

The Normal School Herald.

Vol. II

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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 that they may think would be interesting for publication.

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EDITORIAL.

WITH this number the NORMAL SCHOOL HERALD enters upon the second year of its existence. The year that has passed has been one of experiment, for the HERALD at the beginning of the year was itself but an experiment.

However, we are glad to say it is now a fixed institution, and in true editorial parlance we announce that "We are here to stay."

We desire to thank all who have contributed to the success of the HERALD. We earnestly invite you to continue to give us your support and encouragement during the coming year. It shall be our endeavor to enlarge the scope of this journal. We shall aim to give the news of the school that the alumni and former students may be kept in touch with Old Normal. We shall also publish from time to time essays, examinations, etc., that the public may form a correct idea of the nature of the work being done in a Normal School. Special attention will be given to the work of the various societies and organizations of the school. We desire to enlarge the Alumni Department during the coming year. We appeal to the members of the alumni to furnish us with information concerning their work. We shall be glad to make mention of any matters of interest in these columns.

Trusting that the coming school year may be one of pleasure and profit to all our subscribers, we enter upon the second year of our journalistic life.

Miss Flo M. Fickes, a graduate of this year, has been elected to a position in the Newport schools. Her salary will be \$38 for eight and one-half months.

This May Concern You.

WITH this number of the HERALD the subscriptions of two-thirds of our subscribers expire. We trust that all will remain with us during the coming year, but we must ask, as a special favor, that all will fill out the enclosed subscription blank and send it with 25 cents to Prof. Roth immediately upon receipt of this number of the HERALD.

Please attend to this at once, as you may neglect it if it is postponed until another time.

Anxious as we are to retain all our subscribers for the coming year, we shall discontinue sending the Herald to any subscriber as soon as his subscription expires, unless renewal is made before the publication of the next number.

This is not the rule usually adopted by Journals, but inasmuch as the price of the HERALD is a nominal one and does not exceed the cost of publication, we deem it unwise to take any risks on unpaid subscriptions. Besides, we do not wish to be under the necessity of dunning our subscribers continually. We trust we may be favored with an immediate renewal of your subscription, if you have not already renewed it.

This number of the HERALD will find its way into the hands of many who are not subscribers. Satisfactory as has been our subscription list during the past year, we realize that there are many members of the alumni who are not numbered among our subscribers. We respectfully ask all who receive this journal to give it a careful examination, and if pleased with it, we trust we may be favored with your subscription.

Principal's Greeting.

THROUGH the kindness of the Editor of the NORMAL SCHOOL HERALD, the Principal of the Cumberland Valley State Normal School is again permitted to greet the readers through the columns of the HERALD.

In the first place, however, I want to congratulate the Editors of the HERALD for the success which has attended their publication. It is but just to say, that among the many papers published by the Normal Schools and Colleges of the state, none of them excell the HERALD in literary merit, or in the practical character of the articles published.

The year just passed has been a very successful one in point of attendance and efficiency of work done. The class graduated this year has throughout the course maintained a high standard of scholarship and conduct. The Junior class presented to the State Board for final examination in the Junior Course is one of exceptional merit, and bids fair to take a high standing among the various classes graduating from the school. We this year granted diplomas to five persons who completed the regular Normal Course. This is the largest number graduated from any of the Normal Schools in this state, in this new course. This course is destined to become popular in the future as it fits those who graduate in it to take charge of the High Schools in the Commonwealth. In the interests of our graduates, I would advise all who can do so, to finish this course.

The Normal School of this State, having the fewest number of weak graduates, is the Normal School which will have the highest success in the future. We counsel our graduates everywhere to urge those who come to Shipensburg for their Normal training to give themselves sufficient time to complete the Course thoroughly. No student from the public schools of the highest grade will be the loser by taking a full year to the Junior Course. Let us all labor together, Alumni and Faculty, to put the scholarship of the Cumberland Valley State Normal School beyond the standard of any other Normal School in the state. The school having the best scholarship among its graduates will have the most unvarying success. The *quality* of the graduates a school sends out has more to do with its success than the *number*.

The character of the work done in the Model School has a great deal to do with the success and usefulness of the graduates of a Normal School. We claim for our Model School, that it is one of the most efficient in the state. I have visited many of the schools of the Commonwealth, and I find none of them offering better advantages in the Model Department to their Senior classes than we are offering at Shippensburg.

We are endeavoring to lay solidly the foundation of the C. V. S. N. S., believing that the wisdom of this course will certainly be apparent in the future success and growth of the school.

Your work, members of the Alumni, is to create a sentiment in your respective communities favorable to your *Alma Mater*. Your success, as well as the success of the Normal School from which you have graduated, demands your utmost loyalty to all the interests of Shippensburg Normal.

You can also assist us in increasing the patronage of the school. You have done a great deal in the past, and a continuous effort in this direction will be crowned with even greater results.

The substance of what I have suggested to you in this brief letter of greeting is contained in the following statements :

First—Increased number of students.

Second—High standard of scholarship.

Third—More graduates taking the "Regular Normal Course."

Hoping that I may have your full co-operation in securing the above results for our grand Old Normal School, and that you may all find pleasure and success in your chosen fields of labor during the coming school year, I remain,

Very sincerely,

G. M. D. ECKELS.

Misses Basehore and Beistline and Messrs. Baish, Fenton, Gray, and Pressel, all of the class of '97, will be numbered among the pedagogues of Cumberland county during the coming year.

Gymnastic Entertainment.

THE fact that only those who held cards of admission were admitted to the Normal gymnasium on Thursday evening last to witness the gymnastic exercises prevented a large number of town people from attending who would otherwise have been glad to do so. The space which can be occupied by visitors in the gymnasium is very limited, therefore the invitations were confined to the trustees, physicians, ministers, public school teachers, parents of day scholars taking part, and the press.

The entertainment was a very successful one, and the students who took part deserve much commendation for the thorough work they have evidently been doing throughout the year. Such accuracy of movement, such precision and uniformity could only come from careful attention to these details in the every day work. A public entertainment necessarily means extra training in certain drills, but that this particular entertainment was not merely "show work" was very evident from the program rendered.

A great variety of exercises was presented,—work with various pieces of light apparatus, dumb bells, wands, clubs, etc., as well as exercises without apparatus of any kind. We are informed that each number was given by an entire class, and not by the *picked best members* of that class. For that reason we consider the work the more creditable.

The program opened with a march by the seniors and juniors. The first appearance of the young ladies in their pretty gymnasium suits of dark blue was the signal for prolonged applause. They were followed by the young men who were dressed so nearly alike that the effect produced was that of a uniform. The erect, soldierly bearing of the one hundred young men who took part was much commented upon.

Following the march came American gymnastics, followed by Swedish work. In these two drills we were shown how the foundation is laid for advanced work. Both showed developing, body building exercises,—just the thing

to enable a man to get a little control over his arms and legs,—to widen his cramped chest,—to straighten his rounded shoulders,—and to acquire easy, graceful movements in place of awkward ones. It is a fine thing for the students at the Normal that they have such a chance to improve themselves physically as well as mentally.

The last four drills on the program were probably the best from an artistic standpoint. The Juniors were not behind the Seniors in the excellence of their work, and are to be congratulated on the start they have made. The club swinging was fine and called out rounds of applause from an appreciative audience.

But the closing exercise, a fancy march, was the gem of the evening. Twenty-four young ladies went through a series of evolutions that would have done credit to specialists. They formed various figures, a diamond, cross, star, etc.,—changing from one to the other with a precision of step that was remarkable when we take into account the fact that military drill while a part of the required course, is not made a specialty. The same precision of step, erect carriage, and quick response to command was even more noticeable in the military drill given by the Senior men earlier in the evening. Taken as a whole, the entertainment was a great success, and those who had cards of invitation and did not avail themselves of the opportunity, missed a most interesting evening.

Below is the program :

March.	
American Gymnastics,	Junior Men.
Swedish Gymnastics,	Senior Men.
Wand Drill,	Junior Ladies.
Led by Miss Melva Wierman.	
Bar Bell Drill,	2nd Sec. Senior Men.
Hoop Drill,	Senior Ladies.
Led by Miss Roth.	
Military Work,	1st Sec. Senior Men.
Roundel,	Junior Ladies.
Jubilee Drill,	Junior Men.
Club Swinging,	Senior Men.
Fancy March,	24 Senior Ladies.
— <i>Shippensburg Chronicle.</i>	

The above article is self explanatory and needs but few words of comment. It gives us,

as a school, an opportunity "to see ourselves as others see us."

It is due Miss Clark, who has had charge of the department of Physical Culture for the past two years, to say that her work merits the highest commendation. This exhibition was a revelation to those, if there were any such, who supposed that the gymnastic work of the school was but a fad, or of minor importance. The practical value of the work may best be judged by the results. One who has observed the improved carriage of the students who have been taking gymnastics for a reasonable period of time cannot help realizing the value of the work being done in this department. School men are only beginning to realize how necessary a part of one's education is the proper care and development of the body.

Model School Entertainment.

THE Model School Entertainment was held in the large chapel on Friday evening, June 18th. Those who have attended these entertainments in former years will remember how crowded the Model School was at such times. The change of place proved very satisfactory, and if any one doubted the ability of the young folks to speak loud enough to be heard, the young folks answered that question themselves to the satisfaction of all. The chapel was filled with invited guests long before the hour set for the opening exercises. We regret that we cannot make mention of all the numbers on the program, but it would be an injustice to mention some and exclude others, so well were all the parts rendered.

The following interesting program was given:

1. Music,SCHOOL
 - (a) Over the Summer Sea,
 - (b) Come to the Silvery Stream.
2. Address of Welcome,SYDNEY BOHER
3. Concert Recitation—My Body, 12 E's AND D's
4. Declamation—When I'm a Man,WALTER
[LEHMAN]
5. Stumptown,CHARLES BITTNER
6. A Tragedy in Six Acts, JEAN AND MARY
[ROBINSON]

7. Dialogue—The Pumpkinville School,...In Two
[Acts

CHARACTERS:

Miss Knowall (a strong minded woman),... BELLA
[MEANS

Mr. Weeks, (a farmer on the School Board),
[CHARLES BITTNER

Miss Peppercorn, } Teachers,..... CORA CLEVER
Miss Smilewell, } ZORA STROHM

The Automaton, BELLA SHADE

Agent,..... HARRY GRIBBLE

Mrs. Louise Lovechild, } Patrons, HULDA GRIBBLE
Mrs. Pauline Prodigy, } BERTHA BASH

8. Trio, { Violin,
 { Flute..... Burlington March—Pryor
 { Piano,

MISS SHRYOCK, OWEN SHRYOCK, SAMUEL SHRYOCK.

9. Model School Diary Maids,.....16 GIRLS

10. Recitation—The Little Maid,MARJORIE
[BOHER

11. John Brown's Ten Little Injuns.

12. Flag Drill,16 GIRLS

13. Recitation—How to Do it,.....JEAN ROBINSON

14. Topsy-Turvy Concert.

15. Action Song—Butterfly Wings,15 GIRLS

16. Chorus—Come Where Flowers Are Flinging,
[SCHOOL

When it is remembered that many of the participants were very young children who had never before appeared in public, too much praise cannot be given Misses McBride and Mather, who had charge of this work. All who were fortunate enough to be present unite in saying that this was the best entertainment ever given by the Model School.

There was no graduating class from the Model this year, as the standard has been raised by adding another year's work to the course of study now followed. Among the new branches added are Latin and Algebra. Hereafter graduates from the Model School will be admitted to the A Junior class without examination.

Misses McBride and Mather, the Principal and Assistant Principal of the Model, have done excellent work in their department. They are both thorough and painstaking teachers, and have exercised a closer supervision over the work of the student teachers under them than has been exercised heretofore. The training department is now worthy the name it bears, and we feel sure that our graduates have been greatly benefitted by the thorough

and systematic work in which they have been engaged in the Model School. We feel justified in saying that no better work is done anywhere in the state than in the Training Department of our Model School.

Commencement of the Normal Bible Class.

THE first Commencement of our Commencement Season was that of the Normal Bible Class. This was held on Sunday evening, June 27th, in the large chapel. The room had been tastefully decorated by members of the class and presented a pretty sight. The members of the class, forty-two in number, marched into the chapel and occupied a block of seats in front of the rostrum. The opening number was an anthem by a choir of thirty voices. Dr. Eckels then invoked divine blessing upon those who had engaged as teacher and pupils in the study of the Bible during the school year. Miss Sue Brandt sang a beautiful solo, "Come Unto Me;" after which Dr. Eckels introduced Dr. H. U. Roop, State Superintendent of Sunday School work and President elect of Annville College. Dr. Roop delivered an address to the graduates, which abounded in plain and practical suggestions. He emphasized especially the importance of the study of God's Word. At the conclusion of his address Dr. Roop delivered the diplomas to the graduates.

At this juncture there was a pleasing deviation from the printed program. Dr. Eckels summoned Prof. Roth to the rostrum and Mr. Freed, on behalf of the members of the class, presented Prof. Roth with a life-sized crayon portrait of himself handsomely framed. Mr. Freed asked him to accept the gift as a small token of the appreciation of the class for his earnest work as teacher of the class during the year. Prof. Roth, though thoroughly surprised responded in a few well chosen words, in which he thanked the class for this evidence of their good will and kind regards. After

the singing of a hymn by the class, Dr. Roop pronounced the benediction.

The names of those completing the Bible Course are appended below :

Class Roll.

PROF. H. M. ROTH, Leader.

