

The Normal School Herald.

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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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CONTENTS.

Editorial,.....	1
This May Concern You,	2
Principal's Greeting,.....	2
Gymnastic Entertainment,	3
Model School Entertainment,	4
Commencement of the Normal Bible Class,	7
The Examinations,	7
The Art Exhibit,	9
The Musicales and Literary Entertainment,.....	9
Senior Reception,.....	10
Sunday School Closing,.....	10
Baccalaureate Sermon,	11
Dr. Eckels' Address to the Graduates,.....	14
Class Day Exercises,.....	23
Reunion of Class of '96,.....	27
" " " " '89,.....	27
Alumni Reunion,.....	27
Commencement Day,.....	28
Business Meeting of the Alumni,.....	30
In Memory of Jacob Henry Boyer, M. D., Class of '74,.....	31
In Memory of Ella Rebecca Erdman, Class of '93,.....	32
In Memory of Lulu May,.....	32
In Memory of Prof. Hart Gilbert,.....	32
Alumni Reception,.....	33
The Honor List of '98,	33
The Regular Normal Course,.....	33
Marriages,.....	34
Personals,	34
Locals,	35
Histories of the Classes of '78 and '88,.....	36
Where the Faculty Will Spend Their Vacation,.....	36

EDITORIAL.

ANOTHER year of school work has been completed. The NORMAL SCHOOL HERALD enters upon the third year of its existence. The editors are glad to say that the day of experiment has passed. The HERALD has come to stay. If increased patronage on the part of advertisers and a larger subscription list are indications of growth, the HERALD has grown. We know that it has not yet reached the full measure of its usefulness, and we promise that succeeding years will greatly enlarge its sphere of work.

The NORMAL SCHOOL HERALD is pre-eminently a school paper, not an educational journal in the generally accepted sense of the term. It is the purpose of the HERALD to keep the Alumni and former pupils of the school in touch with the institution with which they were formerly associated. Each number of the HERALD will contain much matter of interest to those who are interested in the growth and prosperity of the Shippensburg Normal School.

It is also the purpose of the HERALD to inform the general public as to the character and importance of the work being done by the Normal Schools of the state. We are sorry to be compelled to admit that there is much unfounded prejudice against Normal Schools and Normal School graduates in certain communities. Some of this prejudice is doubtless due to self interest, but much more is due to ignorance of the true nature and mission of the Normal School. It is the purpose of the HERALD to correct false impressions by telling a "plain unvarnished tale" of the work done in our Normal Schools.

We thank all our friends who have so kindly contributed to our success during the past years. We earnestly invite their continued co-

operation during the coming year. Trusting that the school work and school life of all our subscribers may be pleasant and profitable during the coming year, we enter upon the third year of our journalistic life.

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.

More than a thousand copies of this number of the HERALD will be sent to persons who are not now subscribers. Many of these are members of the Alumni. We should like very much to have their names upon our subscription list. Since the HERALD has been established, its subscription list has grown steadily, but we realize that there are many members of the Alumni who are not numbered among our subscribers. We ask that all who receive a copy of this number will give it a careful examination. If pleased with it, we we trust that we may be favored with your subscription.

PRINCIPAL'S GREETING.

IT is again my happy privilege to greet through its columns the readers of the NORMAL SCHOOL HERALD. The year just closed adds another chapter of success to the history of the Cumberland Valley State Normal School. The more I examine into the causes which bring success to the educational institutions of our Commonwealth, the more clearly am I convinced that no institution can attain a high degree of success without the active sympathy and support of its graduates. I am glad to have this opportunity to express my appreciation of the very earnest efforts put forth by the Alumni in support of their *Alma Mater*. In the rapid growth which has attended the Shippensburg Normal the sympathy and support of the graduates have always been manifest. It will always be my pride and ambition in the conduct of the school to merit your continued assistance. You will doubtless find many things in the management of the school which are not in precise accord with your own ideas. In these instances you must have the virtue of patience, as, no doubt, in due time many of the things which you have occasion to criticise will be changed to meet your approval.

In asking your continued help I am appealing to a body of men and women who are as broad in charity as they are keen in criticism. I know your expectations will be met so long as there is a general upward and onward move of your *Alma Mater*. This upward movement must include a constant raising of the standard of scholarship. In your efforts to advance your *Alma Mater*, you can do much to strengthen her by advising those who come here to take plenty of time to finish their course thoroughly. A diploma may secure a position but it will not hold it unless there is solid worth in the person who holds the diploma.

That Normal School is surest of success whose graduates do the most intelligent and skillful work as teachers. We are proud of

the success of our graduates. Wherever they have gone they have honorably sustained the reputation of the Cumberland Valley State Normal School, and, in fact, in many instances have gained a reputation for the school.

Let the keynote of the coming year be *success by honest effort*. Let the welfare of our Normal School have a firm place among the institutions we are under obligations to foster. By a united effort on the part of all who are interested in the growth of the Shippensburg Normal School there can be no doubt of its success.

We need your help in securing students. There has never been a time in the history of Pennsylvania Normal Schools when greater efforts were being put forth to secure patronage than the present, and if we are to hold our own in this field of active competition we must be energetic in presenting the merits of the Cumberland Valley State Normal School to those who expect to take a Normal School Course.

We fully expect to open the Ladies' Dormitory during the coming year. This is admittedly the finest Ladies' Dormitory in the state. With the opening of this building we will be able to offer lady students a most beautiful, cheerful and comfortable school home. I hope our friends will spread this information as widely as possible.

Wishing you health, happiness, honor, and success for the coming year, I remain,

Sincerely your friend,

G. M. D. ECKELS.

GYMNASTIC ENTERTAINMENT.

June 4th and 6th.

THE annual gymnastic exhibition at the Normal School took place on Saturday and Monday evenings. The increased attendance of the parents and patrons of the school attest the fact that the interest in gymnastic work is growing from year to year. Parents are realizing more and more what an advantage it is to the growing boy or girl to

have regular exercise under the careful supervision of a trained instructor. The entire program showed the most careful work on the part of teacher and pupils. One excellent feature of the exhibition was that it brought before the eyes of the public just such work as is done in the classes from day to day. That the pupils were all able to lead the drills shows that the work is practical as well as theoretical.

The program included marches, school fencing, clubswinging, wand drills, bell swinging and fancy steps, each performance being rendered by an entire class or section.

The opening march brought out all members of both classes and the effect was both bewildering and fascinating. All in step, some forward, some backward, each in his proper position, and all moving without the least jostle or confusion. The senior ladies, led by Miss Dukehart, gave an excellent exhibition of Swedish gymnastics. This drill showed plainly how well adapted the Swedish system is for public school work. No violent exertion, no tearing down by heavy work, but purely body exercises which bring into active service the vital portions of the human make-up. The performance reflects great skill on the part of the performers and great credit upon the teacher.

The senior men next showed how to lunge, defend and recover as brought out in the various attitudes of fencing. They all moved like machinery well oiled, and deserved the hearty applause given them.

The juniors, led by Mr. Yost, who carried his '99 shield, next took the floor amidst a hearty round of applause. The juniors were not to be discounted by the more dignified seniors and their work was up to the high standard which marked every performance.

One of the most entertaining performances was the Pizzicati Chorus. The entire class joined in this, although prior to the public performance the ladies and gentlemen had never rendered the chorus together. The execution, however, was perfect in every detail

and the result was most pleasing to all the participants as well as the audience. To give the performance without a hitch or break speaks volumes for the training received by these young ladies and gentlemen.

The junior ladies took part in March and Reigen and filled the hearts of their fellow classmates with pride by doing so well the work assigned them in the friendly contest. The seniors were somewhat surprised at the daring of their under classmen but not permitting themselves to be outdone this time they also presented a standard bearer wearing the '98 and were royally received by their fellow mates and the audience. They gave the wand drill with ease, grace and finish that alone mark excellence in that line of work. The senior ladies were charming in their fancy steps and ring manipulating and the performance was frequently interrupted by outbursts of merited applause.

The closing number was club swinging and was given by senior men. It was a fitting ending to the program. Every movement had perfect rhythm and time. The men were in the midst of encircling clubs on all sides but there was no false move, no clash, no friction. Generous applause awaited them at their finish and they received it in their usual good natured, dignified manner.

Each performance showed that attention was paid to every detail and that it was not "how much but how well" that was worked for. The standard of excellence attained, the marked finish of each movement, and the hearty co-operative spirit manifest between teacher and pupil are glad signs for those who are friends of physical training in the Normal schools.

The above from the *Shippensburg Chronicle* is so well written that it is scarcely necessary for us to add any further comment. It may, however, be said that while all the entertainments previously given were excellent in character, this one surpassed any other gymnastic entertainment given in this place. It is difficult to tell in what particular respects it was superior

to the others, but there was a finish and an exactness about it that was specially noticeable. The young men and women performed the different parts assigned them with a precision that was indeed remarkable. Miss Clark has certainly succeeded in advancing her work to the very front of gymnastic perfection.

MODEL SCHOOL ENTERTAINMENT.

Friday, June 24, 8 P. M.

FOR the second time in the history of the school, the Model School Commencement was held in the large chapel of the school. The doors opened at 7.30 and the exercises began at 8.00, but long before that hour the room was crowded to such an extent that even standing room was at a premium. The parents and friends of the young graduates were out in full force.

The stage setting was very artistic, the wings and back being covered with Nile green bordered with wheat. The effect was exceedingly pretty. The eight graduates occupied seats on the stage, as did Misses McBride and Mather, the Principal and Assistant Principal of the Model. The following program was rendered:

PROGRAM.

PART I.

Chorus, "Hail! Thou Lovely Month of Roses," SCHOOL.
Salutatory, MARY ISABEL SHADE.
Oration, A Spanish Trait, EDGAR MCCULLOCH.
Class History, HULDA MAY GRIBBLE.
Declamation, The Black Horse and His Rider,
 OWEN ASTON SHRYOCK.

Music, Trio, { Violin, OWEN A. SHRYOCK
 Flute, SAM'L. S. SHRYOCK.
 Piano, E. PEARL REDDIG.
Essay, Sketch of Hiawatha, MYRTLE BELLE BURKE.
Class Prophecy, JOHN CRISWELL STINE.
Recitation, The School-boy's Apples, ... CORA BELLE CLEVER.
Valedictory, SYDNEY MORRIS BOHER.
Piano Solo, Grand Union Potpourri, BAUMBACH.
 ETHEL MIDDLECOFF.

Presentation of Diplomas.

We regret that space does not allow us to speak of the individual numbers of the program. In a general way we say that all the young people performed their parts very creditably indeed. There was not a single weak number given. At the conclusion of part

first, Miss McBride presented diplomas to the following persons who have completed the course of study prescribed in the Model School:

Myrtle Belle Burke, Cora Belle Clever, Huldah May Gribble, Mary Isabelle Shade, Sydney Morris Boher, James Edgar McCullough, Owen Aston Shryock, John Criswell Stine.

Miss McBride addressed the class as follows:

It is with strangely blended feelings of pleasure and regret that we address you—perhaps for the last time—as “our girls and boys.” Pleasure, to see you as graduates with your first milestone creditably reached; regret, that you have passed beyond our immediate supervision.

For two years you have been ladylike and gentlemanly, obedient and trustworthy girls and boys under our deeply interested guidance and instruction, and we trust that the future may prove in your lives and characters that our efforts in your behalf have not been in vain.

The future demands your choice of two things—either that you ride in the Chariot of Progress, or that you be chained to its wheels. Which is your choice? Our earnest desire is to see you occupying prominent seats among the most honorable travelers in the Chariot and our advice to you *now*, is in accordance with that of a year ago which you so wisely followed. “Make haste slowly,” bearing in mind that healthy growth is gradual in men, in nature and in governments. For instance, the plant stimulated to an unnatural and hurried maturity by the artificial methods of the greenhouse, or conservatory, is at best, a weak and fragile thing; its flowers have not the true fragrance of nature; its fruits have not the flavor; but out on the hillside, a tiny sprout shoots upward from an acorn. It develops slowly, absorbing strength and vigor from its mother earth, and drinking in the divine elixir of the winds and sunshine until, at last, it stands forth the sturdy monarch of the woodland, breathing with scorn the wrath of the thousand fierce winds that howl and whistle through its branches. In the latter case there is the power that comes from time; in the

former, the weakness that comes from lack of it.

In considering the analogy as it applies to man, it is safe to lay down the proposition, that power or influence, to be permanent and respected, must be attained by slow stages, otherwise the cause and effect are too disproportionate, the foundation lacking the strength of years to support the heavy superstructure, which the unthinking architect, fortune, places upon it.

The annals of the past are full of illustrations demonstrating that power is the corollary of slow growth not only in men, but in governments.

