the teeth, so many of the chunks of knowledge must be analyzed, and resolved into their elements so that the mind may concentrate its energies upon the real difficulties. One reason why so many fail in the Sunday School, in the pulpit, behind the teacher's desk, is found in the fact that they have never analyzed or caused the learner to analyze the truth to be assimilated. How marvelous was the success of the great teacher in analyzing the profoundest truths and setting them before his hearers in their simplest form. One teacher fails where another succeeds because he lacks the power which the other possesses of concentrating the highest and best attention upon the elements of difficulty to the exclusion of all other ideas. Many a spiritual truth fails to find a lodgment in the soul because it is not stripped of the other things with which it is connected in complex concepts and general statements.

After a general statement is memorized the learner is apt to imagine that now he knows it. "To know by heart is not to know at all," says Montaigne. Food is not assimilated as soon as it is swallowed. It must be transformed

into something else; otherwise indigestion is the result. So long as the mind simply holds a truth in the exact form in which it was given by the teacher or memorized from the catechism, so long it resembles the food which instead of being transformed into chyme and chyle and blood, remains unchanged in the stomach, causing the multitudinous ills of dyspepsia. If the lessons in old Testament history remain in the memory in the exact form in which they were given, the teacher has failed in spite of all the answers which the quarterly review may elicit from the class. "Except a grain of wheat fall into the ground and die, it abideth alone; but if it die, it bringeth forth much fruit." The ideas which are lodged in the mind, must perish in their original form before there can be a harvest of thoughts and sentiments and purposes. The elaboration of mental food involves change, loss of identity, transformation into something else. So important is this to a proper conception of the text that I venture to illustrate it by recalling to your minds a favorite illustration of Gough. A crying child was disturbing the slumbers of every passenger in a sleeping car. A gruff miner from the far west, whose patience had been exhausted, at length exclaimed: "I would like to know where that child's mother is." The person in charge of the child, replied: "In the baggage car in a coffin." The information communicated in those few words, was immediately changed into sympathy. There was not another word of complaint throughout the journey. In the case of the old miner it was transformed into will, into purpose; for ere long he got up from his berth and began to carry the child to and fro, doing his best to make it content with the strange surroundings. If the lessons in history are not transformed into the sentiment of patriotism, if they do not pass into a purpose to live and die for the fatherland, if they remain a mere tissue of dates, names and stories of battle and court intrigue, then the lessons in history have not been properly assimilated. If an audience can give a sermon word for word or even in logical outline, it is not proof

positive that the preacher has succeeded. Still less it is an evidence of success if they speak of his rhetoric, his delivery, his magnificent style. The flock has been properly fed only when the ideas of the discourse have perished in their original form, been transformed into a harvest of noble sentiments, thoughts and purposes, and thus made themselves felt in the life and conduct of the audience. Here indeed strike the most important phase in the assimilation of knowledge and spiritual truth. The food is not merely transformed into chyme, chyle and blood; but its elements are at last assimilated as muscle and fibre, nerve and bone so that it becomes an integral part of the physical man. The truth by which the lambs are fed, is to be assimilated so as to become part of the inmost being, essence and life of the soul. Jesus said himself: "I am the way, the truth and the life." He was the way because he was a living embodiment of the truth. In the degree and to the extent in which any human being becomes a living embodiment of the truth, is he fitted to become a teacher of others. The unconscious influence which we exert, oftentimes neutralizes the conscious influence we try to wield. Life is the test of learning. Not what a man has but what he is, is the question after all. The quality of soul is more than the quantity of information. The quality of the soul is determined by the amount and kind of truth that has been assimilated. This is the supreme test of teaching. In view of this test we may well exclaim: Who is sufficient for this difficult calling? The essential condition of fitness for feeding the lambs is given in the first part of the text. The words: "Simon, son of Jonas, lovest thou me more than these" is susceptible of a threefold interpretation.

1. Lovest thou me more than thou lovest these. It would indicate a jealous fear lest he loved the disciples more than the Master. Love for the Master is not incompatible with the love of the disciples. The intensity of the latter does not diminish the former; the intensity of the love for the Master will cause the love for the brethren to glow more fervently as

it is evident from the early church and from the history of her benevolent operations ever since.

2. Lovest thou me more than these love me. *Hast du mich lieber denn mich diese haben*, was Luther's translation. If this be the correct rendering, Jesus desired to remind Peter of his boast: Though all should forsake thee, yet will not I, and of his subsequent fall. The design would be to humble Peter as a condition of recommissioning him for his work as an apostle. Humility is undoubtedly a great help to success in teaching, just as pride is often a very great obstacle. The subsequent rebuke to Peter when he tries to compare his fate with the future of John, makes it somewhat doubtful whether the Savior sought to make Peter compare himself with the remaining disciples.

There is a third interpretation which Dr. Higbee claimed to be the true one. The pronoun translated these may be neuter, then the question would mean: Lovest thou me more than these fishing tackle. Lovest thou me more than thy old occupation of fishing to which thou didst go back after thy fall. Undoubtedly the love of the Master must be supreme in the heart of him who would be qualified to feed the lambs.

At the conclusion of the sermon the chorus sang Gounod's "Sanctus" in which Miss Lockwood took the solo parts. Rev. A. H. Hibshman of Grace Reformed Church, Shipensburg, pronounced the benediction.

Class Reunion.

THE class of '94 held its first re-union on Tuesday forenoon in the large chapel. About forty members of the class assembled upon the rostrum and rendered an excellent program. While it is not possible to comment at any length upon the exercises, it may be said that the address of the President, Mr. H. H. Shenk, was an admirable production. The class history by Mr. Oscar Wickersham was a witty account of the school

life of the members of the class. The program was as follows:

Music,.....	Orchestra.
Address,.....	H. H. Shenk.
Instrumental Solo.	Ruth Kann.
Vocal Solo,.....	Virginia Smith.
Recitation,.....	Julia Radle.
Class History,.....	O. G. Wickersham.
Music,.....	Orchestra.

Class Day Exercises.

JUNE 30, 2 P. M.

"WE'RE twenty and a hundred more" would have written Dr. Holmes had he been one of the members of the class of '96. Never before in the history of the school did so large and imposing a body of young men and women take their place upon the rostrum.

There was a crowd present, of course; there always is, but this time it was larger than ever and not nearly all the people were able to gain admission into the chapel.

The first exercise upon the program was the President's address by Mr. E. M. Gress, of McConnellsburg, Pa. The speaker made a good impression by the earnest and manly way in which he spoke.

We give an abstract of the address below:

PRESIDENT'S ADDRESS.

Ladies and Gentlemen:—To-day as we are about to sever the ties which have bound us together during the past year, we welcome all who have assembled here to witness the exercises of the class of '96, which in its turn is about to go forth from the Normal Halls. The time has come when we must separate from our classmates with whom we have spent so many pleasant hours, from the members of the faculty who have put forth their strongest efforts to secure the best development of our physical and intellectual natures, and from the many friends whom we have met during the happy days that we have spent within the walls of our dear old Alma Mater.