Aughey, Mary Lulu	Benner, W. F.
Basehore, Lizzie	Bortner, Theodore S.
Beistline, Pearl Elizabeth	Freed, H. E.
Bollinger, Edith A.	Grim B. F.
Brandt, Sue H.	Kell, Harry Herbert
Clugston, Mame	Lightner, Sheridan
Devor, Huldah Eleanor	Lowe, Chester
Henry, Grace I.	Martin, A. D.
Hoch, Laura M.	Martin, J. Harvey.
Horton, Verna Elsie	Nycum, Marshall
King, Drucie Maye	Nycum, Harry E.
Longnecker, Elizabeth R.	Plank, Harry S.
McSherry, Mamie C.	Poole, H. H.
Meals, Elsie M.	Raffensperger, C. I.
Miller, Caroline Eleanor	Reaser, A. D.
Peters, Elizabeth	Sando, Edwin M.
Ruff, J. Mary	Sheaffer, William I.
Rupp, Ida F.	Shue, Ira M.
Ruth, Ethel Alla	Shull, Chas. H.
Skinner, Emma Catharine	Stover, E. Cecil
Altland, Kerwin W.	Zimmerman, Jacob E.
Ausherman, J. S.	

The Examinations.

HAVE you ever taken the examinations at Normal? If so, you need not be reminded that the subject of this article is the theme of conversation among Normal students for many weeks before the close of the school year. Even the best students are inclined to grow just a little "shaky" as the dates set for the examinations approach.

The faculty examinations began on Tuesday, June 15th, and continued until Friday of the same week. The results were announced to the students late on Saturday afternoon.

All who had been recommended to the State Board for examination rejoiced in their success, but they realized that they had another ordeal almost as trying to pass through, before their success could be assured.

The members of the State Board began to arrive on Sunday and reported for duty early

on Monday morning. The examinations continued from early morning until night on Monday and Tuesday.

On Tuesday evening about seven o'clock the Board went into executive session and for two hours all questions of politics, or war, or duty were lost sight of in the all-absorbing one: "I wonder whether I've passed?" About half past nine o'clock the electric bells rang, and in less time than it takes to tell it, the chapel was filled with an eager and anxious crowd of students. The members of the Board were greeted with applause as they filed in and took their places upon the rostrum. Deputy Superintendent Houck, always a favorite at Shippenburg, acted as Master of Ceremonies and began to announce the results of the examinations. Briefly stated, he announced that the entire senior class, and all the juniors and sub-juniors, except a half dozen, were passed by the State Board. After the applause which greeted the announcement had died away, Dr. Houck, continuing his role as Master of Ceremonies, called upon the different members of the Board to address the students. The Doctor prefaced his remarks in each case by some witty allusion to the personal habits, or to the county or city from which the examiner came. The students were in excellent humor, and no public speaker would have asked for a more enthusiastic or appreciative audience. If the other members of the Board were made the victims of Dr. Houck's spicy introductory remarks, it must not be inferred that the genial Doctor himself was not repaid in his own coin. After the other members of the Board had spoken, Dr. Eckels was called upon to address the school and the applause that greeted his appearance fairly shook the building. For several minutes he was unable to speak, but when it was possible for him to be heard, he complimented the students upon their excellent showing in the examinations and paid a high tribute to the examiners for the careful and conscientious character of their work.

As the hour was then quite late, and some of the members of the Board wished to leave on

the night train, the students were dismissed from the chapel to secure the rest which they so badly needed.

The members of the State Board were: Dr. Henry Houck, Deputy Supt. Public Instruction; Dr. A. E. Maltby, Principal Slippery Rock State Normal School; Supt. Geo. W. Weiss, of Schuylkill County; Supt. W. F. Hoch, of Northampton County; Supt. S. G. Rudy, of Huntingdon County; Supt. E. H. Bryner, of Perry County, and Supt. J. C. Hockenberry, of South Chester.

The Art Exhibit.

FRIDAY EVENING, *June 25th, from 6 to 8 o'clock.*

NO feature of the school work attracted more attention, or led to more favorable comment than the Art Exhibit. For two hours, from six to eight, the four rooms in which the Art Exhibit was arranged were crowded with people. The first room contained fifty or sixty 40-minute sketches. This work was a revelation to many who supposed that the instruction in art at the Normal School was very elementary in character. Many of these sketches showed a proficiency of execution and grasp of detail, rarely found outside of art schools.

Room 87 contained an exhibit in clay modeling. This work was very creditably done and surpassed all previous efforts of this nature.

The original and the geometrical designs found in room 96 were the work of the more advanced students and excited much favorable comment. Room 83 contained an exhibit of original designs for oil cloth, wall paper, and textiles, that showed remarkable skill on the part of the designers.

Miss Kinsey, who has had charge of the Art Department for the past three years, has aroused much interest in her work among the students, and the results are such as to win for her the commendation of all connected with the school. We are sorry to announce that Miss Kinsey will sever her connection with this institution with

the close of the present school year. She has proven herself an earnest and enthusiastic teacher from whom we part with great regret. Miss Kinsey intends leaving for Paris in the near future to continue her art studies. Our best wishes go with her.

The Musicale.

SO great was the demand for tickets to the Normal School Musicale, that it was scarcely possible to accommodate all to whom tickets of admission had been given.

As usual, the program was both literary and musical.

It would be difficult to tell what numbers were the best. All were so well given that we hesitate to express an opinion as to the relative merits of the performers. We shall leave that for others. The three literary numbers were exceedingly well rendered, and we may say without prejudice, to the other numbers on the program, that the opening chorus and the closing "Quartette Serenade" are deserving of special mention. All those who took part in the program showed careful training, and reflected much credit upon Miss Lockwood, the teacher of vocal and instrumental music. We append the program:

- Chorus—Hark! Apolla Strikes the Lyre,
[*H. R. Bishop.*]
- Piano Solo—Valse Chromatic,.....*Godard.*
EVA DUKE.
- Vocal Solo—Elaine,.....*Vanderwater.*
GRACE FAIRMAN.
- Scene from "My Opinions and Betsy Bobbitt,"
[*Marietta F. Holley.*]
- Samantha Allen, HULDAH DEVOR.
Betsy Bobbitt, ANNIE V. EARLEY.
Josiah Allen, T. W. GRAY.
- Piano Duet—Ventre a Terre,.....*H. Kowalski.*
GAY RENSHAW, MEADE GILLILAND.
- Vocal Duet—Boat Song,.....*Abt.*
SUE BRANDT, MARTHA MARK.
- Echos du Ball,.....*Yocaben.*
MANDOLIN CLUB.
- Piano Solo—Sonatine,.....*Isidor Leiss.*
CARRIE McCULLOUGH,
- Monologue—Cupid's Victim, ..*Livingston Russell.*
ORAN A. PRESSEL.

Vocal Solo—The Chord of Love, . . . *A. H. Behrend.*
 GERTRUDE CLARK.

Piano Solo—Polynaise, *Chopin.*

Communicated]

Senior Reception.

BRIGHT were the faces of the seniors on the evening of June 26th as, at the ringing of the bell, they trooped to the Model School to form for the senior reception. The boys were there first, of course, they always are punctual when there's anything to eat around. But presently the girls arrived and the couples were formed for the march to the dining room. Some hesitancy was observed on the part of a few of the gentlemen, but following the glowing example of the "old inveterates" they, in deep trepidation, secured partners and joined the procession. Some did, but not all. Those gentlemen who had received special instruction from their girls at home brought up the rear in a melancholy group, unenlivened by the flutter of a dress or the smiling faces of partners.

The tables were arranged lengthwise and were laden with all manner of dainties. Name them, I cannot. Remember them, ye who were present; and imagine them and envy, ye who were not there. Ferns, honeysuckles, and ivy decorated the tables, and lettuce and parsley fringed many of the dishes. After the invocation by Dr. Eckels, we fell to, and soon the chatter of happy companions caused the old dining room to resound like a miniature zoo. Eat? Well I guess! Some of the people had been saving up their appetite for several days, and they made furious inroads. When the tables had ceased to groan, and the chairs and many of the seniors had taken up the chorus, Dr. Eckels inaugurated the literary desert by a few remarks, and then introduced the class President, Mr. Eisenhart. He responded in an appropriate address thanking the authorities for the enjoyable occasion and pledging the class of '97 to complete loyalty to our school. In the midst of his remarks Mr. Altland's chair gave a groan slightly more dolorous than

usual, and Mr. Eisenhart could not refrain from calling attention to it. This called forth prolonged applause from the seniors.

The class orator, Mr. Raffensperger, was then introduced and at once mounted his high horse and galloped off. He pronounced a eulogy on Dr. Eckels that will go down to posterity as a model of eloquence. Dr. Eckels then turned his attention to the victims seated at the faculty board and introduced as the first lamb for the slaughter, Prof. Drum. Prof. Drum seemed at a disadvantage; for the Johnson of the occasion, Prof. Lehman, had lured him there to act the part of a Boswell, and he was taken completely by surprise. In a few words he counseled the class to bring nothing but credit to their *Alma Mater*; and then Prof. Roth was introduced. Prof. Roth responded in a few well chosen remarks, counseling the class to greater effort to deserve success in the busy world; and then Miss Kinsey was presented. She demonstrated the fact that for after dinner speeches she was hard to beat. Her remarks took a sober trend, however, and we were all grieved to learn, that next year her face would be missed at Normal. The prolonged applause as she took her seat could not but show to her, as well as to all present, her deserved popularity with the students. Prof. Lehman then commenced and advertised himself as a willing victim to after dinner sacrifices. In turn he hauled Profs. Drum, Roth, and the Harrisburg visitor over the coals and then turned his broadsides on Dr. Barton. The Doctor squirmed a good bit but was reassured by the remark, "While there is life there is hope." Prof. Lehman thanked the class for their persevering work in his department and closed with the remark, "We know that we *shall* hear from you." In brief but touching words Misses Clark, Mather, and McBride spoke to the class and wished them much success in their work; and then Dr. Barton was presented. In his usual jolly way he kept the class in a roar for some time, and then in earnest, kindly words he counseled them to win success in life's battle. Dr. Eckels then addressed us.

In this short space I cannot do justice to his address. Those present remember it, and the earnest, fatherly words, no doubt, will recur frequently to us all and prove an inspiration, when, perchance, we may most need it. He closed by advising all "to grow rich by *giving*, not keeping." Miss Lockwood was the last on the list and responded by singing part of the time honored song, "Auld Lang Syne."

Should auld acquaintance be forgot,
And never brought to min' ?
Should auld acquaintance be forgot,
And days o' auld lang syne ?

CHORUS.

For auld lang syne, my dear,
For auld lang syne,
We'll tak a cup o' kindness yet,
For auld lang syne.

Sunday School Closing.

ON Sunday morning, June 27, all the classes of the Normal Sunday School assembled in the large chapel to take part in the closing exercises of the school. Representatives of the various classes took their places upon the stage.

The opening exercise was the singing of a hymn by the entire school, after which Dr. Eckels delivered an impressive prayer, invoking Divine guidance upon those who were to go out from the school in a few days. An interesting program, consisting of recitations, readings, solos, duets, and short talks was then rendered by the students. Dr. Eckels addressed the pupils briefly upon the work of the Sabbath School, and expressed the hope that the lessons taught during the year would bring forth rich fruit. He also hoped that those who went forth to engage in the profession of teaching, would labor as earnestly and faithfully in the cause of the Master as in their public school work. The exercises were concluded with the singing of the hymn "The Lord Bless Thee and Keep Thee" by the school.

Mr. B. F. Grim will teach in York county, having been elected to a school in Dallastown.

Baccalaureate Sermon.

ONE of the finest Sabbath evenings of the year was that of June 27th, the evening selected for the Baccalaureate services.

Long before six o'clock, the hour set for the opening services, the chapel was filled, and many who desired to attend the services were compelled to return home because of their inability to find even standing room. A block of seats on the right hand side of the chapel had been reserved for the class of '97. Miss Lockwood played a march and the members of the class entered and took their places. The ministers of the town occupied seats upon the rostrum.

A mixed chorus of fifty voices sang Gounod's beautiful anthem, "The Heavens Are Telling." We have heard this anthem sung many times, but we have never heard it rendered with better effect than upon this occasion.

Rev. McCarrell read the 19th Psalm, after which prayer was offered by Rev. A. H. Hibshman of Grace Reformed Church, Shippensburg. The reverend gentleman delivered a fervent prayer to God that the graduates might realize the great work before them, and that they might walk worthy of the high duties to which they were called.

A quintette consisting of Misses Lockwood, Clark, and Markley and Messrs. Grimm and Detweiler sang a selection. The entire audience then joined in singing No. 158 in Gospel Hymns.

Dr. Eckels introduced Dr. W. N. Yates, pastor of the First Church of God, Philadelphia, who delivered the Baccalaureate Sermon, choosing for his text, Matthew XXI: 9, "Blessed is he that cometh in the name of the Lord." The reverend gentleman is an eloquent speaker. He held the rapt attention of his audience, as he called their attention to the great truths suggested by his text. The only regret of the audience was that the Doctor limited himself to forty minutes. Never has there been a better sermon delivered to a graduating class at Normal. We give an abstract of the sermon:

"The morning sun had kissed the Judean hills and flooded the valleys with his glory; and with the rising of the morning sun, there was the rising of the thousands within and without the sacred city who had come to attend the great annual feast. While the multitudes were pressing toward the city gates, there came over the Mount of Olives, riding upon an ass' colt, One whose every feature spoke of the great spirit within. Immediately the surrounding hills and valleys rang with the acclamations of the joyful multitude. There is something most wonderful in this scene to me. I have read of the return of triumphant victors to their royal cities after having proved themselves conquerors on bloody fields, and in imagination have seen them ride beneath the victorious arch amid the deafening shouts of admiring subjects, but such demonstrations were weeks and sometimes months in preparation. But here no such preparation had been made. It is a living picture of the power of a perfect spirit upon the hearts of others, and the multitude cried better than they knew when they said, 'Blessed is he that cometh in the name of the Lord.'