For example the strength of the British constitution is the harvest of seeds sown in the days of Magna Charta. It has grown with the centuries, assimilating their experience, and the wisdom of their statesmen and sages, until it now stands as solid as the Rock of Gibraltar, an adamantine wall against which the waves of communistic agitation dash themselves in vain.

France, on the contrary has been a land of many constitutions. Each has been torn up before it fully took root to make way for others deemed better by those who projected them. Each change has brought its temporary reign of anarchy, confusion and unbridled passion, and assisted to make that great but unhappy nation as shifting and unstable as the sandhills of the Pacific coast.

All the great events which have marked the eras of the world's social, political and religious progress, have been blossoms of slow growth.

In literature, science and art, all the masterpieces, more enduring than brass or marble, have been evolved from slow growth and have had the elements of time in their composition.

Haste is the pernicious doctrine which has filled the land with fraud, corruption and political dishonesty. Our young people must learn to labor and to wait.

To-night, you have passed through a ceremony, the importance of which I trust you

fully realize. I say ceremony, for what are governments, churches, society, but ceremonies? and without ceremony, there can be no civilization. The common observance of the law, the obedience to rule, the love of parents, the honesty towards our fellow beings, grew out of ceremony, which some affect to despise because they do not understand its significance or importance.

What then means this ceremony to you? It means primarily that you have successfully completed the course of study in the Model department of this institution. It means, if you are ambitious enough to take advantage of the opportunities afforded you, that you have at least been introduced to the boundless stores of human and divine knowledge, to the delights of social intercourse, to a participation in the privileges of American citizenship, to such practical skill in useful mechanical and commercial business, and even the higher walks of literature, science and art, as will enable you to gain an honorable livelihood by your own personal exertions, and in fine, to all the duties and privileges of educated Christian men and women, capable not only of individual usefulness, but of adding, each one of you, something to the stock of human happiness and subtracting something from the sum of human misery.

Along then, whatever lines of life future circumstances or natural inclinations may lead you, learn to regard the thorough training of the mind and large acquaintance with books as a fit preparation for any business or pursuit, ever remembering that substantial success must be reached gradually and systematically, and that it must be planted in honest, steadfast character, the only soil on which life comes to its full earthly maturity, and when toils and trials are over brings forth the perfect flower in the Land beyond the clouds.

The second part of the program was as follows:

PROGRAM.

PART II.

By-low Land, FIVE LITTLE GIRLS.
Contest for the Crown, BOYS AND GIRLS.

Recitation—Little Boy's Lament, PAUL MARSHALL.

PLAY—KING ROUGHBEARD AND THE PRINCESS.

Cast of Characters.

King Roughbeard, CARTER HOLLAR.
Father to the Princess, GEORGE STEWART.
Princess, EMILY STUTENROTH.
Lady in Waiting, GRACE CRESSLER.
Gentlemen in Waiting, PAUL MARSHALL, FRED REYNOLDS.

ACT I.—Scene—The Sitting-room of the Princess.

ACT II.—Scene—Before the Palace of King Roughbeard.

ACT III.—Scene—Before King Roughbeard's House.

Action Song—Fairy Circles
Recitation—A Change of Ambition, SIX BOYS.

Recitation—In the Long Ago, JEAN ROBINSON.

PLAY—THE PUBLIC WORRIER.

Cast of Characters.

Godfrey Giblets, the Worrier, JOHN C. STINE.
Dr. Slicer, a Physician, SAMUEL SHRYOCK.
Mr. Sooner, a Lawyer, CHARLES BITTNER.
Mr. Skipwell, a Cashier, IRA MELLINGER.
Mr. Leek, an Editor, OWEN SHRYOCK.
Mrs. Leek, his wife, BELLA MEANS.
Henrietta Gimp, a Maiden, PEARL REDDIG.
Delsarte Expression and Bugle Song, 22 GIRLS.
Chorus—"Voices of the Woods," SCHOOL.

Many of the performers in this part of the program had never appeared in public before, but they rendered their parts with a readiness that showed careful training. The entire audience joined in pronouncing this entertainment the best Model School Entertainment ever given by the school. In point of interest and careful training it compared very favorably with any of the entertainments given during the week. Too much credit cannot be given Misses McBride and Mather for its success. Those who have ever had experience in public school work know how exceedingly difficult it is to train small children to speak clearly and distinctly and to render their parts naturally, upon occasions of this kind. We are justly proud of the training department of our school, and we may say, without egotism, that no other Normal School in Pennsylvania surpasses our own in the character of the work done in this department, if, indeed, any other school equals our own.

We were made to say in the April HERALD that the picture of Rev. I. N. Hays, former principal of the school, which is found in the school parlor, was presented by the class of '77. This is a mistake. The picture was presented by the class of '76.

BIBLE CLASS COMMENCEMENT.

THE Commencement Exercises of the Normal Bible Class were held in the large chapel on Sunday afternoon, June 26, at 3 o'clock.

The stage was very prettily decorated with palms and other potted plants. There was a very fair attendance of the students of the school at these exercises. The class occupied positions in the front part of the chapel. The following program was rendered:

PROGRAM.

March, .....	.....
Music, .....	..... Quartette.
	MISSES SHEARER and WELKER, MESSRS. RHODES and MORRIS.
Scripture Lesson, .....	.....
Prayer, .....	..... DR. G. M. D. ECKELS.
Music, .....	..... Duet.
	MISSES BAKER and WELKER.
Address to the Class, .....	..... REV. M. E. SWARTZ.
Music, .....	..... Quartette.
	MESSRS. RHODES, FITTING, PLANK and MORRIS.
Presentation of Diplomas, .....	..... PROF. H. M. ROTH.
Music, .....	.....
Benediction, .....	.....

We regret that it is not possible to make extended comment upon the numbers of the program, for all were well rendered. In his address to the class, Rev. M. E. Swartz spoke eloquently upon the value of reading. He spoke of the masterpieces of literature with their almost inexhaustible mines of rich thought and beauty. The Bible is the book of books. It contains the noblest epic and dramatic poetry that has ever been written. Aside from its priceless value as the Word of God, it is a book that excels all others in thought and diction. He congratulated the students upon the study that they had made of this wonderful book and expressed the hope that they would continue its study that its beauties might continue to be unfolded to them.

Prof. Roth, the teacher of the class, made an appropriate address in conferring the diploma of the course upon the graduates. He dwelt upon the importance of the work of the teacher, his influence upon those under his care and expressed the hope that all might square their

conduct according to the precepts of the Book they had been studying.

A pleasing deviation from the established order of exercises took place at this part of the program. Mr. Morris on behalf of the class presented a silver-backed hat brush, suitably inscribed, and a fine opal pin to Prof. Roth. He spoke of the pleasure the class had experienced in the work, and asked Prof. Roth to accept these presents not as a reward for his labors, but as mementos of the regard and esteem of the class.

We append the names of the graduates:

Jessie M. Alexander, R. Maye Anthony, Ella I. Baker, Amanda E. Bennett, Laura M. Burger, Carrie B. Eppley, Jennie M. Groupe, Edna L. Haverstick, Nettie E. Jacobs, A. Barbara Kob, Margaret McAllister, Cora E. McDowell, Laura E. Pepper, M. Ella Shearer, Anna B. Smiley, Nellie Gelwix Welker, B. W. Byers, Henry H. Crum, H. W. Fitting, G. R. Gingrich, J. K. Gish, I. S. Hershey, J. Will Kadel, Geo. A. Leopold, J. Hayes Meredith, Phineas Morris, J. Mervin Plank, W. K. Rhodes, F. H. Rhodes, J. Walter Singmaster, D. H. Snyder, W. F. Stitt, Jacob Tower Swartz, A. N. Ulrich, C. E. Yost.

THE EXAMINATIONS.

IF you have ever been a student of a Normal School you will understand what the above title means to a student. No theme connected with school work is quite so generally discussed as the above. For months before the time set for the examinations chances pro and con are discussed in every possible light. It was not a pleasing announcement to the students or the faculty that the State Board Examinations would begin on Monday, June 13th. Never before were the examinations held quite so early at this school. There was nothing to do, however, but to make the best preparation possible in the time at our command. It need not be said that hard and faithful work was done by all those who wished to

take the examinations. The preliminary examinations by the faculty began on Wednesday, June 8 and continued until Friday of the same week. The results were announced to the students on Saturday morning.

There was neither rest nor delay for those students who had been fortunate enough to pass the faculty test, for a number of the State Board were here on Saturday morning ready to begin work. Within a half hour after the announcement of the result the students were busily engaged in the second ordeal. The seniors were examined in the gymnasium, the juniors in the large chapel and the sub-juniors in the model school. The work continued all day on Saturday and Monday. The State Board went into executive session about 8 o'clock on Monday evening. It is needless to say that there was but little study done by the students during the two hours that the Board remained in session. The whereabouts of Sampson's or Schley's fleets, and even the brave deed of Hobson, were no longer themes of conversation. The all absorbing question was "I wonder whether I'll pass." It was after ten o'clock when the electric bells rang, and in less time than it takes to tell it the chapel was crowded with eager, anxious Normal students. The members of the Board probably didn't lose any time in coming into the chapel, but to the students it seemed an age before they appeared. The bravest hearted of those present ventured to give them a cordial greeting as they entered, but the majority of the students preferred to await developments. After the examiners were seated upon the rostrum, the member from the Department, A. D. Glenn, Financial Clerk, who served in the absence of Deputy Superintendent Houck, made a short address to the students and introduced Dr. Eldon, Principal of the Central State Normal School. Dr. Eldon proceeded to make known the results of the examinations. The members of the Scientific and Regular Normal Course Classes had passed. Then followed the announcement that the seniors had all passed. This proved a very popular remark

and the seniors responded with round after round of applause, but when Dr. Eldon announced that all the juniors had passed the applause shook the building. The Doctor then read the names of the sub-juniors who had passed. That this class did excellent work was shown by the fact that but one member failed to pass. Dr. Eckels then acted as master of ceremonies and introduced the different members of the Board to the school in an appropriate and happy manner. If these gentlemen ever appear before the public they will certainly not ask for more appreciative audiences than the one that faced them upon this occasion. The students were unanimous in their opinion that this was just about "the best State Board" that had ever been here. When Dr. Eckels rose to make a few remarks to the school, it was shown that the students had not shown before what they could do in the line of applause. After congratulating the students upon the work they had done he turned to Mr. Glenn, and told him on behalf of the school and the faculty to express to Deputy Houck their sympathy with him in his illness and the hope that he would speedily be restored to health. This statement met with a most enthusiastic response from the school. As the hour was late the students were dismissed and all returned to their rooms, tired but happy.

The members of the State Board were Mr. A. D. Glenn of the Department, Dr. James Eldon, Principal Central State Normal School, Supt. J. B. Richey of New Brighton, Supt. Wm. C. Estler, of Ashland, Supt. Clem Chestnut of Fulton County, Supt. Ira Shipman of Sunbury, Supt. Henry S. Wertz of Blair county, Supt. B. F. Patterson of Pottsville, and Dr. G. M. D. Eckels of Shippensburg Normal.

We are gratified to note the prosperity that has attended State College. The catalogue for the coming year is a model of its kind, giving full and definite information in regard to all departments of the work. We commend this institution to our students who are thinking of taking a college course.

THE ART EXHIBIT.

Monday Evening, June 27, from 6 to 8 O'clock.

THE Art Exhibit was visited by hundreds of those who attended the Commencement exercises during the week, but it was on Monday evening during the hours set apart for this display, that the largest crowd was present. The Exhibit was arranged in the small chapel, and was composed of drawings of nearly every design. The work of the special students in art showed much skill and proficiency. The original and geometrical designs, the work of members of the regular classes, showed thorough teaching. The clay modeling showed that much advancement has been made in this line of work. The Exhibit reflected much credit upon Miss Lamb who has completed her first year's work in this department. She is an enthusiast in her work, and the results of her labors are such as to win for her the commendation of all connected with the school.

THE MUSICALE AND LITERARY ENTERTAINMENT.

Monday Evening, June 27th, 8 O'clock.

ADMISSION to the musicale and literary entertainment was by ticket. So excellent has been the character of these entertainments in the past that tickets of admission were eagerly sought by those who attend the entertainments at Normal. The audience expected a fine treat, and they were not disappointed, for the entertainment was fully up to the high standard of those held during the past years.

As usual, the program was both musical and literary. While it is difficult to select any special numbers from a program that was uniformly excellent, special mention may be made of Miss Mark's and Miss Perdeu's solos, the piano duet by Misses Eckels and Geiger, the selections by the mandolin club, and the male

quartette. The sketches by Miss Strite were exceedingly well rendered and showed careful training. Miss Nevin's recitation and the Comedietta by Misses Smiley and Eichelberger and Mr. Graham were given with fine effect. So well was the program rendered that the only regret was that it was not longer, although it was more than two hours in length. Miss Lockwood is deserving of much credit for the excellent showing of her pupils. No greater praise need be given her than to say that her work was up to the standard of the the entertainments of other years. Miss Fitch's work in the department of elocution showed how careful and thorough has been the training she has given her pupils. She has already established herself as a teacher in this school, and she has reason to congratulate herself upon the results of her first year's work.