We are living in a progressive age; it is a

peculiarity of civilization that means are provided by which the young men and the young women who are to fill the places left vacant by the passing away of the older generation, are prepared to meet the new conditions which the march of civilization creates. The knights and the statesmen of the middle ages, successful leading men of their time, though they were, could not, to-day, if placed in the busy cities of America, maintain a livelihood except by common labor. They would be unprepared for any profession in life, unprepared to take upon themselves the responsibility of instructing the young, unprepared for cultivating the soil, unprepared for anything except the pick and the spade. The progress of the last century, the inventions and the improvements in educational methods, have so revolutionized the conditions under which men and women are to succeed in life—that if the graduate of the common school, of the Normal School, or of the Academy, or the College of a century, or even a half a century ago, were to compete with the graduate of to-day, he would be found far behind in the race. But in order to meet these difficulties caused by the rapid progress of civilization, special schools are provided where the youth of our land may be thoroughly equipped for the battle of life. It is only a short time since the establishment of special schools for the preparation of young men and young women for the exacting duties of the higher spheres of life. It is only within half a century that the law schools, the medical colleges and the schools of art and science have been worthy of the name, and it is but a very short time since the Normal Schools have been well equipped for the training of the teacher who is to cultivate and instruct the young. To-day no one can enter any profession or line of business and hope for success without special study. But now there are schools for the preparation of all professions; the theological school for the minister, the law school for the lawyer, the medical school for the physician, and the Normal School for the teacher. On account of these schools our nation is rapidly

gaining prestige for the educational advantages she affords her people. Among these do we especially recognize the Normal Schools, which are the true friends of the cause of education, giving assistance and encouragement to those desiring better to prepare themselves for the noble work of teaching. The value of the Normal School is being more fully appreciated by all true and energetic young men and young women of to-day. They realize that the first step toward the advancement of the public school is to improve the qualification of the teacher and they know that if they wish to meet with success, they must spend a considerable amount of their time in these institutions, studying the underlying principles of their profession.

Friends of Shippensburg: I know that I am expressing the feelings of the class of '96, when I say that we are very grateful to you for the kindness we have received at your hands. You have been interested in the progress and welfare of the school, and have put forth efforts to raise its standard to the highest possible mark, and have tried also to make Shippensburg a model town which in many respects it is. Your attempts have not been in vain. Had they been, your town would not be free from the temptations of strong drink which are placed before the young men in many places. Instead of inviting the young to saloons which would lead them to evil ways, you have welcomed them to your churches, and have surrounded them with those moral and spiritual influences, which are conducive to the strengthening and elevating of character.

Members of the Board of Trustees: We wish to present our thanks to you for your kindness toward the school and especially toward the class of '96. You have put forth your strongest efforts in surrounding us with the best advantages and influences to make our school year one of the most enjoyable and profitable periods of our lives.

Honored Principal: Words cannot express our feelings of gratitude to you for the efforts you have made to secure the highest possible

development of the students in an intellectual, and especially in a moral line. The essential part of human culture is not that which makes man what he is intellectually, but that which makes him what he is in heart, life and character. What we call moral culture, that which affects the feelings, the emotions, the will and the conscience, is always, to some extent, the result of the indirect influence of the teacher's manner, character, and example. Our worthy and ever faithful Principal trains the moral character of the student by his strong personality. And I believe that this is the very highest kind of teaching, most charged with the moral power, most apt to go down among the secret springs of conduct, and most effectual upon the life of the student for the very reason that it is spiritual in its character, noiseless in its operations, and constant in its influence.

Worthy Instructors: In the name of the class of '96, I desire to tender our most hearty and cordial thanks to you for the example which you, as teachers, have set before us during the time which we have spent with you. May the influence which you have had upon us both in the class-room and in all places where we have met, ever be remembered by each one of us as we break the bonds of association formed by us as teachers and students, and enter upon the arduous duties of life. The future lies before us, dark and unexplored; but we know if we remember the wise counsel which you have given us to be ever honest, true and persistent in our undertakings in life, that success will be ours.

Members of the Junior Class: As you, under the name of the class of '97, are about to fill the places vacated by us, we can wish you nothing better than that your Senior year may be as pleasant and prosperous as that of the class of '96 has been. Be diligent, studious and energetic, put your shoulder to the wheel. The Cumberland Valley State Normal School is not the place for the lazy, indolent student.

Beloved Classmates: We, no doubt, have assembled as a body for the last time on earth.

We must soon bid farewell and diverge into the unknown pathways of life that lie before us. We have labored together sharing each other's joys and sorrows and overcoming the difficult and, at times, almost discouraging tasks of the class-room. The trials and difficulties which we have encountered here, are similar in their nature to those which we shall meet with all along life's journey. Therefore, since we have experienced many of these trials and difficulties, and are prepared to meet them, if we are persistent and remember and follow our motto, "No footsteps backward," we are sure to be crowned with the final reward of success. Let us remember, though our school life is finished here, that we are passing from the kindly rule of this institution to the severe discipline of life's great school, where experience will be our stern teacher, conscience our rigid examiner, mankind our classmates, and death our Commencement Day. And let us be ever faithful, honest and true, so that on the great reunion day the class of Eighteen-ninety-six may meet again to receive the reward of the faithful endeavor in the realms of everlasting bliss.

Mr. W. C. Donnelly, of Concord, Pa., was the class orator. He chose "Dreamers" for his theme and handled it well. He spoke eloquently of the duty of the young upon all great moral questions and called attention to various reforms that are urgently needed.

There are two natures in man which struggle for mastery; he ought to live worthy of his possibilities. The speaker also dwelt upon the necessity of a fixed aim and purpose in life.

The history of the class was read by Mr. J. I. Martin, of Barnitz, Pa. The class made no mistake when it selected Mr. Martin for its historian, for his production was full of interesting facts concerning his classmates. The total weight of the class is over seven tons; the average age is nineteen years; the tallest member is six feet three and one-half inches in height, the smallest, five feet, two inches. References were made to the various class excursions and the work of the foot-ball and

base ball teams. Miss Mame E. Hoffman, of Chambersburg, Pa. read the class poem in a pleasing manner.

CLASS POEM.

The horologe of time
Has struck another year.
In vain we list for its silvery chime,
For loud, and harsh and clear,
The tones fall on our waiting hearts
Like the sound of a funeral knell,
And the bitter tear unbidden starts,
For it warns of a sad farewell.

A farewell to the past,
With its mingled joys and fears ;
To those who o'er our lives have cast
Sunshine t'wixt gloom and tears.
Farewell to all, but memories sweet
Within our hearts shall dwell ;
Our class to-day united meet
To say a last farewell.

The golden moments pass,
The wave of time rolls by ;
It pauses not, alas ! alas !
In vain we hope, in vain we cry ;
Time will not stop in its ceaseless run,
Nor the circling sun in its orbit stand,
As in the Valley of Ajalon
At the Warrior priest's command.

Next year's sun will rise as fair,
And with imperial glory flame
On other scenes ; nor little care
That naught is left us but a name,
As footprints in the ocean sand
Are washed away by the rolling tide ;
So here all deeds wrought by our band
The future shadowy years will hide.

If after many days we come again,
These old familiar scenes to greet ;
Our pleasures will be marred with pain,
For none of those we loved will meet
Our feet upon the threshold. Strangers all
Who recognize us not
And sadly on our spirits fall
The bitter truth that we have been forgot.