"Members of the class of '97, as I stand to-day to speak to you a few words of Christian counsel before you step out into the wider sphere of human activity, knowing somewhat of the stern realities of life and the great needs of the present, and sympathizing with the bright hopes and resolutions with which you are now painting your future; yea, more, with a sincere desire that each one of you may succeed in the truest sense, I say, 'Blessed is he that cometh in the name of the Lord.' Blessed is that young man or woman who begins life in His name.

"But what is it to live in his name? A name is simply a label of what is within. Then living in His name means living in His spirit. There are four things which were manifested in the closing days of His life that I desire to speak to you about to-day. The glad cries of the crowd did not move Him from His purpose or lead Him to form false conceptions of the future. He knew the uncertainty of the human heart. He knew the lips that praised him to-

day might curse him to-morrow, and the hands that waved the palms in adoration might soon be lifted in a fatal vote. And so, through praises or curses, we find Him the same. Blessed is he who possesseth such a spirit; who keeps steadily on, whether the world smiles or frowns until he has finished his life work. He went to the temple first. This was the place for divine worship. Here He took His stand as believing in the one true God and in the word that God had revealed. And here must the man of to-day take his stand if he wants to be a real power for good. He did not go into the Temple to worship as the multitude worshiped, but He went to worship according to the law and the prophets. He believed the word and he practiced it, and that is the kind of men we need to-day—men who, in His name, take that precious word as their rule of faith and practice. In these times when some men are trying to reveal their supposed mental greatness by pretending to rectify the mistakes that God made in revealing His will, we need men who reveal actual greatness by taking that Book as the perfect guide.

"When the busy day was over, we find him seeking the blessings and comforts of a Christian home. The dear Lord in this way emphasized the importance of the home life. If He needed home love, we need it a thousand times more. We have our text books on history, philosophy and science, but where is the text book on home? And yet here is where the man is made or marred. The ignorance of many young people about the duties of home life is alarming. I have heard young women boast that they never baked a loaf of bread in their lives. It is no laughing matter, for think in pity of the poor fellow who some day will try to eat the clods she puts upon the table. Ah, the home life! It is its memory that will cling to us through all life's storms and calms, and when we enter the dark, silent valley, it will cling to us still. Let us then be home-makers instead of heart-breakers.

"But Christ revealed the grandest principle of life when He gave Himself for others. He

lived and died for the good of all, and living in His name means that we shall live to give, rather than to get. We have so many grabbers to-day—those who are grabbing after salaries, positions, fame and wealth. But Christ said, 'He that saveth his life shall lose it.' In modern language that means that the grabber, when he is through grabbing, shall have nothing that he grabbed. But, 'He that loseth his life for my sake, shall find it.' For His sake, then, let us live to do good. This is the philosophy of real success and everlasting gain."

At the conclusion of the sermon the choir sang "Mighty is Thy Kingdom Forever."

Rev. M. L. Drum of the Shippensburg M. E. church pronounced the benediction, and the services were ended.

It is proper to say that never have more enjoyable Baccalaureate services been held at the Normal. A cool breeze kept the temperature of the room low enough to make it comfortable in spite of its crowded condition.

Miss Lockwood is deserving of special credit for the excellent music furnished by her choir.

Dr. Eckels' Address to the Graduates.

MONDAY, *June 28, 2 P. M.*

IN former years the Principal delivered his address to the graduates at the conclusion of the Commencement exercises. Very often it happened that a considerable portion of the address had to be omitted because of the time consumed by the other exercises of the program. This year a change was made in the time of delivering the address. On Monday afternoon at 2 o'clock the seniors marched into the chapel and occupied the front blocks of seats. The other classes occupied the rear. When Dr. Eckels appeared before the class to deliver his address, he was greeted with hearty applause. He delivered his address to them with an earnestness that carried conviction with it. Doubtless the knowledge that this was the last time he might ever address the entire class of '97 had much to do with the

impressiveness that pervaded the entire speech. The class paid the closest attention to Dr. Eckels' earnest counsel, and at the conclusion of the address broke forth into prolonged applause.

We append the address below and recommend its careful perusal by all who receive this number of the HERALD.

The Ideal Teacher.

Upon the Acropolis at Athens stands the ruins of what was once the most beautiful temple in the world. It was erected by Pericles to represent all that was grandest in art, in religion, in wealth and festive splendor. All the glories which Athens had achieved by her valor and wisdom were commemorated in this magnificent edifice.

This temple, the pride of Athens, was built of pure white marble. Perfect in design and beautiful in ornamentation, it stood on the ruins of the ancient Hecatompodon.

The Parthenon is grand even in its ruins and commands the rapt attention of every lover of the beautiful. For centuries this temple had been the dream of the artist. At last the idea took form in the Parthenon. Beautiful as was this wonderful structure, it did not fully actualize the dream of Ictinus. The ideal never does become wholly real. The materials out of which buildings are constructed are too coarse to perfectly represent so fine a thing as an ideal. The mind may construct it, but the hand can never build it. As an ideal, it may be faultless, but as a reality it will be far from perfect. As an ideal what power this great structure had over the human mind! What wealth, what skill, what material were made use of in its construction! When at last it was erected, it elicited the admiration of all who saw it. Men looked upon and admired it as a "thing of beauty and a joy forever." What power that ideal has had over men's minds! In every age, in all civilized countries architects have borrowed from the Parthenon. Even those artists who have attempted to depart from the Doric style of architecture have felt the strange spell of this ideal of beauty and grandeur urging them

to their highest achievements in order to surpass, if possible, this temple of Athens.

"It is ever thus with ideals. Seemingly baseless as the fabric of a vision, they are the most indestructible of human creations. An ideal once formed never perishes from the earth. It belongs to the empire of truth whose subjects are immortal." All excellence has been achieved by man's having continually before him an ideal higher than anything he has yet attained. "Although we may never be able to fully realize our ideal, yet woe be to us if we have no ideal to realize."

Since the ideal is the foundation of the real, it is always profitable to consider the ideal in any department of life, for in the consideration of it we gradually come to possess it for ourselves.

Ideals are to realities as cause, to effect, hence the progress of the world depends upon the ideals of the masses. "The ideal is the ever movable star that kindly advances as we approach it; it is the unattainable that has attained the present; it is that upon which the intellectual and moral condition of the future depends." This world would be cold and cheerless without ideals. Without ideals life would be robbed of its sweetest charm and labor of its aim.

Ideals depend on our ability to think. The development of the intellect makes higher ideals possible. "Only through education have the masses advanced to a freer, higher and better life." Thinking enables man to sift the true from the false, the substance from the shadow, the real from the formal. Only by the power of thought can man find the truth and apply it.

Ideals, to be useful, must be accompanied with effort toward their attainment. To create ideals without seeking to realize them is as worthless as dreaming. Whenever we cease to struggle for the high ideals, we become dead to ourselves and the world. "When a man ceases to climb, he begins to fall." Success in life is not a gift, but a reward. Perseverance is more valuable than talent. The struggle which never ends is the struggle for the ideal. "The truly beautiful in man is not his possessions, but his

purposes." "We are never greater or better than our aims."

It may be difficult to portray the Ideal Teacher. I can only draw the picture in dim outline. To represent truthfully the Ideal Teacher is work far too difficult to be accomplished by a hand so unskilled as mine. I will, however, endeavor to draw only a few lines and leave the picture to be finished by a more gifted artist.

Our Ideal Teacher must be a true man. He must be manly in all the qualities which make up the genuine man. He must be a man of unswerving honesty, of high principles, and of upright intentions. To be a true man it is necessary to believe in the truth of the statement that an honest man is the noblest work of God." He must have high conceptions of life and duty. He must believe with the poet that "It is only noble to be good." He must be fully conscious of the high position which he fills and of the great responsibilities that are entrusted to his keeping. He must have high regard for personal worth and honorable distinction. His soul must admire all that is pure and good in human character. As he enters the realm of the school room he must look upon every life before him as a purpose of God. He must appreciate the responsibility resting upon him and earnestly resolve by all his might and power to do his whole duty to every child entrusted to his care.

"In order that a teacher should be thoroughly devoted to his work, he should be duly sensible of its importance; he should believe that the future character of the country depends upon the education of its children; he should be fully aware that in the soft and virgin soil of their souls he may plant the shoots of poison or sow the seeds of sweet scented flowers or life-giving fruit; he should realize the momentous thought that the little, prattling, thoughtless children by whom he is surrounded are to become the men of the approaching age. As a necessary consequence he should carefully look to the predilections of children. That child who is amusing himself drawing triangles and circles, may, under proper train-

ing, hereafter become another Pascal. That little dirty urchin who is plucking flowers by the wayside, may become the poet or orator of his age; that thoughtful, feeble body who is watching the effect of steam, as it blows and puffs from the tea-kettle, may become another Watt, destined to multiply the resources of our national wealth and power; that worthless little savage who is leading mimic battles of the snow storm may become, (unless his evil tendencies are counteracted by education), another Napoleon who may seize with giant grasp the iron thunderbolt of death, and on the wreck of a people's hopes and happiness build up for himself a terrible monument of guilt and greatness."

The teacher's word should be as good as his bond. He should be the soul of honor in all business transactions. No man should ever be able to truthfully charge him with unfairness or deception in business. He should, if possible, have his income exceed his expenses. It adds to a teacher's reputation and influence to have a bank account. It may not be a large account, but should always show a balance in his favor. A teacher should be able to exemplify the scriptures "Owe no man anything, but to love one another."

A true man is a gentleman. Courteous and polite in all his relations with his fellow men. Manners are readily communicable. Men catch them from each other. Consuelo, in the romance, boasts of the lessons she has given the nobles in manners on the stage and in real life. The true nobility in a country cannot be disguised any more in a republic than in a kingdom. Good manners will often give entrance to society, although unaccompanied by wealth, or beauty, or genius. Give a young man address and accomplishments, and you give him the mastering of palaces and fortunes everywhere he goes.

The Ideal Teacher is not a recluse, a man hiding himself away from the world because he thinks himself too holy to associate with his neighbors; on the contrary, he mingles freely with the people, takes an interest in their affairs,

discusses questions of public and private interest with them, enters into all movements for the welfare of the people, and finds time to learn the opinions of his patrons on all questions relating to education. He is cheerful and hopeful in his disposition. He is not so solemn and dignified in his bearing that people are afraid to approach him. He does not have an intensely serious look as though weighed down by some overwhelming grief. At times he is even jovial and enjoys a hearty laugh with his friends or with the children. The sunshine of a happy disposition plays upon the features of his face and makes his presence welcome among the young. Many men make the mistake of supposing that character wears a severe look, and that laughter indicates weakness. This is a mistaken notion. A jovial nature is a blessing, not only to the man who possesses it, but likewise to all who come in contact with it.

The Ideal Teacher realizes his opportunity. No man has a wider or more varied field of labor. He must have concern for both the future and the present welfare of the children placed under his care. "He may reflect as he enters the door of his school-house, whether it be in the populous village or on the lonely prairie; whether on the bleak hillside or under the shady grove; whether pitched on a mountain or sprinkled by the surges of the ocean, that its walls may be decorated with simple ornaments, attractive to the eye, favorable to taste and instructive to the mind; the arrangements may be such as to secure helpful postures and exercises, thorough instruction and necessary variety, well tempered light, and the purest air that heaven affords. It may be the abode of harmony, happiness and improvement. The best of friendships may be formed there; and the path which conducts to it, however stony or winding, may be associated in many a youthful mind with recollections of childhood, and the loftiest conceptions of science, of man, and his Creator."

He is ever anxious to succeed, and leaves no opportunity pass by unimproved in order

that he may reach for himself the highest plane of life possible for him to attain. He spares no effort to achieve victory in every pursuit of his life. But whilst he is ever anxious to win the crown of success, he is also careful of the rights of others. He would rather remain an obscure member of his profession, than to climb to its most dizzy heights at the expense of others who are more deserving than himself. He believes, however, that it is possible for a man to succeed without endangering the success of his fellows in the same occupation. Success to him is, therefore, ever a worthy aim, and its accomplishment a sacred duty. The uplifting of any profession is due to the influence of those who have been successful workers in it. Those who fail in any department of life's work because of their incompetency or lack of intelligent effort are a constant hindrance to the advancement of the calling.

To be truly successful, a man must succeed in more than his own calling. He must do his whole duty in every relation of life. Every true man's life is broader than his own calling or profession.

We must, however, recognize our limitations. No man can be great in many directions. Every man must have a one chief work to which he gives the choice of his time and the chief part of his energies. It is, nevertheless, possible for a man to be successful in his own special line of work, and at the same time, give aid to movements which have no direct connection with his own particular line of labor. A man owes sacred duties to institutions which have been instrumental in making him what he is, and which offer him the surest guarantee for the future protections of his rights and freedom. No true man can be blind to the duties of home, of society, of the state, and of the church. These are all institutions to which every man is deeply indebted, and towards which he should always feel that he owes a solemn duty. The selfishness of men often weans them away from these sacred obligations, and makes them blind to the interests of family, of education, of social

purity, of national success, and of religion. The man who achieves success in his chosen calling, and neglects his duty toward these time honored and cherished institutions has purchased his success at too dear a price. The Ideal Teacher must, therefore, hold an honored place in the home, in society, in the state, and in the church, as well as in his chosen profession of teaching. It is true, his chief energies, the greater proportion of his thoughts should be bestowed on teaching, but this can be done without neglecting duties growing out of other relations of life.