We append a program of the exercises.

PROGRAM.

Mixed Chorus—The King's Champion,	<i>G. A. Beazie.</i>
Piano Solo—Polonaise,	<i>Emil Rhode.</i>
	LYDE HOLLAND WHISLER.
Defense of Paul Clifford,	<i>Lytton.</i>
	CLEM GRAHAM.
Vocal Solo, {	
<i>a.</i> When Love is Done,	<i>Holly.</i>
<i>b.</i> Uncertainty,	<i>Parker.</i>
	MARTHA MARK.
Sketches, {	
The Runaway,	<i>Riley.</i>
Limitations of Youth,	<i>Field.</i>
Discipline,	<i>Gilmer.</i>
	EDITH STRITE.
Selected,	MANDOLIN CLUB.
Male Quartette—Schneider's Band,	<i>Mason.</i>
	MESSRS. FITTING, PARET, MORRIS, FOX.
The Victor of Marengo,	
	G. WARREN MARTIN.
Life's Lullaby,	<i>Lane.</i>
	AMY PERDEW.
Piano Duet—Sakoniala,	<i>Fr. Bendel.</i>
	MISSES ECKELS AND GEIGER.
Vocal Solo—Sing on,	
	EVA DUKE.
Widow Keswick's Revenge,	<i>Stockton.</i>
	ELEANOR NEVIN.
Selected,	MANDOLIN CLUB.
Comedietta—A Picked-Up Dinner,	<i>Hanton.</i>
	Mr. John Thompson—CLEM GRAHAM.
	Mrs. John Thompson—ETHEL SMILEY.
	Biddy—CORA EICHELBERGER.
Ladies' Chorus—Good Night,	
	Obligato—MISS DUKE.

SENIOR RECEPTION.

THE Senior reception held on Saturday evening, June 25th, proved to be a very enjoyable occasion. At the ringing of the gong at 8 o'clock the Seniors marched from the chapel to the dining room, where a rich repast was spread. After a brief invocation by Dr. Eckels, we fell to and soon the old dining room resounded with the merry murmur of voices. The tables were loaded with the delicacies usual to such an occasion, and the smilax and carnations, tastefully arranged, rendered the tables still more attractive. After the substantials had been consumed and the cake and cream had had time to disappear, Dr. Eckels inaugurated the literary desert by a few appropriate remarks and then called upon the class president, Mr. H. Elsworth Fox, who responded for the class in a very pleasing manner. Mr. Snyder and Mr. Fitting did not seem to enjoy the remarks quite so heartily as the remainder of the audience. The class orator, Mr. H. W. Fitting, was then called upon, and in brief words pledged the class to continued loyalty to *Alma Mater* and himself to the matrimonial state which he so auspiciously has entered.

Vice Principal Dr. Barton was next called upon. The Doctor gave the class good advice to pursue in going from the institution and his words, coming from one whom the students knew to be thoroughly interested in each one and greatly desirous of their welfare, made a deep impression upon all who heard.

Prof. Eckels was next introduced and in happy manner reviewed the trials and triumphs of the class in the work of the Latin department. When in touching words he spoke of the sad fate of Orgetorix the class was deeply moved.

Miss Fitch in earnest words, said God speed to the class, after which Miss Clark was called upon who pledged the class in the wine of the occasion, which happened to be lemonade, and wished them long life and happiness.

Prof. Drum was next called upon, who

briefly called to mind the struggles of the class during their junior year. He spoke of the opportunities opening to the class and closed with the words, "We are proud of you. We expect great things of you. Don't disappoint us."

Rev. Hays, the son of a former Principal of the institution, and himself an old alumnus next entertained the class with the reminiscences of former days. He kept them laughing for some time as he recounted the trials of a Principal's son.

Dr. Eckels next spoke to the class in quiet, earnest words. One of the members of the class was heard to remark later on in the evening, "I tell you for good solid talk, the Doctor is hard to get around." He counseled them wisely and well and his words, we feel sure, will often recur to the minds of those who heard him.

Miss Lockwood was next introduced and gave us her offering to the evening's amusement the musical part of the program, the entire assembly joined heartily in "Auld Lang Syne" and several college airs after which the class joined in singing their class song, a production by Miss Ayres of much more than ordinary merit. This closed the Senior reception and we adjourned to the chapel to take the exercise necessary to aid much abused digestion.

SUNDAY SCHOOL CLOSING.

SUNDAY morning, June 26, the members of the various Sunday School classes assembled in the large chapel at the ringing of the morning bell. Representatives of the different classes were seated upon the stage. Miss Perdew and Messrs. Parret and Zentz sang solos. Misses Drabenstadt, Gray, Lerch, Shearer and Walker recited, and Messrs. Billow, Crum and Fitting read papers. At the conclusion of the exercises Dr. Eckels spoke a few parting words to the students. The exercises were concluded with the repetition of the Lord's Prayer by the school.

THE BACCALAUREATE SERVICES.

SUNDAY afternoon the weather was very warm, but fortunately as evening drew on a pleasant breeze arose. The large chapel was filled long before the time set for the opening of the services. The ministers of the town and the Principal of the school occupied seats upon the rostrum. The class of '98 were seated on the right hand side of the chapel. The exercises began with the singing of the long meter doxology by the audience, after which Rev. W. A. McCarrell of the Presbyterian church delivered a short, but impressive prayer. A choir of seventy-five voices then sang the anthem, "Praise Ye The Lord." Rev. Geo. C. Henry of the Memorial Lutheran church read the scripture lesson of the evening which was found in Psalms 8 and Philippians 4. A quartette consisting of Misses Mark and Perdew and Messrs. W. K. Rhodes and Gettel sang "Father Keep Us In Thy Care." Rev. A. R. Ayres of the U. B. church then offered a fervent prayer. He invoked the blessing of God upon the young men and women who are about to go forth to do battle with the world. A quartette "I am a Pilgrim, I am a Stranger" was sung by Misses Attick and Mark, Messrs. H. C. Fox and Morris.

Dr. Eckels then introduced Rev. C. C. Hays of Johnstown. Rev. Hays is a graduate of the Normal, class of '77, and the son of a former Principal. In beginning his address he expressed his pleasure at being able to be present upon this occasion to speak to the young men and women of his *Alma Mater*. Many of the friends of Rev. Hays were present, and if they had high expectations as to the sermon that he would deliver, he did not disappoint them, for never has a finer sermon been delivered before a graduating class at Normal. Not only was the sermon appropriate as to matter, but it was delivered in an eloquent and forcible manner that carried conviction with it. We are glad to be able to append a considerable portion of the sermon.

Rev. Hays announced the following text:

"Finally--whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report, if there be any virtue, if there be any praise, think on these things."—Phil. 4: 8.

The highest glory of man is the power of thought. David in the Psalm speaks of the glory of the stars, but there is something more glorious and that is the star at the little end of the telescope—that living, thinking, immortal being looking through at the stars and making note and calculation of things that God has made. "What is man that Thou art mindful of him," the Psalmist cries, and he answers the query in the same breath, "Thou hast made him a little lower than the angels, and hast crowned him with glory and honor. Thou madest him to have dominion over the works of Thy hands, Thou hast put all things under his feet, all sheep and oxen, yea, and the beasts of the field, the fowl of the air, and the fish of the sea and whatsoever passeth through the paths of the sea." Now, that which gives us this supremacy, that which places man above the brute creation and allies him with the Creator himself, is the power of thought. Man, what a creature thou art! "Thou palace of sight and sound," cries one, "carrying in thy sense the nights and mornings, the Summers and Winters, carrying in thy brain the geometry of the city of God, in thy heart all the bowers of love, and all the realms of right and wrong." Truly, "of all the wonderful things that God has made, man himself, the wonderer, is the most wonderful."

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As nations become civilized, as men rise in the social scale, they invariably become thoughtful, become seekers after knowledge. The savage in his degradation is more than anything distinguished for the fact that he has no great thoughts nor high ambitions. When Sir John Lubbock had fed the chief in the South Sea islands he began to ask him questions, but within ten minutes the chief was sound asleep, and when they woke him up he excused himself

by saying, "Ideas make me so sleepy." And it must be admitted that there are people even in civilized lands who are still affected the same way by an idea. It wearies and exhausts them and they wonder how anybody can possibly enjoy thinking. There is a library in Boston in which are certain books labeled on their backs "Succedaneum." They are among the first to attract the attention of the visitor but to his surprise when he takes one of them down there is nothing in them. In fact they are not books at all but blocks of wood in shape like a book, and they are labeled Succedaneum to indicate that they stand in the place of another, and simply fill up an unoccupied place in the midst of books of sterling value. And there are men and women in the world who might appropriately be named Succedaneum. Human in form, but blocks of wood, gilded butterflies, filling up a vacant place in society, having no lofty ambition in their souls and no great end to accomplish.

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Thought determines character and character determines destiny. God's way of saying it is this: "He that is unjust let him be unjust still, and he that is filthy let him be filthy still, and he that is righteous let him be righteous still, and he that is holy let him be holy still." Down in Egypt, in the Boulak museum at Cairo, they have the mummy of Rameses II. the Pharaoh who persecuted the Isrealites. After 3000 years the face of the mummy is well preserved, and in that face we have a fair idea of the face of the living king as described in Exodus. There is an air of sovereign majesty about it which one cannot help noticing. We say to ourselves as we look at it, "He is just the man to have kept those poor people carrying brick and digging clay until they groaned under their burdens." One of the German explorers who saw the mummy unrolled at once wrote this description: "The expression of the features is that of a man of decided, almost tyrannical character." And everybody who looks upon it says the same. There he is, after 3000 years, the same old oppressor that he al-

ways was, and it isn't likely that his soul has grown any different either. That old Egyptian mummy is a solemn suggestion as to how character will stamp itself and perpetuate itself not only upon the face but upon the soul. Day by day as we live we are making for ourselves the bed upon which we shall at last lie down, setting up for ourselves the enduring tabernacle which we shall forever inhabit, and shaping the soul's destiny.

Of what infinite importance it is, therefore, that we should regulate and direct our thoughts and keep before us high ideals. "Whatsoever things are true, honest, just, pure, lovely and of good report, if there be any virtue, any praise," this is the thinking my text commends. "Think on these things." The great problem of life is to make a judicious selection out of the mass of thoughts which seek to engage our attention.

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"Those things which ye have both learned and received and heard and seen in me DO," Paul says, "and the God of peace shall be with you." Blessed is the teacher or leader of men who says that who can point to himself as an example of what he commends to others. And Paul dared to say it. His life was one of which he was not ashamed. But the point I wish to bring to your notice now is this. It is not enough to think, however noble and uplifting our thoughts may be. We must act. Pious meditation, however so pious it might have been, would never have lifted a world out of ruin. Thinking, if it be high and heavenly, must result in doing. Paul exemplified in his life the religion that filled his heart. The impulses of his great soul sent him out over mountains and seas, through difficulties and dangers which to most men would have been overwhelming to do the great work to which he was assured the Lord had appointed him. And if we study the lives of those who have done any great thing for God, whose lives are memorable for their goodness and nobleness, we will find that some great overmastering passion filled their souls. So it was with that heroic nurse

who followed the line of battle and prepared hot drinks for dying men, and who when asked by the colonel who told her to build those fires made answer, "God Almighty, sir," and went on with her task as though there had been no interruption. So it was with Livingstone, whose great heart bled in pity for a continent and who was found dead upon his knees, with the ink scarcely dry upon these words which revealed the fire and purpose of his life, "God bless all men who in any way help to heal this open sore of the world." So it was with the immortal Milton, who in his loneliness and blindness had his thoughts ever upon the good and true and beautiful, and who could say in dying, "I am not one of those who have disgraced beauty and sentiment by deformity of conduct, nor the maxims of a freeman by the actions of a slave, but by the grace of God I have kept my soul unsullied." So it was with John Bunyan, the Bedford tinker, who though he spent the best years of his life in prison was walking the while in glad freedom and building for himself a palace beautiful, whose sweet thoughts of God and heaven have made the way easier for all the burdened souls who have come after. So it was with him of whom the poet has sung so beautifully,

"This was the bravest warrior
That ever buckled sword,
This the most gifted poet
That ever breathed a word;
And never earth's philosopher
Traced with his golden pen
On the deathless page truth half so sage
As he wrote down for men."