Away sad fancies ; flee !
Let not the gloom of winter enter now.
It is the June of life, and light and free
The vernal zephyrs play on heart and brow,
Swift to their touch the heart pulsates,
Till swept by God's own hand,
The chorus rolls to heaven's gates
Borne by the Angel band.

And sounding clear above the whole,
We hear these words of cheer,
" Be not downcast, thou timid soul,
Thy golden opportunity is here ;
The great world lies before thee ;
Its arena vast, oh, soul is thine,
In which to do, to dare, to be,
The thing almost divine. "

The overarching canopy of blue
Looks down on fiercer fields of strife,
Perchance than warrior ever knew.
The present age with struggle rife,
Will make or mar the future years.
Truth strives with error, right with wrong ;
And proud oppression unmoved hears
The bitter wailing of the throng.

As on old Rome the gladiators went
Into the arena the savage beast to face,
To conquer or to die. So we are sent
Into the arena of the World ; to place
Our names as victors on the Rolls of Time ;
Or, after weakly battling for the right,
To own ourselves defeated by the crime
And darkness that obscures the light.

Into the combat we must go
Accoutered for the strife ;
Study ourselves, that we may know,
What is our work in life.
Then armed with truth and righteousness,
And panoplied with love,
Our little lives shall cheer and bless
Fed by that fount above.

Dear teachers ! you have wrought
With patient care these lessons to instill ;
Have given days of labor, nights of thought,
To mould our lives their missions to fulfil.
No words can tell the thanks we owe ;
But launched on Life's highway
By deeds and acts we hope to show
What tongue has failed to say.

Classmates, we go our separate ways
To meet life's shock and strain,
But God is with us "all the days. "
And broken hopes and bitter pain,
Are but the stairways leading up
To worlds of happiness and bliss,
When we have drained the bitter cup,
And found no peace in this.

So let us live that all the world
Will sweeter be because of us ;
That in His life our lives impearled
May reach the needy ones ; and thus
Fulfilling his divine command,
Be ready for the life immortal
And meet again in unbroken band
At Heaven's Golden Portal.

Miss Mary E. Wingler of Shippensburg, Pa., the class prophetess, did not attempt to portray the future of all her classmates, but instead gave a graphic account of a number as they will appear in 1926. The young lady claimed that the world will not lack for statesmen, ministers and inventors as long as the class of '96 survives.

The presentation of the class presents is always an interesting feature of Class Day. This year Mr. E. M. Balsbaugh was Presenter and distributed presents suited to the dispositions and needs of the different members.

The speeches accompanying the presentations were very apt. The class song was then sung by the entire class. This was composed by the Class Musician, Anna Bollinger.

CLASS SONG.

I.

Hark! hark to the chorus,
Of the class of '96
As in your mem'ry
Each dear face you fix;
You have watched us climbing,
Up the ladder round by round,
Now we've reached the summit,
Our reward is found.

Chorus.

Toiling, we've been toiling,
Day by day through all the year,
Toiling, yes toiling,
With our school-mates dear.

II.

Soon we'll be parted
In these halls will silence reign
But all our teaching
Has not been in vain.
Ah! of dear old Normal days
We will never cease to think
And at some pure fount of life
Ever, ever drink.

Chorus.

Toiling, yes toiling,
But we have not toiled in vain,
Toiling, yes toiling
The prize to gain.

III.

Now we must part
Part to meet as a class no more;
And how we sigh

That our school life's o'er.
Some will climb still higher
Others walk the paths of fame,
Yet our greatest blessing,
Will be our Father's claim.

Chorus.

Parting, yes parting,
We must part to meet no more,
Parting, yes parting,
School days now are o'er.

A special feature of the exercises of this year was the dedication of the fountain. The class marched out and after surrounding the fountain rendered the following interesting program:

SONG,.....By the Class.
POEM,Sara E. Hoy.
PRESENTATION ADDRESS,.....E. M. Gress.

Accepted by Hon. S. M. Wherry, President
of Board of Trustees.

Hon. S. M. Wherry, president of the Board of Trustees, said in accepting the fountain:

Mr. President and Ladies and Gentlemen of the class of 1896: To me, as the representative of the Board of Trustees of the Cumberland Valley State Normal School, has been assigned the delightful privilege of accepting from you the princely donation of this beautiful fountain. The gift is an honor to you, the generous hearted givers. Coming as it does just at the close of your educational career in this institution, it is a worthy meed of praise worthily bestowed upon our honored principal and his associates in the faculty. Tendered as it is to the school in its corporate capacity, it is the highest form of compliment it were possible for you to pay to those who bear the burdens of the financial and material interests of this institution. Because, it is a recognition not only of what has been done by us in the past to make this one of the first training schools in the State, but it is a perpetual testimony of your faith in what we and our successors shall do in the time to come.

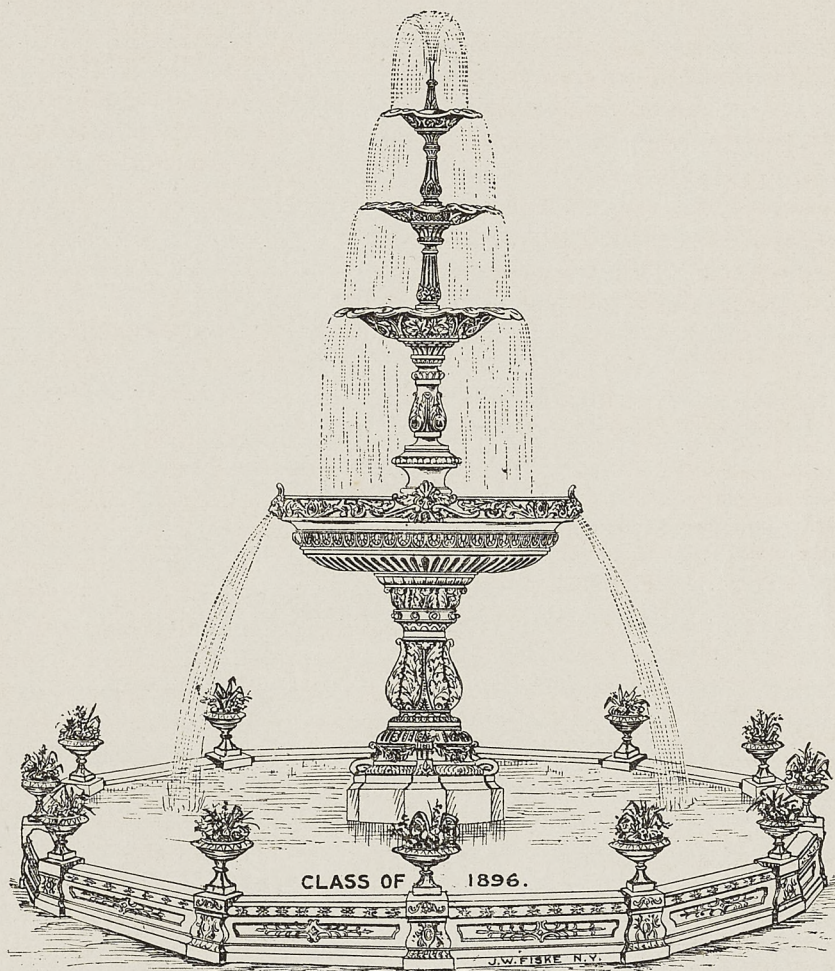
In the name and in behalf of the corporate authorities of this school I accept and thank you for your splendid gift.