True manhood is the result of growth. No man suddenly comes into the possession of a complete character. A single act may do much to destroy a man's reputation, but no single act, however important, can build for a man a fully developed character. Manliness in man is the result of many influences bearing upon consciousness. As the tree is shaped by every breeze that waves its branches, by every ray of sunlight that falls upon it, by every drop of dew that comes in contact with it, by every breath of air which descends upon its foliage, so true manhood is developed under a variety of influences. It is moulded by every idea that the mind entertains, by every feeling that is aroused in the soul, by every decision which the judgment renders. True manhood when once obtained stamps its possessor as a king of men. Nowhere else than in the teaching profession is true manliness more potent for the good of the race. The very example of such a man in the school and in the community has an uplifting tendency in the life of every person who comes in contact with it. The true man is just in his business, fair in his decisions, tender in his ministrations of help, polite in his manner, dignified in his bearing, and cheerful in his disposition.

The Ideal Teacher is a student. For him the lessons are never ended. From youth to old age he continues his investigations in the various fields of knowledge. He keeps his knowledge ever fresh in order that he may be interested in the lessons himself and that

through his interest the pupils may be stimulated to earnest effort. He is not necessarily a "walking encyclopedia" but he knows a great many facts, in the physical, historical, and literary worlds. He has the power of exact, rapid, and many-sided observation. He knows facts not only in an isolated way, but he knows them also in their relations. His knowledge is scientific. As a genuine student of nature he apprehends the universe as a plan of God. Every law by him discovered is the apprehending of a thought of the great Creator. His knowledge touches every important field of learning. He is able to converse intelligently upon the current topics of the day in science, in politics, and in religion. His mind is well stored with the gems of literature, and he is familiar with the stories of the lives of the great men in all ages. He is acquainted not only with the literature that interests men, but also with the stories that interest childhood. To him the book of Nature is a most interesting volume. He knows the pages that interest the children, and he is always ready to read them to the boys and girls for their profit and pleasure. He is interested in knowledge not alone for its own sake, but also for the sake of the children. The Ideal Teacher is an artist. The artist finds inspiration for his work in the originality of his ideal, in the beauty of his work, and in the influence of his work upon the world. The true artist is original in his conceptions. He is not a copyist. The Ideal Teacher is likewise original in the ideal toward which he is developing the child. Each pupil is an independent study. No one should know the child better than the teacher. Having studied the child he measures his possibilities. For each child he has a separate ideal. It is a mark of the ordinary teacher that he teaches, as though every child could be moulded to a common pattern. Not so with our Ideal Teacher. To him each child is an independent thought of God. As a true student of nature he tries to understand that thought through the manifestations of the child's life in the school room, on the playground and in the home. Having

approximated as nearly as he can the divine plan, he endeavors to work in harmony with it. His ideal is not what he has obtained from books on child study, although these have helped him much. Neither is his ideal based upon the general characteristics of child nature, although these have not been excluded in its formation; but it has largely grown out of his patient study of each child entrusted to his care.

The artist ever finds beauty in the realization of his ideal. It is the magic spell that woos him on to patient toil and effort, and it is precisely so with the Ideal Teacher. Under the skillful tuition of this master artist, the mind of the child unfolds in beautiful harmony. At every stage of the child's development there is evolved new beauty and new interest. To the Ideal Teacher there is nothing else so attractive as the growing mind of the child. There are teachers who are so little interested in their work that they give little attention to the individual pupil, and scarcely know whether his mind is in a state of growth or not. There are other teachers who are so ignorant of the child mind and the laws of its growth that they have no means of determining whether their pupils are developing properly or not. These teachers are denied the stimulus to earnest effort which comes to the zealous, competent teacher. The artist is mindful of the influence of his art upon the world of thought and action. He is cognizant of the truth that painting and sculpture have had a powerful influence in impressing thought upon the mind of the observer. To stand before a masterpiece and drink in the lofty conceptions of the artist is to have the soul impressed with a power which no other form of expressing truth possesses. The man who said "Let me make the songs of a nation and I care not who makes her laws," might have substituted *pictures* for *songs* and the statement would have been just as true.

The statement has never been disputed that pictures represent truth with great power and effectiveness. The genuine artist may well be

proud of his part in the work for higher civilization. The art galleries of the world are silent but effective teachers, vying in their influence with the instruction of the universities. Art speaks a universal language and appeals with equal power to the people of every nation. The influence of the artist is world wide. The conceptions of the poet are concealed to the man who understands not the language in which poems are written. If translated, the thought often loses much of its beauty and power.

The Ideal Teacher must, like the artist, feel the power of his work in the building up of the nations intellectually, morally, and religiously. I have no hesitancy in claiming for the school room the second place in the list of agencies for the uplifting of the nations. Its power is exceeded only by that of the family. The teacher's influence through his work is beyond our ability to estimate. If men were accredited in this world for the work they do, for the general welfare, there would be a monument erected in every village and town on which would be inscribed the names of all those who have died, and who in life were faithful instructors of youth. If professions are to be estimated for their worth, by the influence they exert in bettering the conditions of men, then no other profession can claim a higher position of honor and efficiency than the profession of teaching.

It is as an artist that the teacher recognizes the necessity for skill in his work. In no other calling is a want of skill so much to be deplored as in teaching. The Ideal Teacher is, therefore, a trained teacher. He understands both the science and the art of education. He is an artist in his work because his methods are scientific. He comprehends the fundamental principles underlying human development, and all his methods have the approval of science and intelligent experience. He believes that the way to make his profession more potential in human affairs is to do more earnest and better teaching.

He realizes that there is much poor teaching in the schools because the teachers are entirely ignorant of scientific method. "The study of

methods is one of the most important divisions of educational science." The Ideal Teacher carefully distinguishes between *Method* and *Methods*. The general principles of teaching are common to instruction in any branch of knowledge, differing only in their application to particular subjects. One who studies methods and not method is liable to mistake devices for principles, and cleverness for science. "In every act of teaching there are two parties, the teacher and the taught, the instructor and the pupil. The teacher cannot teach except in so far as the pupil learns. Knowledge *giving* is conditioned on knowledge *getting*. He who teaches, therefore, must first of all have regard to the laws according to which one learns. If he ignores or violates these laws, he is doomed to failure." Every teacher who aspires to achieve the highest excellence should understand method. The teacher's work is a very difficult one, and demands on his part not only exalted character, a high order of talent, and varied learning, but he must likewise possess the "great skill in the adjustment of means to ends." A teacher who achieves success by virtue of the intensity of his personality in spite of the faultiness of his method, would be still more successful if he used a logical method.

The Ideal Teacher is a patriotic citizen and appreciates the value of his country in the protection of his person and property and in guaranteeing to him civil and religious liberty. He beholds the glory of his state and nation with feelings of pride and cherishes with patriotic emotion the emblem of our country's freedom and strength, the glorious Stars and Stripes. The history of his country's growth and development, its struggles and triumphs fill his soul with feelings of lofty admiration. He is not only proud of his country's past but is solicitous for its future peace and prosperity. To him this country is indeed "The land of the free and the home of the brave." He appreciates the truth that the virtue and intelligence of a free people are the surest foundation for free government. He is not a man who wraps the robe of his sacred profession

around him and eschews politics as an unclean thing, and believes himself too holy to touch the base institution. If politics is unclean, then are the people unclean. The people are always to blame when they follow leaders who are designing and corrupt.

The teacher, whilst not an active partisan, yet never fails to discharge his duty as a voter. On all moral questions he is on the side of right, as he understands the right. He never allows other people to do his thinking for him, but he thinks for himself. In his teaching he never loses sight of the fact that the pupils of to-day are in the near future to take charge of the "ship of state." He is not only patriotic himself, but he teaches patriotism to his children. The history of the flag is told in an interesting manner to the pupils, and they are taught to salute it every morning. The lives of the most eminent Americans, giving in vivid description the struggles and triumphs through which they have passed, are told the pupils. The progress of the nation in wealth, in education, and in invention is given to the young Americans to deepen their admiration for their own beloved land. They are counseled to adopt the sentiments of that great American statesman, Daniel Webster, as their own: "I am an American; I will live an American; I shall die an American." They are taught the inestimable value of the Union. Men may measure the disc of the sun, tell his distance from the earth, and predict with certainty the coming eclipse, but who can compute the blessings of his light and heat, or describe his beauty and grandeur as he climbs above the eastern hills, or who paint the colors of his robe as he flings it upon the clouds in his passage through the gates of Hesperus? Who can estimate at their full value the blessings of a free press, free schools, and a free religion? By what process would you calculate the value of free government? What would you take in exchange for your equality before the law and the freeman's ballot? No citizen in any other country of all the world has the honor and privilege of an American citizen.

Self-government has nowhere else crowned its subjects with so much freedom and so large a measure of happiness.

To the teacher more than to any other class of citizens do we look for the highest and best exemplification of American citizenship. The teacher occupies a place of great responsibility as he faces the duty of training the youth to become true and loyal sons of the best government on the globe. Who can estimate the cost of this liberty we enjoy? "Liberty has been bought with a great price. Trace it along the centuries; mark the prisons where captives for it pined; mark the graves to which victims for it went down despairing; mark the field where its heroes battled; mark the seas whereon they fought; mark the exile to which they fled; mark the burned spots where men gave up the ghost in torture to indicate the integrity of their souls; and sufferings which have found no record, and imagine, if you can, the whole. Liberty has cost more than all these."

To the teachers do we look in a large measure to instill in the minds of the youth a patriotic regard for our country and her free institutions. Our country's welfare depends more upon the nature of the instruction the teachers give concerning the privileges and duties of citizenship, than upon the actions of our national Congress. The legislator only gives expression to public opinion, the teacher helps in a large measure to make public opinion. Never was there a time before in the history of our country when so much depended upon the character of the education of our boys and girls as now. The mere politician seems for the time to have usurped the place of the statesman of former years; but it will be only for a time. The patriotic virtue nurtured in the homes and in the educational halls of our land will not look with complacency upon the actions of representatives who use their power for private rather than for public gain.

"The riches of the Commonwealth,
Are free, strong minds, and hearts of health;
And more to her than gold or grain,
The cunning hand and cultured brain."

"Give me the child, the state shall have the man" might be rendered, "Give the child a good home and a good school, and the state shall have a man." The Ideal Teacher fully realizes his duty in connection with the welfare of his country. He is aware of the many excellent opportunities the school affords to cultivate patriotism in the minds of the pupils. In imagination he beholds all the agencies of government in operation, from the highest to the lowest official position in the land. He sees every government agent when he casts his glance a few years into the future. He beholds these places filled by the school children of today. This scene quickens his interest in the schools. He realizes as never before the close connection between the school and the state, and how important it is for the school to cultivate in the minds of the children a spirit of patriotic devotion to home and country.

I come now to the last and highest element in the character of the Ideal Teacher. No man's development is complete whose spiritual nature has not been cultivated. The results of the religious life being of so much weight and consequence, must ever be kept in view. The failure of the individual to properly cultivate his religious nature is practical infidelity. That the religious nature of the man may be nurtured, it is as necessary that the aim and means connected with his work be self determined and self directed, as that in the development of the intellectual nature, the person himself must put forth persistent and constant effort. Some persons seem to have an idea that they must look after their worldly welfare, but that God will in some mysterious way cause our religious growth regardless of our own lack of interest in the matter. This is contrary to God's covenant with his children. He has said, "Seek ye first the kingdom of heaven and all things else shall be added unto you," but He has never said, "Seek ye first worldly things, and I will add to these the heavenly riches." God has so highly estimated the value of the heavenly riches that, as a reward to him who makes an honest effort to secure them, he has promised to add every-

thing needful in this life. Can it be possible that God, who is perfect in wisdom, should have made a mistake in the relative values of the worldly and the heavenly treasure, and that after all, the true riches are the riches of this life? I hardly think any of us would care to base our hopes on the possibility of a divine error in the determination of the question as to where man's greatest interest lies. Does not the highest wisdom prompt us to heed the Saviour's commands to "Lay up for yourselves treasures in heaven?" The question naturally arises, in what way can the Christian teacher most effectively render his Christianity serviceable to the children whom he is teaching?

I answer in the first place, by exemplification. There is always power in example. If half of the members of the Christian churches in our land were careful in their lives to practice the principles of Christianity, it would not be many generations until the world would be evangelized. The greatest hindrance to the fuller establishment of Christ's kingdom is not the opposition of scoffers and unbelievers, but the hypocrisy of many of the men and women who claim to be promoters of the Lord's cause. All the world—saints and sinners, despises the hypocrite. The church of Christ owes its advancement to the influence of those who have been consistent believers, and whose daily lives have been in harmony with the vows they have made at the church altar. There is nothing that adds so much to the manliness of a man as the Christian element in his character. It is an awful crime to trail the banner of the cross in the dust, and to bring disgrace upon the noblest movement ever undertaken for the good of men. If we be soldiers, let us be loyal and true, meeting every duty in life with courageous hearts, born of love for the Saviour of men. Whilst it is true that no cause has enlisted in its support grander and nobler men than the cause of Christ, it is equally true that no cause has been more outrageously betrayed by pretended defenders than this same cause. The cause of Christ has been put to "an open shame" in many a contest by those who have been false to His stan-

dard. There can be no question as to where the teacher should stand in this conflict between religion and irreligion. His place should be in the front rank of those who are contending for the supremacy of the cross. Others may falter and affect but little the issue of the battle, but the teacher holds a place of honor and great importance in the world's greatest conflict. For him to hesitate may mean great delay in obtaining the final victory.