God gave Moses a vision of a liberated race, and he went forth to lead his people out of bondage. So more than all it was with Him who left His starry throne and came to redeem a world of lost men. The Lord on high was not content to love us and pity us, but He set out to save us. That which filled His heart directed His effort, and "He made himself of no reputation but took upon Him the form of a servant and was made in the likeness of men and being found in fashion as a man He humbled himself and became obedient unto death,

even the death of the cross." Grand thought that, the thought of redemption, but grander still REDEMPTION. Grand that God so loved the world that He sent His Son, but grander still that Jesus could say at last, "Father, I have finished the work Thou gavest me to do." In him we have our highest example, from Him we get our noblest thoughts, by Him we have been taught how to think and also how to turn thought and feeling into action.

And, therefore, my closing word to you, dear friends, is this: If God puts a great thought and a good thought into your heart, or a good thought even though it be not so very great, ACT upon it. "Those things which ye have both learned and received and heard and seen, DO." If you are to meet the expectation of your friends and fulfill the mission God has for you, thinking must now resolve itself into action. Your books have served you well but if you are going to live in your books, the world will only know you as a book-worm. Be not content to sit and philosophize and sigh, but get some noble thought in your heart, let some high purpose fill your soul, and then go out to put it into execution. Say "this thing can be done and by the grace of God I'll do it." "Forgetting the things that are behind and reaching forth to the things that are before, press toward the mark for the prize."

As you go forward to your life's work, may the Lord lead you, may your hearts be full of His love, may your wills be responsive to His touch, may high hopes and aspirations fill your souls—may it be said of you as it was said of John Keats, "his face was the face of one who had seen a vision."

"Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report, if there be any virtue, if there be any praise, think of these things." Those things which ye have both learned and received and heard and seen, DO—and the God of peace shall be with you.

At the conclusion of the sermon the choir sang Kipling's "Recessional," Miss Lockwood taking the solo. This was rendered with remarkably fine effect. Seldom has a piece of music been sung with more expression. Indeed, no lover of sacred music could fail to note that the singing was specially fine upon this occasion. The audience joined in singing "America," after which the benediction was pronounced by Rev. Swartz, of the M. E. church.

DR. ECKELS' ADDRESS TO THE GRADUATES.

FOLLOWING the custom established last year, Dr. Eckels delivered his address to the graduates on Monday forenoon, June 27th. The graduates occupied seats in the front part of the chapel, while their friends and the students of the school sat in the rear. We have the pleasure of publishing the address entire, and commend it to our readers as an earnest, thoughtful and logical presentation of a subject of vital interest to all teachers. The theme chosen by Dr. Eckels, "The Teacher as a Citizen" is particularly appropriate at this time. The Doctor spoke with a force and earnestness that must have impressed the students who were permitted to be under his advice and counsel for perhaps the last time. Doubtless the occasion was an inspiration in itself, for the Doctor's words of farewell and counsel were most impressively delivered.

The Teacher as a Citizen.

We live under the best form of government in the world. The perfection of government is free government. There can be no higher form of government consistent with the best interests of the governed. "That form of government is best which is best administered" is a maxim often quoted, but seldom believed in America. The excellency of a theory of government depends upon the advantages it *offers* to a people and not upon the fact of their *accepting* these advantages. It may be ad-

mitted that our government in recent years has not been administered as well as it might have been, and yet that does not prove that our *form* of government is not the best in existence.

That form of government is best which when properly administered gives to the individual the best conditions from the governmental standpoint, for his individual development. In earlier times the individual was supposed to exist for the state. Aristotle declared that "the state should be before the individual." The individual was not supposed to have any rights of himself. Those he enjoyed were his only by virtue of his citizenship. In our form of government we have the principle recognized that men are born with rights and it is the office of the state to guarantee these rights to all its citizens. The individual must come before the state. The individual exists for himself, his fellow man and his God, and not primarily for the state. That free government is the best government for the United States is fully established by the remarkable prosperity of the nation since its beginning. No other nation in the world has had such wonderful growth and development during the past hundred years. If we look for material advancement our search is rewarded by the most marvelous exhibition of progress ever witnessed in the history of the world. There has likewise been extraordinary advancement in the intelligence of the people. Illiteracy has been diminishing until in some of the states it has almost entirely disappeared. The facilities for higher education have been multiplying and improving until it is no longer necessary for a young man to cross the Atlantic to finish his education. The technical schools have made tremendous advancement. The Normal Schools, the Public Schools, the Colleges, the Seminaries and Academies have all kept pace with this rapid forward movement.

It has been asserted by some that in moral strength the nation has been weakening. This statement demands more proof than its supporters appear to be able to bring forth. It may

be that we cannot boast of any marked improvement in the character of our people, but there are many evidences at hand to show that we are not deteriorating in this respect. This government of ours came from the hands of sturdy and true men. The struggle for liberty had developed a patriotism in the hearts of the American people which made American soil an unwelcome and uncongenial place for any but those who were thoroughly wedded to the highest principles of free government. The young republic was in the hands of those whose patriotism had been kindled by the camp fire, and whose love of country was born of great sacrifice of blood and treasure. That the first fifty years of free government should have been characterized by sturdy honesty on the part of those who administered it was to be expected. The people were in no mood to look on complacently and see their dearest rights and interests jeopardized by those who were honored with their keeping.

The liberties of our people are inseparable from the union of the states. The sentiment uttered by Daniel Webster almost seventy years ago, on the floor of the United States Senate, "Liberty and Union,—now and forever,—one and inseparable," is yet "dear to every true American heart." The Civil War settled finally the question of a dissolution of the states. At Appomattox it was determined by the "stern arbitrament" of war that this country could have but one flag, and that flag the glorious stars and stripes. Having settled for all time the question of the Union, our duty henceforth must be to preserve our liberties under this union. All feeling for the safety of the Union having vanished from the hearts of the American people, it is but natural that this feeling of safety for the Union should make us less watchful in securing for ourselves the rights and privileges guaranteed to us by the charter of our liberties. This withdrawal of the American people from the watch towers of liberty is due to the feeling of security which is sure to come when the foe is vanquished. With the Union preserved and slavery abolished no cloud of

danger was visible to the most alert patriot. In this fancied security we folded our tents on liberty's battlefield and resumed the struggle with fourfold energy for material prosperity. That our efforts have borne the fruit of their purpose cannot be denied. No other nation in the history of the world has developed so many millionaires in so short a time as the United States. These American fortunes have dazzled the eyes of the dwellers in the royal palaces in the Old World. Dukes, counts and lords have sought to unite European royalty with American wealth by marital vows, thus declaring to the world that princely wealth and princely title hold equal rank in modern civilization. Whilst the accumulation of these colossal fortunes is regarded by many persons as evidence of decay in the republic it may be questioned whether after all they are not in the main blessings to humanity. Many of the great benevolent enterprises of modern times would have been impossibilities but for the dedication of much of this wealth to the establishment of institutions for the help of suffering humanity and for the enlightenment of the masses. That this nation shall in the future forget the principles upon which our government was founded is not indicated by any events occurring in the history of the present.

There never was a time when the privileges of American citizenship were greater than they are now. There never was a time when the opportunities for young men to forge to the front were more numerous than they are to-day. There never was a time when education came as near to the masses as it comes to-day. There never was a time when true merit was more highly appreciated than it is to-day. There never was a time when human nature responded more quickly to the pleadings of human suffering than it does to-day. There never was a time when the influence and power of woman was more gratefully recognized by the American people than to-day. The sun never shown upon a freer, happier, more prosperous nation than the American nation of to-day. 'Tis true a small war cloud has recently lifted

its dark form above the horizon and the people are anxiously watching to see if it is destined to grow larger or to remain long, but it is a war for humanity and for the lifting of the yoke of oppression from the necks of the people who have done nothing to deserve such cruel treatment as they are receiving at the hands of the Spanish. There can be no doubt as to the outcome of this struggle between the United States and Spain. God instead of being "on the side of the heaviest battalions," is always on the side of Justice and the best interests of humanity. For centuries Cuba has been the victim of Spanish cruelty and treachery. For years her voice has rung out to the civilized nations pleading for help. The United States could no longer resist this appeal and from the North and the South, from the East and from the West there came a loud declaration for war.

This land of the free and the home of the brave is our land. This great land stretching from ocean to ocean and from the lakes to the Gulf is the heritage of the freest, happiest, and most contented people in the world. Having come into this vast possession, the problem for the American people to solve is how to transmit this vast inheritance unimpaired to future generations. Among the agencies established for the perpetuity of our union and the preservation of our liberty none is more potent than the public school. Edmund Burke declared that "education is the cheap defense of nations," and he might have said the *chief* defense. Washington uttered a great truth when he said that "security of the country rested upon the virtue and intelligence of its people." The free school system is the chief corner stone of our republic. Popular education is the only secure basis for popular liberty. According to Mahomet "the ink of the scholar and the blood of the martyr are equal."

Free government will never cease to be an experiment. Each generation must try the experiment for itself. Each new generation must launch the ship of state for itself. All the present generation can do when it loosens its

hold upon the reins of government is to stand on the shore and bid those who launch the new ship God-speed, and point to its *own* success in free government as *evidence* of its possibility. There never will come a time when the people can say that free government is safe beyond all peradventure from destruction. The strength of free government is not so much in its form as it is in the people who support it. For a nation steeped in ignorance and in immorality a republic would be the weakest form of government that could be established. But for an intelligent and virtuous people no other form is worthy of them.

It would seem then that if our free government is to remain, there must be attention given to the agencies which are potent in supporting the Republic. We have already learned that a necessary agent of free government is the public school. The wisdom of the people will, therefore, always be manifest in giving to these schools their highest efficiency. A saying which is as true as trite is "as the teacher so is the school." The teacher is therefore in a sense the school. You cannot have a good school with a poor teacher, and you cannot have a poor school with a good teacher.

Every public school teacher in the land has a three-fold duty to perform. First, it is his duty to train the child in those things which will help him to make a living, and which will assist him in material success. Second, it is his duty to train him to become a true and loyal subject of the Republic, a noble American citizen. Third, to train him to behold God in the universe which he has made and to commune with him as with a friend. It is the second of these duties of the teacher that my theme requires me to discuss. The teacher in his relation to the welfare of the state and the nation is the thought I desire to bring specifically to your attention.

Every man is responsible for his opportunities. If a man follows a calling in life which brings him into intimate relations with many persons he is responsible for all those relations.

The teacher's calling enables him to touch many lives at a very impressionable period of their existence. The question of his fitness for so responsible a place is a very serious and important one. Evidently the commission he holds should be a guarantee that he is able to teach more than the few elementary branches which enter into his struggle for material existence.

What then are the qualifications of a teacher who trains for citizenship? In the *first* place he should be an unswerving patriot. His own soul must be filled with devotion and loyalty to America and to American institutions. Deep down in his heart of hearts there must be a fervent and abiding love for the stars and stripes, the emblem of Liberty and Union. The teacher must be thoroughly imbued with the spirit of American institutions. His ideal citizen must be a man of broad and liberal ideas, a man of strict integrity in public and private affairs, a God-fearing man who loves his neighbor as himself.

The teacher must feel that his position is one of great responsibility. The fact that the compensation is meager does not lighten the degree of responsibility. If the duties of the teacher were performed gratis the personal responsibility of the teacher for the faithful performance of his duties would not be lessened an iota. This must not be construed into an argument in favor of low salaries for teachers. Considering the grave responsibility of the teacher's calling, and the wide preparation necessary to fit him to do his work scientifically, his salary is usually much too low, but when a teacher once makes a contract to teach a school for a certain salary, the amount of that salary has nothing whatever to do with the amount of his responsibility. The teacher's opportunity to imbue his pupils with a lofty patriotism is probably not surpassed by that of any other single individual who comes into intimate relations with them.

The teacher to be a proper guide of youth in its relation to citizenship must be a man of strict integrity. One of the crying evils of the

times is infidelity to public trusts,—a seeming lack of honor in the management of public affairs. The foundation for honest citizenship must be laid in the school and the home. If our nation is to be respected at home or abroad, its public officials must be men who would scorn a dishonest act, and whose lives are free from the very suspicion of corruption. In these modern days it is sometimes hard to distinguish the really honest men in public life. With some the cry of honesty in public life is but the Shibboleth by which they hope to climb into public place and feast at the public banquet. The demagogue has found the field of American statesmanship a very fruitful one in which to ply his vocation. In the name of honesty he seeks to outstrip his competitors and at the end of the race to grasp everything for himself that he promised to save for the state. The demagogue is the most eager investigator to be found in a legislative body, always willing and anxious to serve on investigating committees, and always sure to finish up the investigation with a confused report and a large bill of expenses for services not rendered. It is the duty of teachers to train up the youth of the land to a feeling of abomination for these pretended patriots. The elements of honesty can never be wanting in the true type of American citizenship.