I do not know to whom it belongs, individu-

ally, the honor of the first suggestion of this charming addition to our campus, but I am well informed that to your class, distinguished in all things else, will belong this most memorable distinction of having set in motion and carried to completion the scheme which ended

affection, the family pride of the members of the class of '96 to their alma mater.

As this emblem of your love and devotion stands conspicuous upon this Hill of Learning, the brightest glory of glorious surroundings, so may you, a noble and devoted band of well train-



in the contribution of this ornately beautiful work of art and utility. No such gift as this was ever before made by any class to this institution, and I venture to say no other Normal school in the State has ever been the recipient of so costly and elegant a gift from any of its graduating classes.

It is truly a monument for coming time to the happy thought, the kindly feeling, the loyal

ed teachers, each and severally, shine conspicuously in all succeeding annals of public education.

As the pure and sparkling waters from yon distant mountain rises through and flows over this fountain in a continuous stream to make glad the hearts of those who see its shining sheen, who hear its soothing ripple and drink in its refreshing vapors, so may you, the class

of '96, be a channel of clean heart, pure mind, chaste speech and educated thought to carry the life-giving waters of truth and science from this great reservoir of learning to cheer and bless the wide world outside.

As each drop of yonder water taken by its single self and held up to the all searching eye of the sun, reveals the perfection of tinted glories and sparkles with a thousand unnamed charms, so may each one of you shine in the light of well merited praise for work well done, unto the coming of the perfect day.

Generous deeds come only from noble hearts, and with this token of filial affection left behind you, your class must ever live in the story of your beloved mother. May this your memorial gift, serve to stimulate generous deeds in others so long as water flows to bless mankind.

The fountain song sung by the class was composed by Miss Mary J. Gray of Ickesburg, Pa.

The Junior Exhibition.

ONE of the principal features of Commencement Week was the play given by members of the Junior class. In order that all might have an opportunity of attending the play, it was decided to give it twice this year. Monday and Tuesday evenings, June 29 and 30, were the dates chosen.

On Monday evening the house was comfortably filled, and on Tuesday evening every seat was sold.

When Miss Spencer announced that the play of this season would be the best ever given by the Juniors, many, who remembered "Charley's Aunt" of last season were inclined to be skeptical, but after they witnessed the performance all were willing to admit that the medal belonged to the Juniors of this year.

The play is a three act comedy by Buchanan and Marlowe, entitled "The Strange Adventures of Miss Brown." It abounds in interesting and, at the same time, ludicrous sit-

uations. One of the merits of the play lies in the fact that it allows free scope to the individuality of the players and this was well developed by those who took part.

In a play where there are at least seven or eight leading characters it is a difficult task to say who did best, and all that need be said is that the performers were admirably adapted to their several parts and played them well. As it is impossible to give an adequate idea of the play in a short sketch, no analysis will be attempted; it must be heard to be appreciated.

The caste of characters was as follows:

Major O'Gallagher,	{ Innis-Charles I. Raffensperger.
Capt. Courtenay,....	{ killen }Sylvan Hutton.
Private Docherty, .	{ Dragoons, }Thomas W. Gray.
Sergeant Tanner, a Scotland yard Detective,....		Edwin M. Sando.
Herr Von Mosier, a Music Master,.....		Henry H. Poole.
Mr. Hibbertson, a Lawyer,.....		Frank Lehman.
Angela Brightwell, a ward in Chancery,.....		Carrie A. Mitchell.
Mrs. O'Gallagher,.....		Estelle Logue.
Miss Romney, Principal of Cicero Academy,.....		Annie V. Earley.
Emma, a Maid,.....		Annie M. Markley.
Clara Loveridge,.....		Hattie F. Wolf.
Millicent Loveridge,....		M. Grace Fairman.
Euphemia Schwartz,....	Pupils at	Ethel D. Smiley.
Matilda Jones,.....		Mary A. Wierman.
Alice Stilts,.....		Grace E. Smith.
Grace Perkins,.....	Cicero	Frances L. Geiger.
Ethel Sommerton.....		Nan Johnston.
Barbara Darling,.....	Academy,	Edith Bollinger.
Margaret Heath,.....		Kathryn E. Schroeder.
Carrie Willett,.....		Mary A. Dariington.

Commencement Day—July 1st.

NATURE seemed willing to do all in her power to help the class of '96 make a success of their Commencement. The sun never shone brighter than it did on Wednesday morning, July 1, when the friends of the graduates were assembling in the chapel to witness the closing exercises.

The members of the class marched into the chapel and took their places upon the rostrum, after which the exercises were opened with prayer by Rev. G. C. Henry, of the Memorial Lutheran Church, Shippensburg, Pa. In a fervent and impressive manner the reverend gentleman invoked the blessing of God upon the young men and women who were soon to enter upon the battle of life.

The following program was rendered :

- MUSIC.
- Oration.....Free Cuba
HARVEY HARTZ.
- Recitation—A Gowk's Errand.....Anon.
MARY J. GRAY.
- Vocal Trio—In Old Madrid.....Trottere-Garcia.
Misses BOLLINGER, HESS and SPANGLER.
- Essay.....Books versus Cooks.
DAMARIS PETERS.
- Recitation—On the Other Train.....Anon.
HANNAH NEVINS.
- Quartette—Lady Bird.....Bowen.
Misses ROOP, MCCALED, BREHM and SPANGLER.
- Oration.....The Spirit of the Press.
LEHMAN H. YOHE.
- MUSIC.
- Recitation.....Caprice at Home.
VIDA B. WOLCOTT.
- Essay.....Silent Cities.
ALCESTA SELLERS.
- Vocal Solo—For All Eternity.....Mescherone.
NETTIE BAE ROOP.
- Oration.....The Money Question
LEWIS A. DILLER.
- Recitation The Mysterious Portrait.....Geo. Japy.
MARY G. RHODES.
- Oration.....The Problem of Life.
A. STOVER MCDOWELL.
- Recitation.....The Jewels She Lacked.
ANNA LONGSDORF.
- Essay.....Personified Astronomy.
GRACE M. WOLFE.
- Three-Part Song.....
Misses ROOP, ALLWEIN, COLE, BREHM, HESS,
SPANGLER and BOLLINGER.
- Oration.....An X-Ray View.
LUTHER M. SHEPP.
- [Brooks.]
- Recitation—To the Lions from "A Son of Issachar,"
M. LINNAEUS DRUM.
- Oration.....Runaway Horses.
J. ROY MOHLER.
- MUSIC.
- [Wiggin.]
- Recitation—Aunt Hitty's Gossip.....Kate Douglass
SUSIE A. BRINLEY.
- Essay.....The Aim of Life.
H. MARGARET DINSMORE.
- Quartette.....
Misses ROOP and BREHM, Messrs. WOLFF
and DONNELLY.