Next to the father and mother stands the teacher in influence with the child. But whilst the father may count his children by five, the teacher may count his pupils by five hundred. It requires no stretch of imagination to picture the good or ill to the children which will result from the faithfulness or unfaithfulness of the one who is their teacher. But the question may be asked, are there no precepts of religion which the teacher can teach with safety to his children? Must his lips be sealed and only his life speak? Must he carefully avoid all reference to those universal truths which enter the life of every Christian of whatever name? Certainly this point of vantage ground will not be swept away from him, for fear he might give offense to some. The fundamentals of Christianity can be taught anywhere without giving offense to any, and without giving them a coloring of denominational preference. It needs no keen prophetic vision to foresee the condition of the world if all men were to become honest. The great mass of men are engaged in occupations which enable them to deal honestly or dishonestly with their fellows. Everywhere we see the tendency to overreach and defraud. Men are trying to "serve God and mammon," and to "barter God for gold." "They do not disbelieve in Christ, but like Judas, they sell him." "The love of money is the root of all evil;" only the few know how to gain it wisely and to spend it properly. If, from the business transactions of the world, we could eliminate fraud and dishonesty, what a blessing it would be to the human family. If Christians could be persuaded that honesty is a sacred duty, that every man professing Christi-

anity is under obligations to deal fairly with his neighbor, a great advance would be made in the moral conditions of life. "An honest man is the noblest work of God." Every teacher should be strictly honest. His position of influence demands of him that he be nothing less. The teacher can, therefore, teach the children honesty, and in doing so he is laying the foundation for a true Christianity.

Our ideal teacher believes in purity as an essential element in Christianity. What shameful degradation follows in the pathway of the impure! Impurity of thought, of speech, of life is the crowning disgrace of the present century. No pen can portray the misery that comes to men and women because of their lack of purity. On the other hand, for men and women to be pure means that they are deserving of the highest commendation of all who know them. A pure life is like a beacon light pointing men everywhere to the better way. No man who is impure should aspire to be a teacher. Every teacher should be able to point to himself as an example of chastity and cleanness. "Blessed are the pure in heart for they shall see God."

Every teacher can safely insist upon the doctrine of kindness as an essential element in the Christian life. If love were to become the ruling principle of life, heaven would truly begin on earth. It is within the scope of the teacher's power to hasten this reign of love. Everywhere there are hearts pining for affection, lives pleading for the ministrations of love. It should be a part of the work of the teacher to expell from the world the hate that is in it, and to substitute for it the love for which men and women in every walk of life are longing. Does any one think that for teachers to teach honesty, purity and love as essential principles in the christian life, will subject them to the criticism of any one who calls himself Christian? The creed that does not embrace these virtues is both un-American and unchristian. It is very plain that a teacher can both exemplify Christianity in his life, and apply its principles in instruction without for-

feiting the good opinion of any one whose opinion is worth regarding.

And now in conclusion I desire to express my thanks to you, the class of '97, for your uniform kindness and respect shown me during your stay with us at the Normal. Nothing gives the teacher so much pleasure in his work as to feel that he has the love and confidence of those whom he has taught. I shall ever remember with satisfaction our associations as students and teacher. Your departure from the old Normal will leave a vacancy that will be hard to fill. Your career as a class reflects credit upon yourselves and the institution which is soon to confer upon you the honor of receiving its diploma. The standard of scholarship and conduct you have set for the emulation of the classes to follow will challenge their best effort. As you have left so worthy a record as Normal students, we have great reason to look forward to your future work with every prospect of its being highly successful. We expect you to be progressive, going upward step by step until you have reached the highest standard of work which you are capable of accomplishing. You will no doubt often be discouraged in your labors, but we will rely upon your patience and determination to overcome every obstacle in the way of your advancement. Remember that

„Each man makes his own stature, builds himself;
Virtue alone outbuilds the pyramids;
Her monuments shall last, when Egypt's fall.”

Reunion of the Class of '95.

TUESDAY, June 29th, 10 A. M.

ONE of the pleasantest exercises of the Commencement season was the Reunion of the Class of '95.

Class reunions usually are of special interest to those only who are members of the class, but this reunion was interesting to all. There was not a dry number on the program, and every part merited the hearty applause it received. We are sorry that space forbids a lengthy comment upon the program. The

class of '95 was noted for its musical talent, and the manner in which the solos and quartette were rendered showed that the reputation was not undeserved.

The President's address and the class history were fine productions which abounded in fun and fact.

Dr. Spangler's address was a masterly one. As it would be impossible to form an adequate idea of his address from a few paragraphs, we shall not attempt a synopsis of it.

After Dr. Spangler's address, a pleasing number, not set down on the regular program, was inserted. Mr. H. C. Neagley, on behalf of the class, presented a new Frick Electric Program Clock to the school. Mr. Neagley's presentation speech was a model of its kind. Dr. Eckels responded on behalf of the school. He thanked the class for the beautiful and useful present they had given to their *Alma Mater*. He also congratulated them upon the excellent program they had rendered and for the good judgment displayed in inviting Dr. Spangler to address them.

It is seldom that so large a representation of a class assembles upon an occasion of this kind. Between seventy and eighty members of the class were present. The fine appearance of the class was the subject of general remark. We append the program as rendered:

President's Address,.....	W. N. DECKER.
Vocal Solo,.....	A. ELLEN LOH.
Male Quartette,.....	{ ELMER WALHEY. W. N. DECKER. A. A. MCCRONE. CHAS. ALBRIGHT.
Piano Solo,.....	MARY WEAVER
Class History,.....	I. W. HUNTZBERGER.
Violin Solo,.....	CHAS. ALBRIGHT.
Accompanied by MARY KERR HAVES.	
Address,.....	REV. HENRY T. SPANGLER, D. D.
Class Song,.....	CLASS.

Prof. Geo. H. Eckels, '91, has received the Master Degree in the Sciences from this institution as a recognition of two year's successful work. During the past year he has filled the chair of Latin in this institution with marked ability.

Class Day Exercises.

TUESDAY, June 29, 2 P. M.

LAST year when one hundred and twenty young men and women were graduated from this institution, it was freely predicted that not for many years to come would so large and fine a body of students be graduated in any one year. The class of '97, however, is as fine a body as any of its predecessors, and it lacked but two of equalling the numerical strength of last year's class. One remarkable fact about this class is that it completed the school year with unbroken ranks. It numbered one hundred and eighteen members at the beginning of the school year and one hundred and eighteen at the close.

Owing to the difficulty in accommodating the large crowds that visit Normal during the commencement season, it was deemed advisable by the school authorities to limit the admission to those holding tickets. This plan worked well, as it enabled the friends of the graduates to secure comfortable seats in the chapel. It is not necessary to say that the chapel was crowded to its utmost capacity, but much of the crowding of former years was avoided by the plan pursued.

The first exercise upon the program was the President's Address by Mr. W. W. Eisenhart, of Abbottstown, Pa. The speaker is a young man of fine appearance. He made a good impression by the earnestness with which he delivered his address.

Lack of space compels us to give but a brief abstract of this excellent address.

PRESIDENT'S ADDRESS.

Ladies and Gentlemen:

The happy thought that we are soon to conclude another successful period in the history of our lives is about to be realized. This large assemblage assures us that there are those who are desirous of our final success. To say, "Welcome, kind friends," but feebly expresses our pleasure at your presence. In the name of the class of '97 I again wish to extend to you a most hearty welcome.

The present is an age of experiment and investigation. The ablest minds of all countries are engaged upon the great problems that confront the human race. Man is breaking away from old customs and traditions. Human reason is holding on to only that which is good. The discoveries in science excite the wonder and admiration of all mankind. Law and medicine are being studied and improved as they never have been before. There is an activity in the business world that it has hitherto not experienced. The educational world is in a state of rapid transition. Scholars are subjecting man's physical and mental constitution anew to careful investigation. As a result the laws of human development are now largely ascertained. The work of education is no longer left to novices destitute of any training except that which they receive from themselves or from experience. Indeed, man is no more satisfied to wait for the instruction of experience. He seeks a place of training for the profession that he has taken up. He finds such a place in the various schools of to-day.

The institutions of learning which have been established for the training of young men and women for teaching are the Normal Schools. In these, the principles which underlie that noble profession are taught and studied. Nor are only the principles taught and studied, but actual experience is also received, and under the eye of competent critics the ideal teacher is certainly nearer approached. When we look back over the history of the Normal school, it seems as though it too must have caught the spirit of this age, for we behold nothing but success. Especially is this true of this institution. In less than a quarter of a century her graduating classes have increased from twenty-four to one hundred and twenty, and her instruction placed second to none. May these schools continue in the noble work of training young men and women for the great trust Washington committed to them. For some one has well said, "Washington won for America her liberties, the public school is their defense."

Continuing, Mr. Eisenhart thanked the members of the Board of Trustees and the members of the Faculty for their kindness and interest in the work of the class. In feeling language he took leave of his classmates and fellow students.

He concluded as follows :

In conclusion, I wish to remind you in the words of our motto that we are "*In limine.*" Yes, we are "on the threshold" of life. We behold the bustle and activity of the great world about us. We recognize the unexplored future lying before us. Let us not stand there long, however. Let us go right in. Let us start with spirit. Let us interest ourselves in its affairs. Let us labor to uplift the human race. Let us be honest, faithful and true and at last when we shall have served our time, when we shall have performed our tasks; when we shall have passed that great and last examination; then will our release have come, and we shall be permitted to partake in a grander and more imposing Commencement that shall usher us into a new life, "where there shall be no more death, neither sorrow nor pain," but all shall be joy and peace.

The class Orator was Mr. C. I. Raffensperger, of Mannsville, Pa. The subject of the oration was the class motto, "*In limine.*" Mr. Raffensperger delivered his oration in fine style. He dwelt at length upon the opportunities open to young men and women of today, and expressed the wish that all should prove themselves worthy of the trust that was about to be committed to their keeping. The world is not tolerant of drones, but men and women of industry, pluck and determination were never in greater demand. The conclusion of the oration was a poem entitled, "Press On," which so well summarized the thought of the oration that we quote two of the stanzas :

"Press on! there's no such word as fail;
Press nobly on! The goal is near,
Ascend the mountain! breast the gale!
Look upward, onward—never fear!

"To thine own self be true, and keep

Thy mind from sloth, thy heart from soil;
Press on! and thou shalt surely reap
A heavenly harvest for thy toil."

Mr. B. F. Grim of Dallastown, Pa., was the class Historian. Mr. Grim read a very interesting history of the trials, tribulations, and triumphs of his class. He gave some facts about his class that were not only interesting but almost startling. The tallest member, Mr. Brown, is six feet and four inches. The smallest lady, Miss Hattie Wolfe, is four feet and eleven inches.

Mr. Grim also gave an account of the records of his class in athletics, paying special attention to foot-ball and base-ball. His history abounded in witticism and jokes on his classmates that were not lost upon the audience. Altogether, the history was a very creditable production.

The class poem was written and read by Miss Mary Ruff, Bryansville, Pa. The young lady read her production in a pleasing manner.

CLASS POEM.

Old Father Time in his tireless round
And silvery locks so white,
Stands out to-day with his aged face,
All beaming with smiles so bright.

A year of profit, and pleasure too,
Has passed, my friends, for all.
The last year of our school life here
Has passed beyond recall.

A year since we left our homes and friends
And assembled here with glee;
Our classmates were happy and joyful,
And all seemed light and free.

I say we were happy and joyful,
And eager for work 'tis clear;
But parting from home and from dear ones
Caused many a bitter tear.

Familiar faces we found here,
And friends of the other year,
Together our work we started
And mingled our hopes and fears.

At times the way seemed sad and lonely,
And dark clouds obscured our sky;
Yet we toiled and labored bravely,
All things come to those who try.

Then again the days were light and cheerful,
And they glided quickly by ;
And we heard our dear friends saying,
"O how swiftly time does fly !"

Much we owe you, dearest teachers,
For your days of careful thought,
For your earnest, prayerful guiding,
And the noble lessons you have wrought.

You have taught us noble living
And the way to reach the top ;
And until we've reached the summit,
We will never once say "stop."

We know we can never repay you,
Or speak the love that we owe ;
Words fail when we try to express it,
But our future lives must show.

We mean to be brave, true, and noble,
And your lessons shan't be lost ;
We'll battle bravely for the right,
Whatever may be the cost.

We have been such gay and happy friends,
Like one family side by side,
Laboring for one common purpose ;
But to-day our paths divide.

And out from this dear school and friends,
We go to-day ; it is true
We go out to battle with the world,
Which to us is strange and new.

The future untried lies before us,
And we greet it with delight ;
We enter the combat joyfully,
Because all to-day looks bright.

And this the saddest, happiest time, of all,
When, with smiles and tears we part ;
And though rocks and hills may divide us,
We may often meet in heart.

Our thoughts may often return, friends,
To the pleasant days of yore,
And we may be really together,
Though we meet on earth no more.

We hope the future may be for all,
Free from care and scenes of strife,
And all the blessings heaven can give
Fall richly on each life.