The teacher must in a sense be non-partisan. He cannot become embroiled in the thick of political contests as a leader of a party, without to some extent diminishing his influence as a teacher. A teacher has a perfect right to his own convictions on party issues and it is his duty to support the party which most nearly represents his views on party questions, but at the same time he cannot well afford to engage in platform discussions of purely party issues, particularly where the highest principle involved is the question as to which party shall secure the offices. Neither can he well afford to stand on the street corners and in public places airing his views before a motley crowd of listeners.

The teacher must be as impartial in his

political views as the judge on the bench or the minister in the pulpit. The teacher must embody in his own life the feelings and principles he would instill into his pupils. As his ideal of the true citizen is a man of independent thought and action, relying upon his own judgment for the determining of all questions which come before him for decision, his judgment of men and measures must be his own judgment and not an opinion which he has slavishly gleaned from the field of another's thought. It will not do to say that because nine-tenths of the school children of to-day will, when they come to maturity, follow implicitly the judgment of the other one-tenth, that, therefore, it is a waste of time to train all the children with a view to independence of thought. If they are not so trained, the one-tenth will diminish to one-hundredth and the unthinking nine-tenths will increase to ninety-nine hundredths. If the teacher will but do his duty, the proportion of self-reliant, independent voters will increase from generation to generation until those politicians, whose success depends upon having the opportunity to think for those whom they lead, shall be left with so few followers that they will be obliged to change their methods of leading men, or else drop politics as a business. In order, however, that the teacher may have the power to develop the pupil into an individual with independence of thought, the teacher must not be a mere trimmer and time server himself.

That the teacher may be a man of independence of thought and action, it is not necessary that he should be a churl, a selfish unmanageable person, who never works willingly in any movement which is not of his own creation. Neither is it necessary that he should be domineering in manner, driving the plowshare of his stubborn will through every enterprise with which he is linked, and treating with indifference the plans of his associates. On the contrary the teacher who succeeds in lifting his pupils up to his own plane of thought and feeling, must be diplomatic. It is a painful fact that many teachers well qualified in

other respects fail for lack of tact. The success of the teacher is dependent upon his ability to lift his pupils up towards a general ideal he has formed. The teacher's ideal is valuable in proportion as he approximates its realization. The teacher's tact in dealing with his pupils does not exhaust the field of diplomacy for him as a citizen. To have the influence necessary for him to train his pupils toward noble citizenship, the teacher's worth as a citizen must be recognized in the community.

The confidence of the patrons in the loyalty, and statesmanlike qualifications of the teacher will have great weight in securing the admiration and confidence of the pupils in his wisdom and worth as a citizen. To be decided in his political views without estranging those of his patrons who disagree with him will require a large measure of good common sense.

The man who can successfully develop a type of citizens after his own ideal, who can discharge his own duties as a citizen of his state and nation without fear or favor and at the same time hold the confidence and respect of the community in general, need not hesitate to try his powers of diplomacy in a much wider field.

In his capacity as a teacher of coming citizens what should the teacher know?

First, he should have a knowledge of the history of free government. America is sometimes referred to as being without a past. The Constitution is regarded as a new and original document. Gladstone remarked, that "as the British Constitution is the most subtle organism which has proceeded from progressive history, so the American Constitution is the most wonderful work ever struck off at a given time by the brain and purpose of man." While there are many features in our Constitution which are new and original, it must ever be borne in mind that the Constitution rests mainly upon principles which are very old indeed. "It looks back to the colonies and the motherland for its sources and explanations."

Much of what is regarded as new will be

found to be an adaptation of principles found generations ago on the continent of Europe. Stevens in his work on the "Source of the Constitution of the United States," says, "Our institutions are essentially Teutonic, and the channels through which the ancient influences have made themselves felt in the Constitution, are conceded to be predominantly colonial and English. The historian of institutions thus held in common by the mother country and our own, can never treat Great Britain as he might properly treat a land of alien peoples. That old land which is the home of our language, and which holds the dust of most of our forefathers, can never be wholly foreign soil. And this is well,—for surely mankind is the better for whatever binds together these two great kindred nations in the love of liberty." The people of the United States at the time of the adoption of the Constitution were very much opposed to the rule of kings. They had suffered severely at the hands of George III., and they would not willingly have submitted to a monarchical form of government. The executive who is to preside over this new world must have no life tenure, nor must he hold his position by any royalty of blood. The royalty demanded for the Presidency of this New Republic must be the royalty of American citizenship. And yet whilst the authority of the President must be well defined, it must be strong enough to give an effective administration in times of peace or war.

Those who wrote our Constitution profited by all the examples of the past. Griffis says, "they looked well into the mirror of Dutch history. From the Dutch system they borrowed the idea of a written Constitution, a Senate or States general, the Hague or District of Columbia, the Supreme Court, local self-government from the town and county to the government of governments at Washington, the Common School System, freedom of religion and of the press." James Madison in 1822 wrote, "The example of Holland proved that a toleration of sects dissenting from the established sect was safe and even useful. We

are teaching the world that governments do better without kings and nobles than with them. The merit will be doubled by the other lesson; that religion flourishes in greater purity without than with the aid of government."

The greatest defect in the Dutch Constitution was in allowing the Stadtholder too much unregulated authority. The people had but little power over him. He persistently refused to be governed by action of the States General. There was no power anywhere to restrain him. During the war of the Revolution the States General ordered the Dutch fleet to unite with the French to assist the Americans. The carrying out of this order was interfered with by the Stadtholder; and the Dutch fleet failed to appear. This action of the Stadtholder was allowed to pass because there was no constitutional power to impeach him.

The wisdom of our fathers in forming the Constitution thus becomes apparent when we see how carefully they studied the past in order that the difficulties which had disturbed the peace and progress of other nations might be averted in our own. When we fully understand how carefully the rights of the people and the security of the Republic are guarded by the Constitution, our admiration for the founders of the Republic is kindled anew, our patriotism is increased, and our hopes for the future of the Republic become more secure. That this knowledge should be a possession of every teacher no one who understands and loves his country will deny.

In the second place every teacher should have a complete knowledge of the fundamental principles of our government. He should not only know the causes which produced the Constitution of our land, but he should thoroughly understand the meaning of the Constitution. In the study the spirit more than the letter must be comprehended. Some one has said that the cause of revolutions in republics is due to the fact that the people change whilst their constitutions remain unchanged. It is impossible to write a Constitution for a pro-

gressive people that will command the respect of the people for all time without liberal construction. Even Jefferson in the early history of the nation found that the most important act of his administration demanded the exercise of authority not clearly granted by the letter of the Constitution but evidently conveyed by its spirit. At least no American today would think of charging Jefferson with having violated his oath in signing the treaty for the "Louisiana Purchase." In order that American citizens may universally become familiar with the fundamental law of our country, it must form a part of the instruction in our public schools and it must be taught by those who clearly understand its letter and spirit.

In the third place the teacher should be able to compare our own government with the leading governments of the Old World. It is not generally known that the President of the United States has more power delegated to him in his office than is allowed the Queen of England in the exercise of her authority. A careful comparison of the two governments, however, will fully confirm the statement. We cannot enter into a close study with other governments with a view of comparing them with our own without emerging from the task with a more profound faith in the great wisdom of our forefathers who laid the foundation for the unparalleled success of our country in a constitution which challenges the admiration of the wisest European statesmen.

In the fourth place the teacher should be familiar with the lives of the great men whom our country has produced. He should be acquainted with the great statesmen, the great writers, the great inventors, the great philanthropists, the great soldiers of America. In no other country in the world can such an array of great men be found living during the nineteenth century as in America. If it be true that a nation's greatness is the greatness of her great men, then we have undoubted right to claim to be the greatest of the great nations of the world. The number of our

great men and the grandeur of their achievements have no parallel in the contemporaneous history of any other people.

In the fifth place the teacher should be familiar with the machinery of government. It is too true that the masses of the people are ignorant of the duties of the most common office holder. Scores of men stand around our election places ignorant of the legal method of organizing an election board. The teacher who is alive to his responsibility as a citizen will not fail to instruct the pupils entrusted to his care in the art of government. Every pupil who goes out from the public schools should understand the duties belonging to the various offices necessary to carry on the local government of his township and county.

In the sixth place he should have a knowledge of the principles of the political parties seeking to be entrusted with the management of state and national government. In these modern times party platforms are often constructed for a different purpose than that of setting forth the principles for which the party is contending. This condition makes the study of party principles somewhat useless, because the platform is no indication of what the actions of the party will be when it comes into power. But no party can carry on this deception indefinitely. Lincoln truthfully said that "you can fool part of the people part of the time, and some of the people all of the time, but you can not fool all of the people all of the time." It is not true as Barnum said that "the American people like to be humbugged." In all free governments there will necessarily be great issues confronting the people for their decision at their state and national elections. And these issues to be decided in the interests of the people must be clearly understood by the masses. So long as politicians can delude the voter by taking advantage of his lack of knowledge of the issues involved in the contest they will do so. But when the voter comes to understand the underlying principles of a political contest, he will no longer remain a tool in the hands of the designing politician, but he will be able to cast

his ballot intelligently as every freeman should do. There are two classes of voters who are regularly deceived in the casting of their ballots; those who do not understand the real issues involved in political campaigns, and those who are led to believe that there are no real issues dividing the great parties. Both these classes are the victims of ignorance and they represent too large a number of those who are called upon annually to assist in deciding the great questions confronting the voters of the Commonwealth. The intelligent voter suffers equally with the ignorant one from the evil results of unintelligent voting. The interests of every citizen are rendered correspondingly more secure as the proportion of ignorant to intelligent voters is lessened. Of this one thing we may be sure, that whether we recognize them or not great issues will be present in every state and national election for the consideration of the voter. And the interests of the country demand that these issues should be decided by voters capable of understanding them.

Among the problems at the present time awaiting the solution of the voter, we would mention only those which are most important to the general welfare. The currency question is an important one and it is destined to remain an issue until a solution is reached which will be satisfactory to the American public. The question of tariff and revenue has always been a great issue in national politics and will probably remain one for many years to come. The question of foreign immigration needs the thoughtful consideration of every American voter. The relation of labor to capital is a burning question and probably always will be. The ownership of telegraph, telephone, traveling and transportation lines cannot well be eliminated from the list of governmental problems. The question of internal improvements is a problem of great concern to the nation. The great questions affecting public education and morals must always demand the serious consideration of every true American citizen. These questions must be considered in a non-partisan way and

solely with a view to promote the highest interests of the whole people. That the teacher is an important factor in the future determination of these important political issues will readily be admitted by all who have given thought to the teacher's relation to higher and better citizenship for the American people. The teacher occupies a position of commanding influence in determining the course of free government. With the advance in teachers' qualifications which has been made in recent years and the greater advance which is sure to come in the immediate future, there must come a strong demand for a class of teachers who are prepared to train up the youth of our land for loyal, virtuous and intelligent citizenship. Anticipating this demand and being deeply interested in the highest possible usefulness of every member of the class of '98, I have brought before you on this occasion the thought of your relation as a teacher to the welfare of your state and nation. You have undertaken a profession which carries with it grave responsibilities. To stand within the fortresses of the nation's power and guard its life against the perils of ignorance, prejudice, and corruption is a position of great honor and of wonderful importance to the welfare and success of our glorious country.

Lastly a teacher should be a close student of current history. There is a realism in the history of the present which does not seem to belong to the history of former years. The story of Manila will not easily vanish from the mind of the boy who is a careful reader of the daily news. The hero of Cardenas is a much more vivid picture in the mind of the American youth than the most illustrious hero of ancient times. The Hawaiian question is better understood to-day by the careful reader of current history than it will be by the student who in subsequent years studies it from published volumes of history. Not only should the teacher keep himself posted on the current history of his own country, but he should make himself acquainted with the leading historical events of the present time in all countries. He should

be familiar with the general trend of events in England, Germany, France, Italy, Russia, Spain, and the leading countries of the Orient. To come into possession of this knowledge means that the teacher must be a reader of newspapers, magazines, and official publications as well as of books. Every teacher should be a careful reader of a good daily paper, and he should give attention to the local newspapers of the district in which he is teaching. He should select for himself two or three of the best magazines published and read them thoughtfully. Too much of the newspaper reading is desultory. This is undoubtedly better than no reading but not nearly so profitable as thoughtful reading. In addition to the valuable knowledge which the teacher gleans from newspapers and magazines his patriotism will thereby oft-times be keyed to a higher pitch and his admiration for Americans and American institutions will be lifted to a loftier height.