- Recitation—Hagar.....Nicholson.
MAYE SHEETS.
- Oration.....Lesson Your Denominator.
D. BRUCE PETERSON.
- Recitation—Hanging a Picture.....Jerome K. Jerome.
SHEARER WOLFF.
- Chorus On the Move March.....Bailey.
GLEE CLUBS.
- Normal—Misses Shelton, Wetzel, Roop, Mc-
Caleb, Brehm, Nevins, Messrs. Starry,
Horace Smith, Hershey, Arnold, Har-
ry Smith, Diller, Troup.
- Philo—Misses Bollinger, Longsdorf, Hoy,
Cline, Spangler, Hess, Brinley, Ruth,
Messrs. Drum, Wolff, Donnelly, Pe-
tersen, Mohler, Gettel.

So well rendered was the program that one can hardly refrain from commenting at length upon the individual numbers but space forbids. It will be noted that all the topics chosen were timely ones. Mr. Hartz spoke eloquently of the Cuban struggle for liberty. Mr. Diller gave a clear and impartial statement of the great political issue of the day. Mr. Yohe paid tribute to the newspaper. Messrs. Shepp, Mohler and Peterson dealt with the mighty forces of nature from their several stand-points and Mr. McDowell presented some forcible truths in his oration, "The Problem of Life." The four essays read by Misses Peters, Sellers, Wolfe and Dinsmore, expressed excellent thought and were carefully prepared. The recitations were well delivered and the applause which the reciters received was richly deserved. Misses Sheets and Brinley, and Messrs. Wolff and Drum are deserving of special mention for the excellent manner in which they gave their recitations.

The musical parts of the program were exceptionally fine. After the chorus "On the Move March" by the Normal and Philo Glee Clubs, Dr. Eckels delivered his address to the graduates. The Doctor spoke with much feeling of the pleasant relations between the pupils and teachers that were now about to be severed. His address was replete with words of counsel and encouragement, and could not fail to make a deep impression upon those to whom it was addressed.

We append the address in full.

DR. ECKELS' ADDRESS.

Members of the Class of '96:

The important day in the history of your Normal life has arrived, and your appearance upon the platform on this occasion heralds to the world the fact that you have been victorious in your efforts to master the course of study prescribed for the Normal Schools of the State. I congratulate you upon your success, and more particularly upon the fact that you have eminently deserved it. You have been faithful in the discharge of your duties, and your application to study and obedience to the regulations of the school, merit the commendation of the faculty. We part with you with sincere regret and beg to assure you that our good wishes shall ever accompany you in your various fields of labor.

Our richest reward for the care and labor bestowed upon your training will be the knowledge we shall receive from time to time of your success in your various callings, and your misfortune or failure will cause us the deepest concern. We send you forth with high hopes of your honorable success in whatever you undertake, and with the most convincing evidence that you have striven hard to fit yourselves for your different missions.

The office of the teacher is one of most sacred character. No other profession demands a more thorough preparation for its duties, or a deeper consecration to its work. The teacher needs the best scholarship. He must first have a broad general knowledge of all the subjects usually embraced in a liberal education. No other profession has greater need of this liberal foundation than the teaching profession. The teacher's work touches all departments of knowledge: literature, history, science, art and philosophy, all contribute to the material necessary to be used, even in a school of elementary grade. In addition to this general knowledge, the teacher needs special knowledge of the particular branches he intends to teach. This knowledge must be wider and more thorough for the teacher than

for the individual, in any of the other professions. The want of success with many teachers is due to the fact that they have a superficial knowledge of many of the subjects they undertake to teach. The reason, in many instances, that the teaching in the public schools is not more practical results from the teacher's want of definiteness and thoroughness in the subjects taught. The interest which pupils take in their studies depends upon the teacher's ability to apply the knowledge of the learner to the practical every-day affairs of life, and in order that this application be made successful, the teacher himself must have a comprehensive knowledge of the branch he teaches. Every profession demands of its members a certain kind of professional training, which is essential to the success of every one entering the profession. The theory, as well as the art of the profession, must be understood by those engaging in it. There is no place for the empiric in teaching any more than there is a place for him in medicine or theology. The observant student may meet with moderate success when he becomes a teacher of advanced studies by copying the methods of his own teachers, but this plan is not available as a preparation for the teaching in elementary grades. No matter how skilful our primary teachers may have been, the methods by which they reached their results can never be copied by their pupils when they become teachers for the reason that at this early period the child gives no attention to the methods used by the teacher in his training and would be unable to understand them, if he did. It is absolutely necessary, therefore, in all grades of elementary schools, that the teachers should be trained teachers if the instruction is to be scientific in its character.

Teaching is an art as well as a science and those who engage in the work must be real artists. There are certain conditions essential to the success of the artist in every field of his labor. The teacher artist is no exception to general law in this respect. In the first place, every artist must have a high ideal for all his work. The image must stand out clearly in

his mind before he puts pencil or brush to the canvas. That which grows day by day under the almost magic touch of the artist's pencil, is but the realization upon canvas, of that which the mind has already conceived. The higher the ideal, the grander the opportunity for the exercise of his skill. There must also be an appreciation of beauty on the part of the artist. It is this appreciation which makes his work pleasant and enjoyable. Beauty in all its forms lends a charm to every occupation in which it is found. The man whose soul is dead to the emotions of beauty will never become an artist. It is mainly because of this keen sense of beauty that the artist enjoys the works of art with a keener relish than any other class of persons. Again, the artist recognizes the influences of art upon the world's civilization. He recognizes the truth that painting, sculpture, architecture, music and poetry have been great influences in elevating the masses of the world to higher planes of growth and civilization. Whenever the world has moved upward in its march, art has been one of the chief factors in promoting its advancement. What is true of the artist in the field of the fine arts, is essentially true of the teacher's profession. In the education of every child there must exist in the teacher's mind a high ideal of that child's possibilities. In every child he must behold in imagination the fully developed man. He must see weakness give way to strength; ignorance yield its place to intelligence, and impulse changed to purpose. Unless this ideal is kept before the teacher he will often become discouraged in his task, and grow weary in his undertaking. The teacher's work, like that of the artist, possesses beauty. The true ideal man represents a beautiful mind in a beautiful body. This conception of the fully developed individual is of classic origin, and when understood with proper reference to the character and life of the person to be educated is a perfectly true conception. The teacher, as he observes the growth of the child and beholds it transformed into a person of beauty, strength and power as the result of the influence of edu-

cation upon it, cannot fail to recognize the power of teaching in the elevation of the individual and the race. Civilization always awaits the power of education to lift it up, the element of beauty is in all true teaching. When the teacher observes how education adorns and strengthens every life he is impelled to greater self-sacrifice and a deeper consecration to his work.

The teacher must be magnetic: he must have the power to draw children to him and to influence them to higher and better things. He must be able to go down to the child's plane of thought and delight in order that his own mind may come in contact with the mind of the child, and then by gradual steps he must be able to lead the child up to his own higher plane of reasoning and conduct. There are many teachers in the Commonwealth of Pennsylvania to-day whose minds never come into vital relation with the minds of those whom they are called upon to teach. It is true this power is to a certain extent born with the individual, but, nevertheless, it can be cultivated within natural limits. To lead pupils out of themselves into a higher and nobler life is a work grand enough to engage the efforts of God himself, and yet he has confided a portion of this work to the care of his most worthy children. Every true teacher has the blessing and wisdom of God given to him in order that his work may be divine in its character.