But should the sorrows of life grow heavy,
And darkness obscure our day ;
We must ever remember with comfort,
There is One who knows our way.

Should the way be filled with sadness,
And our tasks seem hard to do ;

We'll not forget that pleasure comes
When all of our work is through.

We must bid all thoughts of sorrow,
And of sadness now to flee ;
On the threshold now, we are standing,
And must be cheerful and free.

We must not think of gloomy winter,
But of bright flowers of June,
It is true we must bear life's sorrows,
But we'll not meet them too soon.

We must enter the combat bravely,
And be prepared for the strife ;
Each one must carefully choose the way
Which he intends to follow through life.

At length, having chosen well our part,
And filled with truth and love,
We perhaps may aid some wanderer
To reach that bright home above.

Let us live dear classmates so truly,
That all the wide world shall know,
Love, cherish, and honor *Alma Mater*,
Where ever we may chance to go.

And now we know that the time has come,
When from this school we sever,
And this hour may be to some of us,
The parting time forever.

'Tis hard to break the loving links,
Which have closely bound each heart ;
'Tis hard to say those bitter words,
Teachers, friends, and classmates part.

Farewell, farewell, a last fond farewell,
Are the saddest words we say ;
Yet hope that we all may meet again,
Some time upon life's way.

And if on earth we ne'er shall meet
The friends we loved of yore ;
We hope to meet an unbroken band,
Where parting will be no more.

Class Prophecies, from their very nature, must be written in the same general style from year to year, but Miss Bessie Foust, of Huntingdon, Pa., displayed much originality in her class prophecy. The prophecy was a bright, witty production, and contained many features that we should like to mention did not lack of space forbid. It may be noted, however, that if the prophecies of Miss Foust are fulfilled, the class of '97 will furnish the world with a large number of governors, statesmen, and teachers

of renown. It was also noted that an unusually large number of the gentlemen of the class will decide ere long that it is not good for man to be alone and will seek their life companions among their classmates.

Nobody doubted the wisdom of the selection of Mr. Kerwin Altland, of Staley, Pa., as Class Presenter. Mr. Altland is deservedly one of the most popular men of the class, and he covered himself with glory by his felicitous manner in making the class presentations. It is useless to try to give a list of these presents. It must suffice to say that they were adapted to the dispositions of the recipients. The presentations evoked roars of laughter from the audience.

The last number on the program was the class song, which was sung by the entire class. It was composed by the Class Musician, Miss Anna Markley, of Steelton, Pa. We append the song:

THE GRADUATE'S FAREWELL.

O school of our happy memory, true friend of each youthful heart,
We pause awhile on thy threshold and the tears unbidden start.
Full sweetly these years have woven around us their magic spell,
Since first we entered thy portals and now we must say Farewell.

CHORUS.

Fare thee well, Fare thee well, Fare thee well,
Dear school of our happy memory,
Fare thee well, Fare thee well, we bid you all Farewell.

In sunny or cloudy weather, we've worked with many a fear,
All treading life's path together, but the roads sever here.

Softly and sadly we whisper "Goodbye" with faltering voice,
Tho' life lies fair before us and youth's bright hopes rejoice.

Tho' some, as they travel onward, will gather life's roses fair,

And others will bend and falter beneath their burden of care;

We trust that the Great All Father, who is full of truth and love,

Will unite the severed pathways in the home of rest above.

We go,—but lingering leave you, and a silent tear drop falls.

As pledge of our fond remembrance of the dear old Normal walls.

O teachers, and friends, and schoolmates, dear ones we have loved so well,

We bid you upon the threshold a loving and last Farewell.

Junior Exhibition.

TUESDAY, June 29, 8 P. M.

SELDOM, if ever, has so large an audience attended a play entertainment at Normal, as assembled in the large chapel on Tuesday evening, to witness the Junior Play.

Standing room was eagerly bought by those who were not fortunate enough to secure seats, before all were sold.

The play was "A Russian Honeymoon" a comedietta by Mrs. Burton Harrison.

It is scarcely possible to compare this play with others rendered by the junior class in former years, as it differed widely in character from the others. If it was weaker in plot than "Charley's Aunt" and "The Strange Adventures of Miss Brown," it surpassed these in scenic effects. Never before has a play been rendered in the Normal chapel with so fine stage settings. The closing scene in the third act is worthy of special mention.

We shall not attempt to discuss the relative merits of the performers. It must suffice to say that all performed their parts well. Miss Spencer showed excellent judgment in the choice of the actors, as each seemed specially adapted to his part. The cast of characters of the play is appended.

Alexis Petrovitch,.....P. Morris
A journeyman, afterwards Gustave, Count de Woroffski.

Poleska, his wife,.....Mary V. Beltzhoover
Baroness Vladimir, his sister,....Mary Bomberger
Ivan, a master shoemaker,.....E. C. Detweiler
Micheline, his daughter,.....Mary J. Lear
Koulikoff Demetrovitch,.....H. E. Fox
Intendant of the Chateau Woroffski.

Osip, a young peasant,.....J. Alexander

Peasants, Misses Ayres, Attick, Buhrman, Crilly, Fulton, Horton, Mark, Miller, Ruth, Wierman.
Messrs. Cline, Fitting, H. C. Fox, Neil, Parret, Rhodes, Reddig, Rhinesmith.
Guards,.....Messrs. Byers, Graham, Means, Shive.
Retainers, Misses Cook, Sparrow, Strominger, Unger.
Messrs. Grove, Kadel, Stambaugh, Weakley.

Scene, Russian Poland.
Time, 1850.

ACTS I and II.—A room in the house of Ivan, the shoemaker.

ACT III.—A drawing-room in the Chateau of Count de Woroffski.

Music by Reform Orchestra, Harrisburg.

Commencement Day.

June 30th, 9 A. M.

“HAPPY is the bride that the sun shines on” might be revised, for school purposes, so as to read, “Happy is the class that the sun shines on,” for the state of the weather has much to do with the pleasure of the Commencement season.

The last day of June was an ideal day. The sun shone forth in all his splendor, and, fortunately a gentle breeze sprang up and blew through the windows of the normal chapel, cooling the atmosphere and making it more comfortable for the crowds of people that occupied every available foot of space.

After the class had marched in and taken its place upon the rostrum, Rev. M. L. Drum, of the Methodist Episcopal church of Shippensburg, offered a fervent prayer, that God would guide and direct those who were about to begin life's work.

The following program was rendered :

Music.
Prayer,.....REV. M. L. DRUM.
Oration,.....Motive Makes the Man.
W. F. BENNER.
Essay,.....People One Would Like to Meet.
JESSIE J. KIPP.
Recitation—Columbus.....*Joaquin Miller*.
PEARL E. BEISTLINE.

Duet—Swing Song,.....*F. Abt*.
MISSSES BLAIR AND WYLIE.
Recitation—The Quaker,.....*Anon*.
FLO M. FICKES.
Essay,.....Commonplace People.
MARY L. AUGHEY.
Oration,.....The Peril of Wealth.
ABEL MORRIS.
Music.
Recitation,.....Culture in Six Weeks.
MARIE N. YOUNG.
Oration,.....The Child's Plea.
HORACE GRIFFITH.
Essay,....The Character of a Nation Shown by Its [Games].
ANNA G. BELL.
Ladies' Chorus—Estudiantina,.....*P. Lacomé*.
MISSSES CLARK, FAIRMAN, BRANDT, YOUNG,
WAGNER, SHALLABARGER, MILLER, HENRY,
LONGENECKER, GEIGER, JOHNSTON, FLICK-
INGER, BLAIR, BROWN, WYLIE, MARKLEY,
MITCHELL, DEAVOR, GRISSINGER.
Recitation—The Tears of Tullia,..*Edgar Fawcett*.
MYRTLE WOLFE.
Oration,.....The Eastern Question.
H. S. PLANK.
Recitation—How Dot Heard the Messiah,.. *Heze-
[kiah Butterworth]*.
ELIZABETH REED.
Music.
Oration,.....Success C. O. D.
W. H. BAISH.
Recitation—The Rivals,.....*H. Greenough Smith*.
ANNIE M. ROTH.
Solo—Protestations.....*H. A. Norris*.
GERTRUDE CLARK.
EssayChange.
GAY H. RENSRAW.
Recitation—Heads, not Hearts, are Trumps,
[*Kate Field*].
ANNIE V. EARLEY.
Sextette—Stars of the Summer Night....*C. Pinsuli*.
MISSSES FAIRMAN, BRANDT, DEAVOR.
MESSRS. SANDO, GRIMM, KELL.
Oration,.....Under the Red Robe.
W. E. WATSON.
Music.
Oration,Antonio Maceo.
ORAN A. PRESSEL.
Recitation—Echo and the Ferry,*Jean Ingelow*.
CARRIE A. MITCHELL.
Solo—The Silesian Topper and the Devil.
[*C. Reissiger*].
W. HOMER HENDRICKS.
Essay.....A Harp of Many Strings.
JESSIE SHALLABARGER.
Oration,.....American Citizenship.
EDWIN M. SANDO.

Mixed Chorus—The New Hail Columbia,

[G. W. Chadwick.

MISSSES CLARK, FAIRMAN, BRANDT, SHALLABARGER, WAGNER, MILLER, HENRY, LONGENECKER, YOUNG, GEIGER, BROWN, JOHNSTON, FLICKINGER, BLAIR, WYLIE, DEAVOR, GRISSINGER, MESSRS. UMBERGER, PRESSEL, HENDRICKS, SANDO, GRIMM, BROWN, KELL, GRAY, MARTIN.

Music.

Conferring of Degrees.

Benediction,.....REV. GEO. C. HENRY.

The recitations were all so well rendered, that it is not possible to say which was enjoyed most by the audience. Lack of space forbids special comment upon the orations and essays. All were well written and well delivered. The topics chosen by the young men and women were timely, and were intelligently discussed. The highest compliment that could be paid to those who took part in the program was found in the close attention given by the audience. Although the program was more than three hours in length, the audience did not lose interest.

Miss Myrtle Wolfe was excused from delivering her recitation on account of the recent death of her father.

At the conclusion of the exercises, Dr. Eckels called upon the members of the class to rise. He then conferred upon them the degree of Bachelor of the Elements, in recognition of the completion of the Elementary Course.

Miss Grace Wolf and Messrs. M. L. Drum, Huston McCulloch, O. G. Myers, and C. E. Snoke received the degree of Bachelor of Elementary Didactics. Dr. Eckels congratulated them upon the completion of their work. The degree they have received indicates the completion of a year's work in the regular Normal Course since their graduation in the Elementary Course. The above named persons are the first to receive this degree from this institution.

Prof. Geo. H. Eckels received the degree of Master of Sciences, having completed two years teaching since his graduation in the Scientific department.

The degree of Master of the Elements was bestowed upon fifty-nine persons, as a recognition of two years' successful teaching in the schools of Pennsylvania since their graduation.

Dr. Eckels spoke briefly of the progress of the school during the past year. He thanked all who had contributed to its prosperity and expressed the hope that the coming years would witness still greater advancement.

The exercises were concluded with the benediction by Rev. Geo. C. Henry of the Trinity Lutheran church of Shippensburg.

Alumni Re-union.

WEDNESDAY, June 30, 2 P. M.

ALTHOUGH the weather was very hot, and many of the visitors at Normal were almost surfeited with the number and variety of entertainments, which they had been attending during the week, there was a fair attendance at the Alumni Re-union.

The following interesting program was rendered:

President's Address.—J. H. Reber, '91.

Vocal Quartette.—Messrs. Decker, Walhey, Albright and McCrone,—all of '95.

Recitation.—Georgia Craig, '94.

Address.—C. C. Basehore, Esq., '87.

Vocal Solo.—Laura B. Staley, '86.

Address.—J. C. Wagner, '92.

Recitation.—Bertie Cressler, '92.

History, Class of '77.—J. L. McCaskey, '77.

MEMORIAL EXERCISES.

John Reese, '83.—Remarks, Q. T. Mickey, '83.

O. M. Grammer, '88. } —Remarks, Ezra Leh-

L. H. Hatfield, '88. } man, '88.

H. H. Woodal, '74.—Remarks, Jos. F. Barton, '74.

As a more extended mention is made elsewhere of a portion of this program, we are unable to comment at any length upon the different parts. The President's address was brief, but well written, and dealt with the relation of the Alumni to the school.

The vocal quartette was so well rendered that the audience would not be satisfied until the four gentlemen sang another selection. The recitations by Misses Craig and Cressler were delivered with fine effect. Both young ladies possess elocutionary ability of a high order. Miss Cressler has recently graduated

from the School of Oratory of Chicago. She charmed her audience by her rendition of "Old Mother Goose." The selection abounds in pathos mingled with comedy, and well did Miss Cressler portray the different moods of the characters represented. She was encored and responded with a humorous selection.

The addresses by Messrs. Basehore and Wagner contained excellent thought and were delivered in fine style.

Miss Staley sang in her usual pleasing manner. A more extended notice of the history of the class of '77 is given elsewhere, and it will suffice to say here, that it is just what we expected of our friend McCaskey, a blending of witty flings and pathetic references.

The memorial exercises were brief. The speakers dwelt briefly upon the lives of those whose deaths the Alumni Association has been called upon to mourn during the year.

The business meeting of the Alumni followed immediately after the conclusion of the reunion exercises.

The class of '97 entered in a body, and upon motion of Dr. Barton, its members were admitted to the alumni. President Reber, on behalf of the Alumni Association, welcomed the one hundred and eighteen members to the alumni. Mr. Eisenhart, President of the Class, made a suitable reply.