I have now called your attention to what a teacher must *be* and *know* in order that he may be qualified to train the youth of the Commonwealth for citizenship. Evidently *your* most *important* duty as a citizen is to train the children of the state for citizenship. You occupy a vantage ground over the ordinary citizen in this respect which makes your position one of grave responsibility. There is only one other thing which is as glorious as dying for one's country, and that is living for it. As you enter your school rooms at the opening of the coming school year and look into the faces of the children who have met you for the first time as their teacher, may there go up from your souls a silent prayer to the God of all grace for a blessing that will give you power to lift up the youth entrusted to your care to noble heights of patriotism and loyalty. May every member of the class of '98 become a beacon light of patriotism shedding around his pathway the light of a life consecrated to liberty, love and truth.

"Great God, we thank thee for this home,
This bounteous birthland of the free,

Where wanderers from afar may come
And breathe the air of liberty.
Still may her flowers untrampled spring,
Her harvests wave, her cities rise,
And yet, till time shall fold her wing,
Remain Earth's loveliest Paradise."

In a few days you will leave these halls which have for so many weeks and months re-echoed with the sound of your gay footsteps and the cheerful music of your merry voices. You enter the list of competitors for the garlands of life's success and may you all win is the prayer that goes up from the heart of your Principal as he stands and waits to see you start for the goal. We are largely responsible for the development of our own opportunities as well as of our strength. Success has too often crowned the man who seemingly at the outstart was hindered by lack of favorable opportunity, to lead us to believe that opportunity is the gift of the gods. Opportunity and power are apt to crown the brow of the same hero. A few weeks ago the news was flashed from Manila to Washington that the American fleet under command of Admiral Dewey had won a great victory in the harbor of this distant Spanish city, and immediately with loud huzzas the eager multitudes declared the hero of the hour a child of fortune. They little thought that in doing so they were doing this naval chieftain a great injustice. 'Tis true Dewey waited until near the sunset of life for the opportunity to write his name among the naval heroes of the world, but while he waited he labored. "In time of peace he prepared for war." He has always been a close student of naval science and he has made a careful study of the geography of the leading harbors of the world. He was selected as the commandant of the Asiatic Squadron because of his expertness in the science of naval warfare, the government at Washington realizing that in the event of a war with Spain, Manila would become an important strategic point. Dewey is therefore not a lucky creature of fortuitous circumstances but a real hero born of honest and strenuous effort, combined with true and manly courage,

a typical hero of the highest and best civilization the world has ever known.

Members of the class of '98: Your work as students in this institution will soon come to an end. You will soon close the last chapter of your student life to enter upon the work for which you have been so earnestly preparing. Remember that you are members of a great and free Commonwealth, children of a nation devoted to liberty and popular government. Act your parts well in the struggle of life so that your influence may be for the strengthening of the great country under whose banner you march as you go forth into life's battle. May God bless you and give you victory is the prayer of him who speaks to you on this occasion. May the earnest efforts which you have put forth to reach the honors of your coming graduation be followed by still more earnest efforts as you engage in the broader field of professional life. When your life's work is ended, may success be written at the end of its last chapter. May your labors reflect honor upon your Alma Mater, your Commonwealth and your country, and bring glory to God whose love and mercy have crowned us with the blessings of liberty.

CLASS DAY.

Tuesday, June 28, 10 A. M.

RAIN began to fall on Monday night and all hoped that it might continue at least long enough to cool the atmosphere, but the Weather Bureau wasn't able to bring the desired change about. The sun shone from a clear sky with remarkable intensity. Although the heat was oppressive the audience was almost as large as ever; too large, in fact, for the comfort of those who came to attend the exercises. To the music of Foltz's orchestra of Chambersburg, the class of '98 entered and took their places upon the rostrum. One peculiar fact impressed those who have been regular attendants upon the commencement exercises at Normal, the prevailing color was black, for the dark suits of the gentlemen were more in evidence than the fluffly white of the sweet

girl graduates. There are fifty-four gentlemen and forty-four ladies in the class of '98. Not for many years have the gentlemen outnumbered the ladies in the graduating class of the Shippensburg Normal and we are willing to predict that it will be many years before the same will be true again.

H. Ellsworth Fox, of Linglestown, delivered the President's Address. Mr. Fox spoke in an eloquent manner and held the close attention of his hearers.

We append his address.

Ladies and Gentlemen: Almost 2000 years ago there stood upon the banks of the Rubicon a man with knit brows and fiery eye. The shadows of evening were gathering about him, the setting sun had tinted the Alps with purple and gold, flowers, the fairest of the fair in sunny Italy, wafted their fragrance around him, sullenly the dark stream rolled to the sea. He glanced at the waving flowers, the mountains, the stream, the setting sun, and exclaimed "The die is cast."

Yes, "the die is cast." Swiftly the receding days have glided into the dim past, whence comes the proud echo of classes that have come and gone, ever extending to you a royal welcome during the last quarter of a century.

And so for '98 I am led to say:

Welcome, welcome again,

We welcome thee back, kind friend,

Welcome thee back again.

One of the most noticeable features of the present day is its keen, relentless, critical spirit.

The force of the competent critic has everywhere shown its power and influence. From a small and feeble beginning it has extended its usefulness to every calling in life.

Perhaps ages ago this little whirlpool started in the field of education and has swept on down through the generations, until to-day it encircles the world in its iron grasp. It has transformed commercial and manufacturing industries, reduced agriculture to a science, robbed the pages of literature of many of its brightest, purest gems and changed the profession of teacher to the great art of teaching.

Another noticeable feature of the present day is the energy and determination with which young men and women go forth to the battle of life. True success never was and never will be won without it. Many an enterprising and ambitious young man's name is recorded on the pages of oblivion because he lacked the determination to make instead of waiting for opportunities. What the world wants is determined men, men through whom that spirit runs still and deep and strong, men whose personality is not lost by coming in contact with others. Yearly, countless numbers who have made thorough preparation for their life work go forth from our institutions of learning. Of these, some choose the humbler walks of life, where temptation and competition are least, others the crowded byways of the metropolis.

As they speed o'er the railways toward the great city, full of energy and determination, they see its thousand lights twinkle and flash in the darkness, hear the hum of its activities and are eager for the contest.

They plunge into its business affairs but heed not the criticism of worthy competitors and in a few brief years they vanish and are forgotten. Not the one alone, but a combination of the two has marked the progress of the world. The ever widening gulf between the different nations may be traced to these agencies.

When the crown of Castile and Aragon decided to spread her faith in unknown lands, Spain was the mistress of the world. Nations and continents were divided at her bidding when the fleet of the gallant sailor touched the balmy shores of San Salvador. How vastly different to-day! Ere long the last Spanish gun will boom its parting signal from Morro Castle over the seas in the Western Hemisphere, and proud, haughty Spain can wend her way in ignominious defeat and disgrace back to the land whence she came more than four centuries ago.

Every great progressive nation should profit by noble criticism. Every true teacher should advance by joining it with energy and determination.

Before closing, we wish to say a few words to those who have so ably guided us in the past. For our esteemed principal, Dr. Eckels, we will join with you in saying that his work, his attainments, his character and life speak more forcibly than anything we could hope to say. We can only repay the earnest advice and care of him who is one of Pennsylvania's leading instructors by becoming successful in the calling where he is an ideal. To Professor Lehman, our enthusiastic literature teacher, we believe in the language of himself that "If there are brighter crowns for some than for others in the hereafter, they will be given to those who have sacrificed time and health for the benefit of mankind," for his earnest work shall sparkle in his crown, the admiration of '98 in the class of '98. Then again we are sorry to part from one of those whose influence extends so far and wide. Earnest, broad-minded, noble criticism makes good teachers, good teachers make great nations and great nations rule the world. We shall ever be grateful for the instruction and kindness of Miss McBride and in after years when the battle of life is raging, our admiration will wing its way back to her, not because she attempted what others never did, but because she has done *nobly and best* what others have done well. To Dr. Barton, the students' friend, whose jovial disposition and kindness have lightened for us many a dark hour, '98 sincerely hopes that the coming years as the years that have passed may twine for him Nature's brightest garlands in a wreath of happiness and success. For the earnest, ardent efforts of all our instructors we can dedicate nothing grander than the words of Longfellow when he said:

"Thus alone can we attain
To those turrets where the eye,
Sees the world as one vast plain
And one boundless reach of sky."

To the coming class we extend a royal greeting. As you proceed in the work which we now lay down, may your highest aims be accomplished, your greatest hopes realized and

may your efforts at Normal adorn the closing century with the brightest crown of all.

Classmates: We are assembled for almost the last time. Pleasant indeed has been our association during the past year. But we now stand beyond the mile stone where our several pathways must divide. As we go forth to our mission in life let us remember that there are those who are anxiously waiting for us to make it known and in the oncoming flood of years to *Alma Mater* and the world we shall make it known.

For this we are fortunate indeed to stand where the roads divide on the Appian Way of Life at the immediate verge of the 20th century with its infinite possibilities and its boundless prospects. Standing here while the past and future rise before us let us make that last resolve to go "Onward and Upward." The way may be steep and hard, but He who has dotted the sea with His isles and the desert with fountains and shade will light our pathway. As the years drift silently by, none but the Master mind can tell what joys and opportunities are lost in the shadows of the unchangeable past, and if Fate decrees that here below we shall not meet again save on the wings of remembrance, we hope to meet beyond the dark blue sky when the class roll shall be the nations of the world and the leader our Saviour himself.

The class orator, H. W. Fitting, of Enders, Pa., delivered his oration. He chose for his theme the class motto, "Onward and Upward." He spoke eloquently of the onward movement in the world. Nature is working out the thoughts of God and there is continued advancement and progress. To retrograde is to die. It is the duty of all to join in whatever elevates and benefits mankind. He also dwelt upon the importance of directing one's life in accordance with the teachings that Christ has given to the world.

Mr. Fitting is a young man of pleasing presence and a forcible and impressive speaker.

The class history was read by Clem Graham, of Greider. Mr. Graham gave some interesting

and rather startling facts about the class. The aggregate weight of the class is six and one-half tons. The tallest member is six feet, two and one-half inches in height, the smallest, five feet, two inches. He spoke of the remarkable record of the class in foot-ball, gave a biography of the class officers, and spoke of the Washington trip by members of the class. The history was well written and held the close attention of the audience.

Miss Laura Pepper, of Carlisle, recited the class poem in a clear and distinct manner.

We publish the poem in full

CLASS POEM.

How swiftly time has passed away
Since last year's class were seated here!
But now has dawned another day,
Which we shall for all time revere.

We thank our God that he has cared
For us all throughout this year,
And that he all our lives has spared
To see this day we hold so dear.

At first it seemed we could not stay
From the homes we had so lately left,
And nothing here our friends could say
Could make our minds of home bereft.

And when the sun had gone, and night
Threw her solemn stillness round us all,
How the thought of home our hearts would
smite
And how the silent tears would fall.

But those days soon were past and gone
And brighter days came to us all;
Days as bright as the cloudless dawn,
They too have gone beyond recall.

We had so many pleasant days,
How very pleasant—no words can tell;
'Twas then our voices rose in praise
Toward the school we love so well.

How often we will ponder o'er
These happy days, when we grow old,
How we will wish that just once more
Our dear classmates we might behold.

For to-day our paths divide,
What lies before us we can't tell.
May we be true whate'er betide,
To Him who ruleth all things well.

We have striven to leave behind us
A name that shall naught but honor bring
To our Alma Mater; and we trust
She may ever prosper in everything.

Oh, how we wish that we could see
What the future has in store;
But then perhaps if this could be
We would be no happier than before.

Dear teachers, shall we e'er forget
Your earnest, faithful, loving toil?
Your work shall live, go onward yet
Even after you're slumbering 'neath the
soil.

You've trained us for the world to come
As well as for our duty here.
Your efforts surely will bring to some
A successful and illustrious career.

You've been our helping friends each day,
Our year's success has come through you.
Grant God's richest blessings may
Fall on all the work you do.

Oh classmates dear, the world is yours
With its courage, hope and health,
Within your grasp all nature pours
Tempting stores of boundless wealth.

For you the future is a dream,
The past is but a memory dear;
Before you, endless pleasures gleam
Behind you all is bright and clear.

We have only begun our work
In the battle of life here below,
No duty however we'll try to shirk,
But conquer every trying foe.

So as the years may come and go
And each his task strives to fulfil
May Fortune on us her smile bestow
And fame and honor our hearts instill.

These are our hopes, may they prove true
Is our most ardent wish to-day;
May the sky for us always be blue
And roses bloom on our pathway.

But be still, vain heart, thou know'st full
well
That to every life must come some cross.
Thou shouldst not murmur nor rebel
When the heights can't be reached without
some loss.

Yes we will labor on and on,
"Onward and Upward" our watchword be,
Never faltering till duty's done
And the shining goal our visions see.

And although many miles divide us,
We will still be one in heart,
Aiming for one common purpose
For which from to-day we start.

But now we must all say farewell;
How sad it seems that we should say
The bitterest word the tongue can tell
At this, our graduating day.