The teacher must be unselfish. No dreams of fortune must enter his visions by day nor his dreams by night. He must often be content to work for inadequate compensation and to render his best services to those who fail to manifest any appreciation of his labor. He must not expect to find his name written boldly upon the pages of history, but if his work be true, its impressions will be left upon material much less perishable than the printed page. The human heart will bear the impress of his labor of love and time will constantly deepen the impression. He may not have for his companions the company of the great, but rather must he content himself with the association of little children. He must therefore,

find pleasure in their presence and enjoy their work and amusements. Nor will companionship of this sort be unfavorable to the development of his own higher spiritual life. What can be sweeter than the music of the little child's laughter? What can be lovelier than its smile? What can be more philosophical than its questions? What can be purer than its thoughts? He who contents himself in the society of little children and conducts himself worthily in their presence will most surely grow into the very image and likeness of Him who has said "Let the little children come unto me and forbid them not for of such is the kingdom of heaven."

Let me counsel you to always be learners. In the broad school of life which you are now about to enter, there are no graduates. All are students, the young, the middle aged and the old. For you to stop learning now is to place a barrier across the pathway leading to that high plane of achievement which your abilities make you capable of reaching. Too many men and women exercise their minds only in finding fault with the existing state of things, instead of trying to find out the causes which have produced the state and studying how they may put themselves in a helpful relation toward the great movements which are pushing the world upward and onward. To find fault without suggesting a remedy for it is often worse than not to make public the error. We want to criticize but only for the sake of discovering where we can most profitably lend a helping hand in remedying the mistakes we discover. Many persons spend their energies in publishing the faults of their fellow men, who make no effort toward the improvement of their own characters and lives. They find fault with the work of others engaged in the same line with themselves but make no effort to improve by the mistakes which others have made. Let the aim of your life be to help and not to hinder, to build up wherever you find it necessary to tear down, to point the world to the world's beauty rather than to its deformity.

I trust that your future lives may be full of

sunshine and joy, and that your labors may be crowned with the blessings of the Master.

At the conclusion of his address Dr. Eckels called upon the members of the class to rise, and then conferred upon them the degree of Bachelor of the Elements. The Master degree was then conferred upon a large number of persons who had taught successfully for two years since graduation.

Dr. Eckels congratulated this large body, the largest upon whom this degree was ever conferred at one time by this school, upon this evidence of their success in their various fields of labor.

Rev. C. I. Behney pronounced the benediction and the exercises were at an end. The highest compliment that could be paid the speakers was paid them by the audience in the close attention given to all parts of a necessarily long program.

Alumni Reunion.

THE Alumni Reunion was held in the large Chapel on Wednesday afternoon at 2 P. M. For very many reasons the program was of special interest to the members of the association.

The President, Frank B. Wickersham, Esq., of Steelton, delivered an address in which he dwelt upon the work that had been done by the association during the past year and presented a number of questions worthy of consideration by the Alumni.

Supt. Clem. Chesnut of Fulton county read a spicy and interesting history of the class of '86, and W. A. Nickles of Shippensburg, performed a similar duty for the class of '76.

The musical parts of the program were filled by an instrumental solo by Miss Zulu Deatrick, '94, a duett by Misses Shellenberger, '95, and Dunbar, '90, and a vocal solo by Miss Shellenberger, '95. Miss M. Elsie Peters, '93, gave a recitation in her usual pleasing manner.

At the close of these exercises occurred the dedication of the Alumni Library. Dr. Barton,

the treasurer of the Association, reported that one hundred and seventy-four members had contributed to the fund.

Prof. Roth reported the purchase of the books. Prof. Lehman in a short address presented the library to the school and Dr. Eckels responded. He thanked the members of the Association for this expression of their interest in and love for their *Alma Mater*.

It was originally intended to publish the list of contributors to the library in this issue of the HERALD, but it has been decided to defer this until the October number.

All persons who contribute before the first of October will be recognized as Charter members. It is hoped that all the Alumni who have not contributed to the fund will forward their contributions to Dr. Barton before the time named.

BUSINESS MEETING OF THE ALUMNI.

The Business or Executive session of the Alumni was held at four o'clock on Wednesday afternoon.

The class of '96 marched in and occupied seats that had been reserved for them. Upon motion of Dr. Barton the class was formally admitted into the Alumni. President Wickersham welcomed them to the Association and congratulated the Alumni upon the addition of so large and fine a body of young men and women. Mr. Gress the president of the class, responded in an appropriate speech.

The following officers were unanimously elected to serve during the ensuing year; President, J. H. Reber, '91, Vice President, Geo. M. Baker, '92, Secretary, Carrie McCreary, '85, Treasurer, J. F. Barton, '74. Members of the Executive Committee, Pearle E. Taylor, '91, and John Walter, '86.

The management of the HERALD spoke of the aims and purposes of the paper and asked the Alumni to give their support to it.

After the transaction of much routine business the meeting adjourned.

ALUMNI BANQUET.

The Alumni Banquet was well attended.

Seated around the "festal board" were to be seen the "sweet girl graduate" and the matron whose silvered locks revealed that many a year had passed since she left the halls of the school.

But if there were differences in the ages of those present, all united in the good cheer of the occasion. The good things provided were much enjoyed by the banqueters, who had evidently brought keen appetites with them after their day of enjoyment.

After all the cravings of the inner man had been satisfied, President Wickersham announced that toasts were in order and introduced the speakers in a witty manner.

J. S. Omwake, Esq., '91, responded to "The Alumni;" E. M. Gress, '96, spoke for the "Class of '96;" Dr. G. M. D. Eckels spoke for "Our Normal School;" Fillmore Maust, Esq., '74, toasted "The Bar;" "The Faculty" was the theme of Prof. Bryner's remarks.

Prof. J. H. Reber, '91, the newly elected President, was called upon to address the Association and he responded with a neat little speech.

We regret that we are unable to find space for comment upon the individual toasts as all the speakers were particularly happy in their remarks. After the banquet was over those who were so inclined repaired to the Model School room from which the seats had been removed and engaged in dancing. Others found pleasure in meeting former school-mates and friends.

At a late hour the bells were rung and all retired to secure a few hours rest.

Thursday morning the trains were all crowded with the departing students and their friends. Extra cars had been provided for the occasion by the different railroads. With regretful look and not a few tears, the students left old Normal and turned their faces homeward.

By evening not a single student of the more than five hundred that had made the halls of the school bright and cheerful remained. Normal was silent and deserted, for the twenty-third Commencement had passed into history.

Joint Meeting of the Christian Associations.

ON Sunday evening at half-past six o'clock, June 14, the Y. W. C. A. and Y. M. C. A. held their joint meeting for the school year. Prof. H. M. Roth, leader of the meeting, had carefully prepared his part of the program. As an opening hymn, the audience sang "My Savior Tells Me So." The topic for the meeting was "Doubts and Difficulties." After the reading of the lesson, found in Psalms 40: 1-17, Prof. Roth led in a very earnest prayer.