The Obituary Committee read its report. The report is as follows :

WHEREAS, In God's infinite wisdom, Death has been permitted to enter the ranks of the Alumni of the Cumberland Valley State Normal School and to remove therefrom five of the most useful and respected members, viz: H. H. Woodal, class of '74, F. H. Keasey, class of '77, Prof. John Reese, class of '83, and O. M. Grammar and L. T. Hatfield, class of '88, therefore be it

Resolved, That the Alumni Association of the Cumberland Valley State Normal School in regular annual session assembled do most humbly bow in submission to the will of the Divine Father, in answer to whose call, these, our devoted brothers, have gone from life into eternity.

Resolved, That in the death of these gentlemen our Association has sustained the loss of five most sincere and able members, our Alma Mater, five of her most ardent supporters, and our country five of her best citizens.

Resolved, That the heartfelt sympathy of the Association be extended to the bereaved families and friends of the deceased members.

Resolved, That these resolutions be spread upon the minutes of the Association and published in the July number of the NORMAL SCHOOL HERALD.

J. S. OMWAKE.

IDA B. QUIGLEY.

J. O. GRAY.

The report was unanimously adopted, and the committee discharged.

The election of officers followed. The following persons were elected by acclamation: President, Dr. John Walter, '86, Lebanon; Vice President, J. L. McCaskey, '77, Boiling Springs; Secretary, Nannie E. Grayson, '77, Shippensburg; Treasurer, Dr. Jos. F. Barton, '74, Shippensburg; Executive Committee, Dr. Geo. L. Brown, '90, Ft. Hunter, and Miss Ida B. Quigley, '77, Shippensburg.

The editor of the NORMAL SCHOOL HERALD made a brief statement concerning the success that has attended the publication during the year and invited the co-operation of all the members of the Alumni.

General remarks followed, and it was shown that the sentiment of a large number of those present was in favor of changing the time of holding the Alumni Reunion to some time other than Wednesday afternoon. While no formal action was taken, it is understood that the meeting of next year will be held on some other day, probably on Tuesday afternoon or evening.

At 8 o'clock P. M. the members of the alumni proceeded to the dining room where a bountiful repast awaited them. After all had done justice to the inner man, President Reber, acting as Toast Master, called upon J. L. McCaskey, '77, to respond to "The Alumni." Mr. McCaskey responded in characteristic style and for five

minutes enlivened the audience with his witty allusions.

Dr. Eckels, always an entertaining speaker, next responded to "The Normal School." The Doctor welcomed the numerous graduates of former classes to Normal and expressed his gratification at the presence of so many members of the Alumni. He thanked the Alumni Association for its loyalty to the interests of the school and asked for its continued co-operation.

Mr. J. C. Wagner, editor of the *Shippensburg News*, was called upon to respond to "The Press," and delivered a short address abounding in excellent thought. Mr. Wagner remarked that though he could not claim the honor of being an alumnus of the school, he had four daughters who were enrolled in the ranks of the Alumni.

Dr. Walter, the newly elected President, was called upon to address the banqueters. He delivered an earnest address, in which he urged upon the Alumni the duty of loyalty to their Alma Mater.

Ex-County Superintendent Beitzel, '77, was called upon and delivered a short but earnest address. He dwelt upon the importance of self improvement, and reminded the members of the Alumni that if they wished to keep in the front ranks, they must continue to improve. He urged upon them that they should not rest satisfied with their work in the Elementary Course, but should return to the school and take advantage of the Post Graduate Courses.

At the conclusion of the speaking, the dining room was deserted, and the doors of the Model School were thrown open. The seats had been removed from this room so as to give those who were so inclined an opportunity to dance. For several hours the social features continued. Those who did not dance found pleasure in meeting old acquaintances and making new ones. Late in the night the bells rang and the festivities were brought to a close. All retired to get a few hours rest after the pleasures of the day and night. On Thursday the outgoing trains on the three railways were crowded with students and their friends. By Thursday even-

ing the last good-byes had been said, and the halls, so recently filled with sounds of mirth and pleasure, were silent and deserted, for the twenty-fourth annual Commencement had passed into history.

The Class of '97.

IT is due to the class of '97 to say that no class ever graduated from this institution stands higher in the estimation of the school authorities than the class of '97. The uniform courtesy and regard for the regulations of the school, that marked the conduct of the members of this class, have not passed unnoticed.

Prompt and diligent as a class, they have set a standard worthy of the emulation of the classes that are to follow. The gentlemanly and ladylike conduct of the seniors exerted an influence for good upon the school and made itself felt in the community. Many of the best citizens of Shippensburg have spoken in terms of highest commendation of the conduct of our students in the town.

Never did better feeling exist among the students of the school than during the past year. The senseless society bickerings that so often marred the pleasant relations that should have existed between the two literary societies were entirely absent this year. The members of the faculty part with the class of '97 with much regret. Our best wishes go with them in their future work.

The Herbariums.

OUR school has won many encomiums for the fine work which its classes have done in Botany. Those who visit Normal from year to year during the Commencement season always spend much time in inspecting the herbariums of the senior class. The work of the class of '97 did not fall behind that of other classes. Although but forty specimens were required, many of the seniors mounted between sixty and seventy.

Dr. Barton deserves much credit for his work in Botany. He has succeeded in arousing much interest in the study among the students. Nearly all of the herbariums contain a picture of the Doctor on the first page. No part of the senior work has been more pleasant than the botanical excursions during the year.

Hon. S. M. Wherry's Efforts in Behalf of the Normal Schools.

THE friends of the Normal School system throughout the State owe a debt of gratitude to Hon. S. M. Wherry, President of the Board of Trustees of this school, for his untiring and successful efforts in behalf of the Normal Schools before the Legislature that has recently adjourned.

Those familiar with the situation need not be reminded that, owing to the lack of revenue, the appropriation to the State Normal Schools was seriously endangered; in fact, it had been stricken from the General Appropriation Bill. It was restored largely through the efforts of Mr. Wherry, whose political tact and logical argument won the battle for the Normal Schools.

Marriages.

BARBOUR—*Early*.—At the home of the bride on East Main street, at 8 o'clock on the evening of April 20, by the Rev. M. L. Drum, *Miss Edna Early*, '95, and Mr. J. Beattie Barbour of Shippensburg.

Metz—*Hoffman*.—On Thursday evening, April 22, at the home of the bride's parents in Stoufferstown, by Rev. Herbert Alleman, *Miss Lillie B. Hoffman*, '87, and Mr. Abram L. Metz of Shippensburg. Mr. Metz was a student at Normal in '88.

Hafer—*Etter*.—In St. Paul's Lutheran Reformed Church, Lehmasters, by the Revs. C. B. Etter and T. L. Crouse, *Miss Jennie Etter* and *Rev. L. B. Hafer*, '93'.

Smith—*Schoch*.—On Wednesday evening, June 23, in the Memorial Lutheran church of Shippensburg by Rev. Geo. C. Henry, *Miss Edna Ernestine Floyd Schoch*, '92, and Mr. Goodwin Brooke Smith, of Lebanon.

Purvis—*Hammond*.—In the Methodist church, Lewisberry, York Co., Thursday morning, June 24, by Rev. Dr. Evans, *Miss Martha G. Hammond*, '92, and Rev. Samuel W. Purvis of Lewisberry.

Personals.

DR. H. U. ROOP, who had charge of the Department of English in this institution from 1892-96, has recently been elected President of Lebanon Valley College. For the past two years Dr. Roop has been Secretary of the State Sabbath School Association and has done much to promote the interest of Sabbath Schools throughout the state. We congratulate Dr. Roop upon the honor that has been conferred upon him, and we in turn congratulate the college authorities upon the excellent selection they have made for the Presidency of the institution they represent.

J. C. Wagner, '92, for the past five years the efficient principal of Mt. Holly Schools, has recently tendered his resignation of that position to accept the principalship of the Newport, Pa., schools. Prof. Wagner is one of our graduates who has continually advanced since graduation. The position to which he has just been elected carries with it a salary of \$80.00 per month, with a term of eight and one-half months.

We congratulate our friend Prof. J. H. Reber, '91, upon his re-election as Principal of the Huntingdon High School at a salary of \$85.00 per month, an increase of \$15.00 per month over last year's salary. Our friend occupies a very responsible position, and we congratulate the Huntingdon school board upon the wisdom displayed in offering him the advanced salary, that they might retain his services. We are proud of the work of our grad-

uates in Huntingdon. During the coming year our school will be represented by five graduates in the schools of that town.

P. W. M. Pressel, '94, has been re-elected Principal of the schools of Orwigsburg at a salary of \$85.00, an increase of \$5.00 over that paid him last year. This substantial compliment to our friend Pressel's work is all the compliment that need be paid him.

Prof. J. O. Gray, '91, who taught mathematics during the Spring Terms of '96 and '97 in this institution, has recently been elected Principal of the Marysville, Pa., schools at a salary of \$70.00 for eight months. We congratulate Prof. Gray upon his election, as we know he will fill the position with credit to himself and his *Alma Mater*.

Miss Georgia Craig, '94, has recently been elected teacher of the Shippensburg township school at a salary of \$40.00 for eight months.

W. N. Decker, '95, after serving during the past year as Principal of the schools of Macungie, has been unanimously re-elected for the coming year. Our friend Decker is doing good work in that place.

H. J. Wickey, '93, and Miss Ola Myers, '91, have been elected to succeed themselves as Principal and Assistant Principal, respectively, of the Middletown High School. Miss Myers has completed her fifth year of service and Mr. Wickey his first, in the schools of the above named town. Mr. Wickey served three years as Principal of the Orbisonia schools before going to Middletown and made an excellent record for himself.

Miss Bertha Herring, '91, taught during the past year in Allentown Female College, where she had charge of the department of elocution. She has recently been elected to a similar position in Irving College, Mechanicsburg. Those who have heard Miss Herring recite at our Alumni meetings need not be reminded that she is an elocutionist of marked ability.

John H. Stuart, '91, has recently been elected for the fifth successive term as Princi-

pal of one of the ward schools of Johnstown. Our friend's work speaks for itself and needs no further comment from us.

Miss Virginia Smith, '94, has recently been elected a teacher in one of the schools of Tullytown, Bucks county, for a term of eight months at \$40.00 per month. We have made mention heretofore of a number of our graduates who are teaching in Bucks county and we are glad to note that the number is constantly growing. It speaks well for the work they are doing.

C. S. Brinton, Esq., '85, continues to be successful in the practice of law at Carlisle. Our friend Caleb has recently been elected Chairman of the Republican County Committee. While the HERALD is strictly non-partisan, we do not hesitate to say that if the Chairman of the opposing party wishes victory to perch upon the banners of his party, he will have to do some hard work.

Miss Jennie Steever, '90, has recently completed a successful year's work as Principal of the schools of Kane, Pa. We are sorry to learn that Miss Steever's health is much impaired. We wish her a speedy return to health.

W. M. Rife, '91, recently won the first prize in the Junior oratorical contest at Ursinus College. We congratulate our friend Rife on his success.

Dr. Henry T. Spangler, President of Ursinus College, was a welcome visitor to this institution during Commencement week. Dr. Spangler delivered a fine address before the class of '95, upon the occasion of its reunion. Our graduates are well represented at Ursinus College, as there are at present five of them enrolled among its students.

Miss Mabel Geiger, '93, recently graduated from Dickinson College. She won the Commencement prize of \$25.00 for the best delivered essay on Commencement Day.

U. G. Risser, '94, was recently graduated from the Jefferson Medical College, Philadelphia. We wish him success in his profession.

Dr. Geo. L. Brown, '90, was a welcome visitor at Normal during Commencement. His brother, J. O. Brown, was a member of the graduating class. Dr. Brown is a very successful physician. Our only regret is that the Doctor does not visit us more frequently.

J. S. Heiges, '91, visited friends at Normal during Commencement season. Mr. Heiges will be a member of next year's graduating class at Ursinus College.

Miss Marion Flickinger will teach in the schools of Scheafferstown, Lebanon county, during the coming year.

Walter E. Watson and Sherman Jacks, of this year's class, will teach in their native county, Dauphin. The former in the schools of Middletown, the latter in his home township.

Two of this year's representatives, Messrs. Zimmerman and Freed, will teach in Lancaster county. Mr. Zimmerman has a good position which pays \$55.00 for seven months.

Mr. Freed's position pays \$50.00 for six and one-half months.

Misses Young and Markley have secured good positions in York county. The former will teach in New Market, the latter in Wellsville.

Re-union of the Normal School Students at Williams' Grove.

SATURDAY, July 24, 1897, 11 A. M.

THE annual re-union of the students of the Cumberland Valley State Normal School will be held at Williams' Grove on the above named date. For the past two years rain has interfered seriously with the attendance at these re-unions, but the few faithful ones who did come were amply repaid for their trip.

We believe that the third time is the charm, and that we shall have fair weather this time; so make your arrangements to be present and bring your friends with you. We'll all try to

have a good time. Just think of it! All the fun and pleasure of life at Normal without any of its restrictions. Remember the date.