And when our work here is complete
And we gather round God's throne above,
There once more may we all meet
Where all is joy and peace and love.

Miss Barbara Kob, of Falmouth, read the class prophecy. Miss Kob presented her prophecy in a unique way. She had it written upon pieces of paper cut and colored to represent oak leaves. Each leaf contained the record of the future life of some member of the class. The audience was given to understand that the world will not suffer for lack of musicians, teachers, doctors, lawyers, and even Presidents of the United States as long as the class of '98 lives and fills its allotted sphere in the world.

H. C. Fox, of Penbrook, made the class presentations. This part of the exercises is of special interest to all the students and acquaintances of the graduates. Many of the presents dealt with some foible of the one to whom they were given. Many of the presentations evoked much laughter and applause. Among the articles given were base-ball bats, doll babies, military outfits, ponies, and medicines for sleeplessness.

The class song composed by Miss Emily Ayres of Shippensburg was then sung by the entire class. We publish the song.

CLASS SONG.

Farewell; no other word we know,
So full of love, so full of woe.
It is the saddest that the heart
Can to loved friend or scene impart.

The days have come and quickly gone,
Our happy school life here is done.
We enter now a world of strife
To battle with the cares of life.

CHORUS—Farewell; farewell; no word we know,
So full of love, so full of woe,
It is the saddest that the heart
Can to loved friend or scene impart.

Though sad to part from friend so dear,
We would not longer linger here.
We would not stay, nor longer wait,
We'er proud to be of '98.

We will not stop nor lag behind,
But "Onward, Upward" ever climb,
Until we've reached the highest round
To Alma Mater brought renown.

CHORUS.

So as we pass from school life here
Upon life's journey bright or drear,
May God's rich blessing on each one
Descend as rays of setting sun.
Farewell to those we leave behind,
Farewell to the Class of '99,
Our teachers, friends and classmates too
We bid you all a last adieu.

CHORUS.

REUNION OF CLASS OF '96.

Tuesday Afternoon, June 28th, 2 O'clock.

THERE were one hundred and twenty members in the class of '96. Of these, seventy-eight assembled at Normal to take part in the class reunion. This is the largest number that has ever assembled at a class reunion. The class of '96 has reason to feel proud of its excellent showing. We are sorry that space does not permit the publication of an extended account of the different numbers of the program. Those who knew the members of the class of '96 expected much of them, and they were not disappointed. Especially fine was the singing and the reciting. At the conclusion of the exercises the gentlemen of the class gathered around the school fountain, which was secured largely through the efforts of this class, and gave their class yells. The sound of their familiar voices

seemed to remove as if by magic the few years that have intervened since they left us and to call back the days when they were with us as students.

We append the program :

PROGRAM.

Music,	ORCHESTRA
President's Address,	E. M. GRESS
Recitation,	MAYE SHEETS
Recitation,	J. S. WOLFF
Music,	ORCHESTRA
Class History,	J. I. MARTIN
Mixed Quartette,	MISSES ROOP AND HESS
Class Song,	MESSRS. WOLFF AND DONNELLY
Music,	ORCHESTRA

REUNION OF THE CLASS OF '89.

A MEETING of the class of '89 was called on Wednesday of Commencement week. The object of the meeting was to make arrangements for the ten-year reunion of next year. A committee consisting of Misses Kyner, Unger and Walters, and Profs. Lehman and Roth was appointed to prepare a program and make suitable arrangements for the proper observance of the tenth anniversary of the class. Correspondence will be opened with the different members of the class during the year, and it is hoped by the committee that all will respond and begin to make arrangements to be present upon the occasion of the reunion. The class of '89 takes pardonable pride in its record, and it purposes to hold exercises next year that will eclipse anything of the kind heretofore attempted at the Normal School.

ALUMNI REUNION.

Tuesday, June 28, 8 P. M.

FOR a number of years past the alumni exercises were held on Wednesday afternoon when everybody was surfeited with speeches, recitations and music. It can scarcely be wondered that the attendance at these meetings was not what the Alumni desired. The Executive Committee of '98 wisely determined

to change the time of the Alumni meeting to Tuesday evening. The result was that a large crowd assembled to hear the exercises. It is not possible for us to comment upon the different numbers of the program. It will suffice to say that all performed their parts well and the audience paid them the very best of compliments, that of close attention. It is but fair to say, however, that the paper read by Mrs. Metz was of more than usual excellence, and that Miss McElhaire caught the audience with her solo, "Barbara Freitchie" and was enthusiastically encored. Miss Herring was compelled to respond to two encores before she was permitted to retire from the stage. More extended mention will be made elsewhere of the carefully prepared histories of the classes of '78 and '88. We feel that we but voice the sentiment of the Alumni when we say that special thanks are due to the Executive Committee for the excellent program it prepared for this occasion. We give the program below :

PROGRAM.

Music,	ORCHESTRA
President's Address,	DR. JOHN WALTER, '86
Oration,	MABEL GEIGER, '93
Recitation,	EDITH WERTS, '91
History of Class of '88,	MRS. ALICE BARNHILL, '88
Instrumental Duet,	MRS. DIEHL, '81, MISS SHRYOCK, '97
Recitation,	MAYE SHEETS, '96
Music,	ORCHESTRA
History of Class of '78,	MRS. SALLIE H. OTTO, '78
Vocal Solo,	NETTIE BAE ROOP, '96
Paper,	MRS. A. L. METZ, '87
Vocal Solo,	MAGGIE MCELHAIRE, '84
Recitation,	BERTHA B. HERRING, '91
Music,	ORCHESTRA

COMMENCEMENT DAY.

June 29, 9 a. m.

THE graduates and their friends had every reason to fear that the weather of Wednesday would be a repetition of that of Tuesday, but fortunately the thermometer took a drop of several degrees during Tuesday night, and by Wednesday morning a cool and invigorating breeze had sprung up. How much this added to the comfort of those who assembled in the chapel, will be recognized by those

who have suffered from the heat of the warm June days.

To the music of the orchestra the march into the chapel was begun. The faculty came first, followed by the Trustees, the graduates in the Regular Normal Course, the class of '98 and the candidates for second diplomas. The class of '98 occupied the chairs upon the rostrum while the faculty and trustees flanked them on either side of the chapel. The class presented a fine appearance as they marched up the aisle for the last time as a body, the 98 of '98.

Rev. Geo. C. Henry of the Memorial Lutheran Church made the opening prayer. He invoked divine guidance upon the members of the class, who were now about to separate, and prayed that they might ever stand in the light of God's truth and be guided by His precepts.

The orchestra rendered a selection after which Mr. J. Will Kadel of Chambersburg gave his oration "A Life, not a Living". Life means more than dollars and cents. Parents are anxious to educate their children so as to make a living in the world, forgetful that there are higher duties which demand their attention. Success lies in living a useful life, not in securing dollars and cents. Mr. Kadel spoke in a clear and forcible manner. The next number was a declamation "Masters of the Situation" by G. Herman Fickes of Mt. Rock. The speaker entered thoroughly into the spirit of his recitation and delivered it in a pleasing manner.

A Ladies' Chorus of twenty voices rendered the "Ave Maria" of Veazie with fine effect, their voices blending beautifully.

Jacob Tower Swartz, of Newville, chose "The Living Dead" as the subject of his oration. He spoke of the great men who have died, but who yet live to influence the thought and action of the world. Posterity assigns immortality to those who have made the world better and happier. Luther and Washington were named as examples of the living dead.

In her essay on "Uncrowned Heroes," Miss Katharine McElheney, of Concord, dealt with

the heroism of Lieutenant Hobson and his associates. These men were crowned as heroes, and they deserve their laurels, but there are many uncrowned heroes among the men and women who do their duty silently in the sphere where their life work lies. These are none the less heroes because they do not live in the public eye.

Mr. John G. Benedict, of Mont Alto, gave the well known declamation from Lippard, "The Unknown Speaker." His voice rang clear and distinct in the fine oratorical portions of the selection.

After music by the orchestra, Mr. Geo. A. Leopold, of Strodes Mills, spoke of the mathematics of nature. The Creator has not made this world in a haphazard fashion. It is fashioned with remarkable symmetry. Every portion of creation, from the blade of grass to the gigantic animal is formed and molded in accordance with a mathematical formula. The lover of nature should recognize the mathematics of the universe.

"Tim's Vacation" was the subject of a recitation by Miss Florence Crilly, of Fort Loudon. The pathos and humor of this selection were well brought out by the reciter.

Mr. John W. Shive, of Halifax, delivered his declamation, "The Heroism of Horatio Nelson" in a pleasing style.

Mr. Walter K. Rhodes, of Fairplay, sang a solo, "Life is One Grand Sweet Song," with much expression. Mr. Rhodes possesses a rich musical voice.

"America's Poet Laureate" was the theme of Miss Louise K. Britton, of Upper Strasburg. The young lady dealt with the poems of Bret Harte, Hay, Reilly, Stoddard, Steadman and Aldrich, but she awarded the Laureateship to Frank Stanton, the poet of the South, whose verses are national rather than sectional, and who may justly be styled the poet of the present war.

J. Hayes Meredith, of Sandy Hill, spoke of the "Gray Haired Century." He recalled the wonderful improvement in morals and material affairs which the present century has witnessed. He gave an excellent summary of what has

been accomplished and dealt with some of the problems of the 20th century.

The orchestra rendered a selection, after which Mr. Phineas Morris, of McFord, gave a humorous recitation in first-class style. He carried the audience with him in thought as he told of "Horace Greely's Ride."

Mr. W. F. Stitt, of Neelyton, had selected "The Grand Old Man" as the subject of his oration. As the title suggests, it was a review of the life of England's great statesman, Gladstone. Mr. Stitt drew many lessons from the life and public services of this great man.

"The Second Trial" was the subject of a recitation by Miss Cora Eichelberger, of Hope-well. It was not an easy thing for the reciter to bring out the various tones of the child's voice as required by the selection, but she did it in an excellent manner. Few recitations were given quite so well as this one.

Mr. B. C. Lamberson of Hustontown delivered a patriotic declamation "Our National Flag". The speaker entered thoroughly into the spirit of his recitation.

The next number was a duet, "Come May with all Thy Flowers," by Misses Martha Mark of Millersburg and Ethel Ruth of Highspire. The young ladies sang well.

Mr. Jasper Alexander of Blossville spoke of the "Palmetto and the Pine". He contrasted the North and the South throughout the earlier years of the Republic. He dwelt upon the evil effects of the Civil War, but the year '98 witnesses a re-united Nation, the North and the South have joined forces against a common foe in defence of a common flag. The war with Spain is worth more than all the blood and treasure that it has cost, or may cost, since it has given us a re-united nation. The oration was delivered in an eloquent manner.

Music by the orchestra came next upon the program, after which an Essay "Let There Be Light" was read by Miss Mary Bomberger of Shippensburg. The young lady gave an account of the creation as it was before the divine fiat "Let there be Light" was issued. The essay was well written.

KLE

Mr. John E. Weakley of Barnitz gave a selection from the pen of James G. Blaine "The Permanence of Grant's Fame". The nature of the recitation was such as to give Mr. Weakley an opportunity to display his ability as a reciter to advantage.

"Deacon Tubman's New Year" was the subject of a recitation by Miss Nettie Jacobs of East Berlin. The recitation was of a decidedly humorous character and the young lady gave it in excellent style.

A quartette "'Tis Morn'" by Messrs. Fitting, H. C. Fox, Morris and Parret was next rendered. The gentlemen sang in their usual pleasing style.

Mr. Robert Cline of Orrstown gave his declamation "The Mother's Vision" with fine elocutionary effect. Much was expected of Mr. Cline and he did not disappoint his friends.

Miss Elizabeth F. Jones of Wiconisco read an essay "Books versus Cooks". The young lady plead for the educated woman who has not neglected the duties of her home, because of her superior educational advantages. Miss Jones is deserving of special commendation for the clear and distinct tone in which she read her essay.

The last oration on the program was delivered by Mr. Frank Lehman of Chambersburg. The speaker chose for his subject "The First Sacrifice" and dwelt upon the heroic death of Worth Bagley at Cardenas. The oration was well written and gave the story of Bagley's life from the time he left his home until his body was borne to the grave at Raleigh, the first sacrifice of the war. The delivery was energetic and impressive.

A Mixed Chorus "On Life's Journey" was rendered by thirty-three voices.

The orchestra played "America Forever" in fine style, and the audience gave an enthusiastic response to the patriotic sentiment of the selection.

Dr. Eckels then called upon the members of the class of '98 to rise and conferred the diploma of the Elementary Course upon them. The degree of Bachelor of Science was conferred

upon M. Linnaeus Drum, class of '96, in recognition of the completion of the course of study required for this degree. Mr. Drum is the third member of the Alumni to receive this honor.