Misses Bollinger, Hess, and Spangler, in their usual sweet and impressive manner sang a beautiful trio entitled "Too Late." Miss Minnie Lodge gave a select reading showing the value of difficulties. The meeting was then given over to voluntary work, so many had come prepared to take part in this that the allotted time passed too quickly.

The newly elected officers were installed at this meeting. Short addresses were given by Miss Young and Mr. Grimm, the new presidents of the Associations.

An air of solemnity pervaded the entire meeting, and every one who had come in the right spirit felt Christ's presence near.

Prof. Bryner.

WITH the close of the present school-year Prof. Ira L. Bryner severs his connection with our school to assume the duties of the Superintendent of Cumberland County, to which he was elected last May. Prof. Bryner has been a member of our faculty during the past four years and has proven himself a most competent and faithful teacher.

He has emphasized his department and has succeeded in inspiring his pupils with much of his own enthusiasm. During the past year one section of the Senior class read four books of Cæsar and four orations of Cicero, and another section read four books of Cæsar. Nor was his work hurriedly or carelessly done;

those who have been associated with him know how thoroughly it was done. Faculty and pupils part with him with deep regret. We feel we voice the sentiments of all when we say, "Here's to you, Prof. Bryner! May success attend you."

What the Class of '96 Will Do.

THE Editor of the HERALD is glad to chronicle the fact that nearly all the one hundred and twenty members of the class of '96 will teach in the public schools of the State.

Many of them have already secured good positions for the coming year.

Among this number are Mr. H. J. Kennedy who was recently elected to the Summit Hill Grammar School at a salary of \$60 for a term of nine months. Mr. W. C. Donnelly becomes Asst. Principal of the Everett schools at \$45 for nine months. Mr. Norman Haar goes to York Co. to teach a nine months' term, Mr. L. A. Diller to Monroe Twp., Cumberland Co., for a seven months term, Mr. Gise in Southampton Twp., Franklin Co., Mr. J. W. Myers and Mr. H. B. Hege will also teach in Franklin Co., Mr. J. Shearer Wolff goes to Derry Station as Asst. Principal for a nine months term at \$50, Mr. C. J. Palmer will teach the Littlestown Grammar School for eight months at \$37.50 and Mr. Pease will teach in York Co. Messrs. Aungst, Brubaker and Risser teach in Lancaster County at salaries ranging from \$40 to \$45, Mr. J. S. Martin has a position in Cumberland Co. Miss Cline will teach a nine months term in Bucks Co., Miss Hoy in Dauphin Co. and Miss Longsdorf in Mechanicsburg, Misses Shelton and McCaleb expect to teach in Cumberland County.

Messrs. Drum and Means will return to Normal next fall to take up the Scientific Course.

A number of tennis courts have been laid out for the use of the students and faculty. Much interest was manifested in this game during the last term.

Athletics.

SO much space of this issue will be taken up with the Commencement proceedings that but little space can be given to Athletics.

The Athletic Association is in excellent shape and is on a solid financial basis.

We are already assured of a strong foot-ball team for next season.

The next number of the HERALD will have considerable to say upon this feature of the school.

Personals.

It is the desire of the management of the HERALD to make the personal column one of the most interesting features of the paper. We shall esteem it a favor if the members of the alumni will notify us of their present positions and their success in their work. We insert a few personals in this issue and our only regret is that lack of time has prevented our giving as much attention to this department as we desired.—(Editor).

Among the members who take an active interest in the success of the C. V. S. N. S. is F. B. N. Hoffer, of the class of '85. Mr. Hoffer seldom misses a commencement season, and he is always a welcome visitor to the halls of his *Alma Mater*.

T. W. Bevan, '76, has been Principal of the Catasauqua schools for a number of years. The high rank held by the schools of Catasauqua is very largely due to the efforts of Prof. Bevan. He was a welcome visitor to his *Alma Mater* during Commencement week.

It's J. Everett Myers, Superintendent of McKean county now. Prof. Myers served as Principal of the Eldred schools for several years and so successful was his work that he was elected to the office of County Superintendent last May. He is a graduate of this institution, class of '86. The HERALD extends its congratulations.

Dr. G. M. D. Eckels will deliver an address upon "The Relation of the Normal Schools to the Public School," on Wednesday, July 15th, before the State Teachers' Association at Bloomsburg, Pa.

C. S. Brinton, Esq., '85, who filled the chair of English in this institution for two years, and is now a member of the Carlisle bar, is meeting with much success in his profession. Mr. Brinton is a candidate for both matrimonial and Legislative honors. He will be married to Miss Elizabeth Jean Gardner on Tuesday, July 14th. The HERALD extends its congratulations in advance. Mr. Brinton is also a candidate on the Republican ticket for the Legislature and has our best wishes for his success.

S. B. Shearer, '74, is Superintendent of the public schools of Carlisle. Prof. Shearer served 9 years as Superintendent of Cumberland county and proved a most efficient official. In 1895 when Carlisle determined to elect a Borough Superintendent the position was unanimously tendered Prof. Shearer. He was re-elected with the same unanimity last May for a term of three years.

The school directors of Fulton county have decreed that it's to be Supt. Clem Chesnut for at least three years more and the HERALD approves their choice. Supt. Chesnut has proven himself a live and energetic official and has done much for the schools of Fulton county. Among the visitors with us during Commencement Week no one received a heartier welcome than Clem. He's a good all-round fellow, and the history of the class of '86, prepared and read in his inimitable way at the Alumni meeting was much enjoyed by all who were fortunate enough to hear it.

John Walter, '86, has achieved deserved success as a physician. He is located in Lebanon, Pa. The Doctor was with us during Commencement and we can only regret that his stay was not longer and he does not come oftener.

Quinn T. Mickey, Esq., '83, is a practicing attorney in Shippensburg, Pa.

Who does not know the genial and energetic John L. McCaskey, '77. Mr. McCaskey is the general agent for the eastern part of the U. S. for a large publishing house. He dropped in upon us long enough to say howd'y'-do and good-bye.

Miss Bertha Herring, '91, who was noted for her elocutionary ability while a student at Normal, took a course at the Neff School of Oratory and now holds the position of teacher of elocution in the Allentown Female College, where she has already made an enviable reputation for herself as a teacher and elocutionist.

J. S. Omwake, '91, who taught at Normal during the Spring Term of '94, was recently graduated from the Dickinson Law School. Mr. Omwake has opened an office in Shippensburg.

Pearle E. Taylor, '91, was admitted to the bar at Lewistown, Pa., in the fall of '94. After practicing a short time at that place, he removed his office to Chambersburg where he is now located. Mr. Taylor was elected one of the members of the Executive Committee of Alumni at its last meeting.

D. L. Fickes, Esq., '86, was graduated from Dickinson Law School in 1895. He has recently opened an office in Scranton, Pa., and we are glad to learn of his success in that city.

Prof. J. H. Reber, '91, resigned his position in the Waynesboro High School last winter to accept the Principalship of the Huntingdon High School, to which position he has been re-elected for another year. Prof. Reber was honored by being unanimously elected Pres. of the Alumni Association for the ensuing year.