The following interesting program will be rendered:

Singing.—America.
 Invocation.—Rev. Frank Kerr.
 Address.—J. S. Omwake, Esq., '91.
 Recitation.—Anna W. Longsdorff, '96.
 Music.—Sara A. Roop, '94.
 Address.—M. L. Drum, Jr., '96.
 Recitation.—Sadie M. Lindley, '95.
 Music.—Mrs. S. B. Hockersmith, '91.
 Address.—P. W. M. Pressel, '94.
 Recitation.—Mae Sheets, '96.
 Music.—Geo. H. Eckels, '91.
 Address.—J. C. Wagner, '92.
 Recitation.—Margaret Deardorff, '95.
 Music.—H. E. Walhey, '95.
 Address.—H. H. Shenk, '94.
 Recitation.—A. A. McCrone, '95.
 Music.—Anna Markley, '97.
 Address.—Hon. Filmore Maust, '74.
 Recitation.—Bertha B. Herring, '91.
 Music.—Gertrude B. Clark, '97.
 Address.—Dr. G. M. D. Eckels.
 Singing.—God be With You.

History of The Class of 1877, C. V. S. N. S.

READ BEFORE THE ALUMNI BY J. L. MCCASKEY,
 A MEMBER OF THAT CLASS, ON ITS 20TH
 ANNIVERSARY.

[It was our intention to publish in full Mr McCaskey's very interesting History of the Class of '77, but we are reluctantly compelled to abridge it materially, on account of lack of space in this number. We hope to favor our readers with the omitted portions in our next number.—Ed.]

IT was not a remarkable group of young people, who left these classic halls twenty years ago, they were just the ordinary everyday people (one of whom I am which) that could be culled to-day from this State after a two years course of study in most any institution of learning. The class started in with 40 members, of which 26 graduated; 22 or 23 are living, one is lost, and 12 are here to-day.

From the magnificent oration of Attorney Bashore, '87, who has preceded me, this audience would suppose that none but young people have a history worthy of record, and we are compelled to ask for the grey-haired and portly personages of a fifth century ago here present,

"Has any old fellow got mixed with the boys!

If he has, put him out, without making a noise; Hang the almanac's cheat, and the calendar's spite,

Old time is a liar; we're twenty to-night."

But getting back to facts, its just twenty years ago since we left and we want to say to some of you youthful birds out in the audience—we refer particularly to you bipeds who make up the classes from '93 on—that we are not last year's chickens; you can tell that without feeling our breast-bones; you can tell that by looking at our grey plumage. We hail from the happy days of "way-back." We were here at the time when history was being made, instead of being read and studied.

The twenty years we have just lived through have seen the greatest development of the century in science and art. Twenty years ago the telephone was a plaything, and the bicycle was a velocipede and a bone shaker. It has taken twenty years to demonstrate our trustees wisdom in their ability to select a Principal who can successfully run this Normal School, and a worthy Vice-Principal, who hailing from the first class graduated here, welcomes us old grey-heads back in regal style, and also keeps in touch with the recent members of the Alumni. These years have also seen the Normal School graduate change from a rarity to a plenary. (What of Miss Delia, if she knew I used that last word!) Twenty years have also seen the development among other scientific lines of the now popular electric car; of two more railroads entering Shippensburg, and also of the evolution of the "new woman" with her bloomers and her bike!

Twenty years have seen the environments of this Normal plant change from muddy paths on all sides and a rocky campus, to a

vision of beauty, where landscape artists have planned for these shady paths and driveways and beautiful approaches, fountains, flowers and arbors. Base-ball fields and tennis courts add to athletic pleasures as well as to the enjoyment of the sightseer. It has seen the solitary building of 1877 add both a right and left bower which in finish and architectural beauty eclipses the parent building. The original building itself has donned a Prince Albert suit and silk-hat finish.

This period has seen the division of the heavy final examination into a Senior and Junior examination, which relieves such trying times of much of their asperities, and the curriculum also has been advanced and extended. Y. M. C. A. and Y. W. C. A. are other innovations we may also mention.

Your historian comes with 25 sketches of our 26 members, and the labor required and time spent in preparing them are lost sight of in this happy hour when we greet you here in re-union. For 20 years ago to this very day and very hour your historian of to-day was then a boy reading to a united class a history of their two year's association in school.

Continuing Mr. McCaskey sketched in characteristic fashion the history of the following persons:

Robert Strong, Shiremanstown, Pa.

W. A. Bear, Shippensburg, Pa.

Nancy E. Grayson, Shippensburg, Pa.

J. V. Mohr, Sioux Falls, S. Dakota.

Lizzie Atkins (Adair), 703 Berks St., Phila.

A. J. Beitzel, Boiling Springs, Pa.

Laura Kreider (Leibig), Bismarck, Pa.

Geo. M. Draper—Deceased.

Jennie White, Shippensburg, Pa.

A. C. McLaughlin, Yuba City, Cal.

Emma Rebuck, Shippensburg, Pa.

Capt. Geo. A. Zinn, U. S. A., Milwaukee,

Wis.

Ida B. Quigley, Shippensburg, Pa.

Rev. C. C. Hays, Johnstown, Pa.

Liberty M. Quigley (McLelland), Shippensburg, Pa.

Mahlon T. Lightner, Roscoe, S. D.

E. C. Chenoweth, Baltimore, Md.
 Wm. Tell Noss, Chicago, Ill.
 S. Y. Karniany, Lebanon, Pa.
 F. H. Keasey—Died, May 1896.
 Lizzie Song—Address unknown.
 Lillie G. Moore (Wilson), Lincoln, Neb.
 Rev. R. H. Taylor, Westtown, N. Y.
 S. H. Treher, Carlisle, Pa.
 J. L. McCaskey, Boiling Springs, Pa.
 Wm. O. Pittman—Deceased.

The October number of the HERALD will contain the history of the above named persons.

The conclusion of Mr. McCaskey's paper was as follows:

"Our teachers; where are they? None of them are with us to-day. Our esteemed Principal Dr. I. N. Hayes sleeps in the Allegheny City cemetery, his death occurring on May 23, 1894. His precepts and admonitions ring in our ears to-day.

Prof. Angell, whom we all loved, is rector of an Episcopal congregation in Clarion county; Miss Hershey married a Baltimore clergyman; Prof. Palm (mathematics) is the head of a Chicago teachers' agency. Miss Delia Smith, who for years had a very excellent private school at Newton, Mass., has lately retired. (She deserves a crown with many stars for teaching such chaps as we were, all we ever knew about grammar); and a similar comment for our accomplished art teacher, Miss Sara Hogan, who could draw a square with one hand and a circle simultaneously with the other and hold our attention all the time. (She didn't marry my chum, but changed her name to Mrs. J. E. Boher and sends two bright children to Normal). Miss Mary Hayes the charming music-teacher married the other fellow, too (why do you laugh at this mention?), his name is Prof. A. J. Dill and they live in Allegheny.

Prof. S. D. Hillman our science teacher is located in Newark, N. J. Miss Chidester, our pretty elocutionist, married twice, the last time to a physician. She died a victim of consumption. Her first husband was County Supt. Wolverton. And Miss Fields and Miss Brad-

ley, where are they? We hope that time and the fates have dealt kindly with them, for as a boyish stripling, we thought they were so nice and so good, that they would never either die or grow old.

Among the Trustees who stood by the Normal in those days when a dozen times the sheriff levied upon it and its contents, there still remain, Hon. S. M. Wherry, E. J. McCune, Major M. G. Hale, G. R. Dykeman, S. J. Harris, and J. B. Reddig.

We miss and mourn for one whose kind voice was always heard in the lines of progress, D. K. Wagner. His death occurring June 30, 1893. Also for these trustees who have passed away, Jas. E. McLean, N. L. Dykeman, J. A. C. McCune and Wm. Mell.

To the worthy Executive head of this Institution (we see him in this audience now), we wish you God speed, and here on this our 20th anniversary, renew our pledge to our *Alma Mater*, and through it to you, to hold up your hands which you fight its battles. We ask the Board of Trustees if your remuneration is commensurate with the success you have brought to this Luck of the Valley. If so, well; if not, why not?

In conclusion we feel our work of gathering this history is done. The scroll of a score of years is rolled together, and while the lofty aspirations and magnificent ambitions of 20 years ago are not either reached or completed, we have a feeling that we would not care to again live over these 20 past years.

20 years ago we went down that broad staircase feeling we knew it all; but now our hats fit our heads much better; the swelling has abated somewhat. As we greet you graduates of the nineties starting out to make history we feel its only the old song over again of "Going and coming."—You are going out to the battle and we are coming in from the fight.

We almost dread to hear our Secretary call the names on final roll call this afternoon, for while we are scattered from the strands of oceans, three are sleeping in as many different states under the shadow of their tombstones

this quiet June afternoon. There is no response to our letters or the roll call from them. Through winter's storms and summer's heat they sleep peacefully on. F. H. Keasey, Geo. M. Draper and W. O. Pittman; we realize in this hour that there is a sorrow in every song and a winter in every year.

This afternoon on the 20th anniversary of our graduation of that day when we owned this entire plant, and our life was all before us inviting as a summer day, when we left this platform with our diplomas and flowers and presents, we now feel keenly and sensibly that to-day marks an epoch of life's history. We turn towards the future with an uncertainty as to our fate. "Shall we meet again?" is not spoken but the expression upon each classmate's face tells what the lips do not mention. To classmates living and dead; to these present and those absent in western and southern homes we greet you one and all to-day,—Hail and farewell! The Greek hero Ion's parting to his loved one of "We shall meet again, Clemanthe" is unsaid upon our lips.

Where the Faculty Will Spend Their Vacations.

DR. BARTON has gone to his home in Minneapolis, Minn., where he will spend the summer. He will attend the National Teachers' Association at Milwaukee.

Prof. Hughes will conduct his annual summer school at Loysburg, Bedford county. Prof. Hughes has become so accustomed to work in the school-room that he isn't satisfied when he is not engaged in school work.

Miss Spencer will spend part of her vacation in this valley, after which she contemplates taking a foreign trip.

Miss Clark will spend the greater part of the summer at Chautauqua.

Prof. Geo. Eckels is taking a six weeks' course in the Languages at Cornell University, Ithaca, New York.

Prof. Barton has returned to his home in Crystal Springs, Bedford County, where he will engage in his annual task of fishing, etc., etc.

Misses McBride and Mather will spend their vacation at their homes in Genesee, N. Y.

Miss Kinsey will remain at her home in Philadelphia until Sept. 1, when she will sail for Paris, where she intends taking a special course in Art.

Miss Lockwood has returned to her home in Burlington, Vt.

Miss Quigley intends spending a portion of her vacation in Baltimore, Md.

Ickesburg, Pa., will be the home of Prof. Gray during the summer months.

Prof. Drum has promised that the cyclometer on his bicycle will register a thousand miles when he returns in September. He intends taking a trip on his wheel to Philadelphia. He will afterwards visit the anthracite coal regions.

Miss Horton will remain at the Normal during the month of July. She will spend August in the Kishicoquillas Valley.

Prof. Roth will soon return to his home in Adams county. After spending a short time there, he will take an extended trip, visiting New York and various points in New Jersey.

Prof. Lehman will be at his home near Chambersburg during the greater portion of his vacation. He will probably spend a few weeks with Prof. Barton during the summer.

Dr. Eckels will spend the greater portion of the summer at the Normal looking after the interests of the school.

Much of the success of the Normal School is due to the fact that Principal Eckels has taken but few vacations during the time he has been at the head of the Shippensburg Normal. For twelve months in the year, he has kept steadily at work, with the result that no other Normal School in the state shows the same proportionate increased attendance in recent years that is shown by the Cumberland Valley State Normal School.

Locals.

CONTRACTOR HAFFER and a large force of men have been at work piking the road leading out to Normal from the town. The work is now almost completed and a fine roadway is assured. The boardwalk will soon be a thing of the past. In its place there will be a path of crushed stone.

Several of the basement rooms were used as store rooms for bicycles during the Spring Term. There were about seventy-five bicyclists among our students and faculty. The roads in the vicinity of the Normal School are well adapted to bicycle riding.

The anniversary of the Normal and the reunion of the Philo Literary societies were both excellent entertainments. The annual editions of the Normal Gazette and the Philo Review were excellent productions. It is but fair to the editors of these journals to say, that the editions of this year were the finest that have ever been published by the Literary societies.

Extra copies of this number will be mailed prepaid to any one at the following prices: Ten cents per single copy, or three copies for twenty-five cents.

Don't forget the annual reunion of Normal School students and alumni at Williams Grove on Saturday, July 24th at 11 a. m.

A large number of volumes will be added to the school library during vacation. It is gratifying to note that so many of our students of the past year made use of the school library. Nothing is more helpful to students and teachers than a course of reading.

The work of grading the campus has gone steadily on and is now nearing completion.

The tennis courts were in constant use during the Spring Term. A number of good players were developed.

We call the attention of our subscribers to the number of new advertisements appearing in this number. We recommend all our advertisers to the confidence of the public.

The forty-seventh annual Commencement of Bucknell University was held during the week beginning June 20th. The Baccalaureate Sermon was preached by President Harris. The Commencement was held on Wednesday, June 23rd. Messrs. Bruce Trimmer, '94, and I. W. Huntzberger, '95, are attending Bucknell.

Pennsylvania State College has recently concluded a prosperous year. The Commencement was held on June 16th. No institution in the state has grown more rapidly, or does better work than State College.

Between seventy and eighty young men were graduated from Lehigh University, South Bethlehem, Pa., at the recent Commencement. Rev. Thomas B. Angell, D. D., of Harrisburg, Pa., delivered the Baccalaureate Sermon. The address to the graduates was delivered by the President of the Institution, Dr. Drown.

Mr. J. Burr Reddig, formerly a student of this school, is a member of the Class of '99.

Fifteen counties are represented in the senior class of '97. Cumberland leads in the number of graduates, with Franklin a good second.

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