Prof. H. J. Wickey, '93, has held the position of Principal of the Orbisonia public schools for the last three years and has been very successful. He was recently elected Prin. of Middletown High School at a salary of \$70.00 a month.

W. N. Decker, '95, has recently been elected Prin. of the schools of Macungie for a term of 9 months.

R. L. Myers, '95, is now located in Harrisburg where he conducts a National Education Bureau and National Lecture Bureau, both of which have proven very successful ventures. The National Educational Bureau was founded by Mr. Myers about 10 years ago and is now recognized as one of the leading bureaus of the country. He is also Business Manager of the School Gazette.

Miss Minnie G. Eckels, '91, has been re-elected for her fourth term as a teacher in the public schools of Bryn Mawr where she has been a most successful teacher. She is now enjoying her vacation with her parents at the Normal.

Prof. P. W. M. Pressel, '94, taught successfully in the Huntingdon High School during the past year. He was recently re-elected, but has resigned to accept the principalship of the Orwigsburg, Pa., schools at a salary of \$80.00 for 9 months. If a school board wishes to retain a good teacher it must be willing to remunerate him accordingly.

Miss Eleanor K. Kyner, '89, has been re-elected for her seventh term to a paying position in the schools of Delaware county. Miss Kyner is now spending her vacation at her home in Orrstown, Pa.

Miscellaneous.

It is the purpose of the trustees to expend several hundred dollars in the purchase of reference books for the school library. The books will be in the library ready for use, by the opening of the Fall Term.

The Cumberland Valley State Normal School offers many inducements to those who wish to secure a good, practical education.

It is situated in one of the most picturesque spots of the Valley whose name it bears.

The people of Shippensburg are intelligent and progressive and the town itself is singularly free from the temptations found in many places. Not a single licensed saloon is to be found in Shippensburg or vicinity.

The members of the faculty have nearly all left the institution and are spending their vacations at the following places: Dr. Eckels will spend most of the summer at the Normal.

Dr. Barton went to Chicago to assist in stemming the western tide for free silver, but found the contract beyond his power to fulfill. He will spend the summer with his parents in Minneapolis.

Prof. Hughes is up among the mountains of Bedford county teaching a summer Normal.

Prof. George Eckels expects to spend the summer in the Valley so as to be near enough to watch the developments in the Cumberland Valley Baseball League.

Prof. Chas. E. Barton is spending the summer at Crystal Springs, where he spends most of his time in wooing the speckled beauties of the Fulton county streams.

Prof. J. O. Gray is sojourning quietly at his home in Ickesburg, Pa.

Miss Spencer, accompanied by Miss Minnie Eckels, expects to spend the summer at Falmouth Heights. They will go to Baltimore and from that point take a vessel to Boston reaching Falmouth from that city. On their return they come by way of New York and Philadelphia.

Miss Waldo will remain at her home in Potsdam, N. Y., during the greater part of the summer.

Miss Lockwood is at her home in Burlington, Vt.

Miss Kinsey is spending her vacation at her home in Germantown, Pa.

Miss Clark has taken a western trip to her home in Omaha, Neb.

Miss Horton expects to pass part of her vacation visiting in Mifflin and Bradford counties.

Miss Graves has gone to her home in Castile, N. Y.

Miss Quigley will remain at her home in Shippensburg.

The editor and the business manager of the HERALD expect to divide their time between their homes in Franklin and Adams counties and Shippensburg.

The work of leveling the campus is progressing rapidly, and by the opening of the next term the campus will be leveled and graded. When the driveways and walks are completed, our campus will be second to none in the State in beauty.

The Alumni Pedagogical Library recently donated by the alumni to the school, will occupy a prominent position in the reading room. It will be open to all the members of the school and will enable all to familiarize themselves with the thoughts of the best teachers.

The meeting of the graduates and students of the Cumberland Valley State Normal School at Williams Grove on July 24th promises to be a very pleasant gathering. An interesting program has been arranged for the occasion.

DEAR FRIEND:

We take pleasure in sending you a copy of the NORMAL SCHOOL HERALD and trust that you will find much of interest in its pages. It will be our constant aim and endeavor to make each issue better than the preceding ones, but we want your support and encouragement. Will you not kindly fill out the enclosed blank and forward with twenty-five cents to Prof. H. M. Roth. You will oblige us greatly by doing this immediately as we wish to arrange our mailing list as soon as possible. We are much gratified by the generous support we have already received and hope we may have your name upon our list of subscribers.

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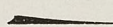
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Correspondence with reference to introduction cordially invited.

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CUMBERLAND VALLEY STATE NORMAL SCHOOL,

SHIPPENSBURG, PA.

The Cumberland Valley State Normal School is located at Shippensburg, Pa., 40 miles south-east of Harrisburg, on the line of the Cumberland Valley Railroad, and at the terminal of the Philadelphia and Reading Railroad, and the Western Maryland Railroad. It is easily accessible from all points in the state.

The Location of the school is one of the most beautiful to be found in the Commonwealth. Every outlook from the building is attractive and picturesque. The location is also very healthy. No epidemic of any kind has ever visited the school, and our students, as a rule, are healthier with us than at their homes.

The Buildings are large, handsome and well equipped, and in their arrangement and ornamentation are models of taste, comfort and convenience. Every corridor is supplied with mountain water, hot and cold baths are furnished the students at all times; the rooms and corridors are lighted with gas and heated by steam.

The Main Building contains the administration rooms and the dormitory for gentlemen. This is a large and commodious building and well adapted to its purpose. A new roof has recently been placed upon it, and the external part of the building now conforms to the modern style of architecture.

The New Gymnasium is completed, and is a perfect success in every way. The building is handsome in design and well arranged for the purpose of a gymnasium. The apparatus is of the finest grade and is complete in every respect.

The New Dormitory Building for Ladies is completed with the exception of the heating and lighting. The building is beautiful in design and is splendidly arranged for its purpose. When occupied it will be a source of great pleasure and comfort to the lady students.

The Dining Room is one of the most cheerful dining halls connected with the Normal Schools of the state. It is artistically painted and frescoed, and is very light, and inviting. The tables are supplied with substantial and wholesome food.

The Faculty of the school is composed of able and skilful teachers. The faculty of the school is regarded as the most important factor in the success of the school. The heads of the departments are specialists in their respective subjects; this insures to the student the best instruction possible in all the branches of the course.

The Training Department of the Cumberland Valley State Normal School is in charge of teachers who have had special preparation for this line of work. The latest improved methods of teaching are presented to the student in this department, with the opportunity to make use of them in his practice work. The student who finishes the work of the Model School has not only received the best in theory, but he has also become proficient in the art of teaching.

The Graduates of the School are doing splendid work for the public schools of the Commonwealth. No other Normal School can show a larger percentage of successful teachers among its graduates than the Cumberland Valley State Normal School. They hold many of the important public school positions of the state.

The Growth of the School has been more rapid in recent years than that of any other Normal School in the Commonwealth. The attendance has more than doubled in the last five years, between four and five hundred students are registered for the present term. The school has not only increased in numbers, but it has also kept pace with the advancement in teaching which has characterized the work of Education of recent years.



THE NEW FOUNTAIN DEDICATED BY THE CLASS OF '96.

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