The degree of Bachelor of Elementary Didactics was conferred upon the following persons who had completed the Regular Normal Course: Minnie Gertrude Eckels, '91, Frances Loretta Geiger, '97, Mary Wierman, '97, Kerwin W. Altland, '97, Joseph T. Baker, '97, Nathaniel Ort Eckels, '97, Chas. M. Means, '96, Chas. H. Shull, '97.

The degree of Master of Elements was conferred upon ninety-two persons who have taught successfully for two years since their graduation. Dr. Eckels congratulated these persons upon this evidence of successful work in the public schools of the state, and remarked that no part of the Commencement exercises gave him more pleasure than the conferring of this degree upon them. It is an emphatic answer to the claim that is sometimes made, that Normal school graduates do not teach after their graduation.

The Doctor then extended the thanks of the school to all who had contributed to make the past year one of the most successful years in the history of the school. He invited their continued co-operation in the future growth and development of the school.

Rev. A. R. Ayres pronounced the benediction and the Commencement Exercises of '98 were ended.

BUSINESS MEETING OF THE ALUMNI.

Wednesday Afternoon, 2.30.

THE Business Meeting of the Alumni was held in the Model School at the above-mentioned time. There was a fair attendance of the members, but it must be said that the attendance at these business meetings is not what it ought to be. This was not the case this year only, but it has been the case for a number of years past. The business meeting of the Alumni may not be the most inter-

esting of the exercises of the week, but is one of the most important, and we are sorry to note that so many members of the Association absent themselves from it. The Alumni Association has contributed much to the material growth and prosperity of the school, but if it would make itself felt throughout the state as a body, more attention must be paid to the details of its work. This is plain language, but we feel it is rendered necessary, and we trust that next year may witness an attendance of at least two or three hundred members at this business meeting, instead of the fifty or sixty who usually attend.

Dr. Walter, the president, was unavoidably absent from the meeting, being a delegate to the Altoona convention then in session. In the absence of the Vice-President, Dr. Barton called the meeting to order. Prof. Ezra Lehman, '89, was elected President *pro tem*. The class of '98 was admitted as a body and welcomed in a brief speech by the presiding officer. A suitable response was made by one of the members of the class. The committee on Obituary reported resolutions on the death of Dr. J. H. Boyer, '74. The report was adopted and ordered spread upon the minutes of the Association and published in the *Normal School Herald*. Prof. Geo. H. Eckels, '91, Miss Ida B. Quigley, '77 and Miss Flo Walters, '89, were appointed a committee to draft resolutions upon the death of those members who have died since the meeting of the first obituary committee. The report of this committee was ordered to be published in the *Normal School Herald*. Dr. Barton reported the arrangements that had been made for the Alumni ball. He also gave the treasurer's report which showed that the treasury is in a good condition.

The following officers were elected for the ensuing year: Pres. Prof. J. C. Wagner, '92, principal Newport schools; Vice President, Prof. J. S. Heiges, Dillsburg; Secretary, Miss Mabel Geiger, '93, Shippensburg; Treasurer, Dr. J. F. Barton, '74, Shippensburg; Executive Committee, Mrs. J. J. Gettel, '75, and Miss Mary Raum, '91. On motion the meeting adjourned.

IN MEMORIAM.

JACOB HENRY BOYER, M. D., '74.

WHEREAS, The great Creator of Mankind and Ruler of the Universe has seen fit in his wisdom to call from this stage of action our beloved friend and associate, Jacob Henry Boyer, M. D., who was a graduate of the C. V. S. N. S., of the pioneer class ('74), and whose qualities of mind and heart endeared him to all with whom he came in contact; and

WHEREAS, As teacher, physician and citizen he exemplified those traits of character which make men beloved and respected by their fellows, therefore be it

Resolved, That in the death of Jacob Henry Boyer the Cumberland Valley State Normal School has lost a firm friend and loyal supporter whose love for his *Alma Mater* was only equalled by his devotion to her interests and his deep concern for her welfare. That graduating from this Normal School in the first class, he did nothing during his brief term as teacher except that which reflected credit upon the institution which gave him his credentials, and was an honor alike to himself and the school which he loved so well.

Resolved, That in his death the medical profession has lost a valued and faithful member. Truly conscientious and able, but modest, he was a physician to whom the afflicted could go with the utmost confidence and rely upon his skill and attention to duty.

Resolved, That as citizen and man he will be missed in the community in which he lived. It was as a private citizen and friend that Dr. Boyer's chief traits of character shone most brightly. He was public spirited, intelligent and firm in his convictions. His opinion and advice in matters of public and private interest were frequently and eagerly sought by those who knew him best. He was a firm and loyal friend, but never given to flattery. There was no hypocrisy in his make-up. Always strong and positive in his likes and dislikes, you could depend upon him in any emergency. But he has passed away. His memory alone remains

Resolved, That these resolutions be inscribed upon the minutes of this meeting of the Alumni Association of the C. V. S. N. S., that they be published in the newspapers of the county and that a copy of the same be sent to the family of the deceased.

S. B. SHEARER,
FILLMORE MAUST,
JOSEPH F. BARTON,
Committee.

—
ELLA R. ERDMAN.

WHEREAS, God in His divine providence has removed by death Ella R. Erdman, of Muncie, Pa., class of '93, who has faithfully performed the duties of a teacher since her graduation, and as we, the Alumni Association of the Cumberland Valley State Normal School, desire to express the sense of our great loss, therefore be it

Resolved, That in the death of Miss Erdman the Association has lost a most valued member and one who has reflected honor upon the school, that the community in which she lived has suffered a great loss, and that from the Christian world has been withdrawn one of its most active workers and most beautiful lives.

Resolved, That we extend to the bereaved family our heartfelt sympathy in their deep affliction.

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

GEO. H. ECKELS,
IDA B. QUIGLEY,
FLO E. WALTERS,
Committee.

—
LULU MAY.

On Thursday evening, July 7th, the sad news reached Shippensburg by telegram that Lulu May, of Everett, Pa., had gone to her last rest. The message brought sorrow to many hearts at Normal. At the opening of the Spring Term Lulu returned to school from her home feeling somewhat indisposed, but paid little heed to

her ailment until, by the advice of her physician, she went back to her home, expecting to enter Normal again as soon as she had fully recovered. Instead of getting better, however, she gradually grew worse despite the efforts of the best medical skill and the most careful and tender nurses.

Lulu was a very bright girl and had a most lovely disposition. She was exceedingly popular, as she well deserved to be, with both teachers and students. She was dearly beloved in the family circle, and her death casts a shadow in her home, which time will be slow to lift.

—
PROF. HART GILBERT.

Prof. Hart Gilbert, who about ten years ago occupied the chair of Latin in the Shippensburg Normal, and who had many friends in this town, died in Gettysburg on Monday, May 9, in the fifty-third year of his age. He had been in ill-health for several months, and on this account resigned his position as editor of the *Gettysburg Star and Sentinel* a few weeks ago. He was unmarried and made his home with his sister.

Prof. Gilbert resigned his position at the Normal to take the office of Collector of Internal Revenue under President Harrison and held it until the middle of the Cleveland administration.—*Shippensburg Chronicle*.

Upon learning of the death of Prof. Gilbert, Dr. Eckels appointed a committee of the faculty to draw up suitable resolutions. We append the report of this committee.

WHEREAS, It has pleased God in His infinite wisdom, to remove from our midst Prof. Hart Gilbert of Gettysburg, who held the Chair of Latin and Greek in this institution from '86 to '90, therefore, be it

Resolved, That in the death of Prof. Gilbert this community has lost one who adorned the teaching profession, who by his enthusiasm and earnestness won the friendship and esteem of all who came in contact with him, and who exemplified by his example the beauty of Christian life and character.

Resolved, That these resolutions be recorded on the minutes of the faculty and be published in the NORMAL SCHOOL HERALD.

EZRA LEHMAN,
H. M. ROTH,
C. E. BARTON,
Committee.

ALUMNI RECEPTION.

A DECIDED change was made this year in the method of conducting the evening entertainment.

For a number of years past the Alumni supper has not been well patronized by the members of the Alumni. This year it was decided to dispense with the regular Alumni supper, and instead provide a room where suitable refreshments could be secured. The seats were removed from the large chapel and the floor prepared for dancing. At 8.30 the faculty received the Alumni, the students, and their friends in the parlor. Several hundred persons attended this reception. After the reception dancing was begun, and continued for several hours. Those who did not engage in dancing found pleasure in renewing old acquaintances and forming new ones. Altogether, the evening was a most pleasant one, and those who attended were loud in their praises of the management for making the changes above mentioned. At a late hour the bells rang and the students and their friends retired to their rooms to get a few hours of needed rest.

The forenoon trains were crowded with students and their friends. By Thursday evening the last goodbyes had been said, silence reigned in the corridors, which but a few hours before had re-echoed with the sound of cheerful voices, the building was deserted. The twenty-fifth Commencement had passed into history.

A number of volumes will be added to the school library in the near future. It is gratifying to note that our students are readers. Many of them have read some of the best English classics during the past year.

THE HONOR LIST OF '98.

BY resolution of the faculty it was determined to give public recognition to those members of the Senior class whose average for the year was at least 90 per cent., in studies and teaching in the Model School, and whose deportment was satisfactory to the faculty. The following is the Honor List of the Class of '98.

Laura Burger, Mary Bomberger, Louise Britton, Elizabeth McElhenney, Katharine McElhenney, Mae Miller, Laura Peffer, Edith Strite, Jasper Alexander, J. G. Benedict, H. H. Crum, H. W. Fitting, G. H. Fickes, H. C. Fox, H. E. Fox, Raymond Gettell, C. M. Graham, J. W. Kadel, B. C. Lamberson, Frank Lehman, R. W. Cline, G. A. Leopold, J. H. Meredith, Phineas Morris, W. H. Ranck, W. K. Rhodes, J. W. Shive, F. H. Smith, W. K. Stouffer, J. T. Swartz, J. E. Weakley.

THE REGULAR NORMAL COURSE.

EXCELLENT work was done during the past year by the students in the regular Normal Course. A number of former students returned to the school to take up this work, eight of whom were graduated at the recent Commencement. We congratulate these students upon their completion of this course. It augurs well for the future of the institution that so many of our graduates are determined to continue their studies beyond the Elementary Course. The state is becoming crowded with Normal School graduates, and it is fortunate for the common schools that such is the case. But this condition imposes new duties upon the graduate who would be truly successful. The extra year's course carries with it so much that is helpful in broadening the attainments of the teacher, that we feel it our duty to urge upon all our graduates who can possibly arrange to do so, to take this advanced course. Boards of directors are learning to recognize the difference between the diploma

The work of putting the class rooms and dormitories into shape for next year's work has already begun, and by the opening of the Fall Term all will be in good condition.

Mr. J. Burr Reddig, Jr., has returned from Lehigh University, Bethlehem, to his home in Shippensburg. Mr. Reddig is a member of the class of '99 in the Mechanical Engineering Course. We learn that Lehigh has had an exceptionally prosperous year.

Dr. Henry T. Spangler, president of Ursinus College, was a welcome visitor to our school during the Commencement season. Dr. Spangler has been very successful in the presidency of Ursinus. As noted elsewhere, three of our boys were graduated from this institution at its recent Commencement.

Two graduates from this institution, A. C. Logan, '89, and Robert Smith, '94, were graduated from Dickinson College at its recent Commencement. Quite a number of our graduates are in attendance at Dickinson. Under Dr. Reed's management that college has grown steadily.

The HERALD begs leave to acknowledge the receipt of an invitation to attend the Commencement exercises of the Macungie schools. Our friend, W. N. Decker, '95, is Principal of these schools. The class of '98 was the first class ever graduated from the Macungie schools. We congratulate our friend Decker upon his successful work.

Among the members of the class of '98 who have secured good positions for the following year, we note Murray Luther Dick who will teach the Pleasant Grove school, in Silver Spring township, Cumberland county. J. Will Kadel and J. T. Swartz will teach in the schools of Hampden township, Cumberland county. J. G. Benedict has been appointed principal of the Mt. Vernon schools at a salary of \$42.50 per month. Misses Jones and Driscoll will teach a nine months' term in the schools of Wiconisco, Dauphin county. H. H. Crum will teach a ten months' term at \$45 per month in New Jer-

sey. Clem Graham will teach in West Pennsboro township, Cumberland county.

HISTORIES OF THE CLASSES OF '78 AND '88.

WE had expected to be able to present to our readers a summary of the excellent histories of the classes of '78 and '88 prepared and read by Mrs. Sallie Otto and Mrs. Alice Barnhill respectively, but we find that our space is too limited in this number of the HERALD. But we will follow a plan which will we believe be more satisfactory to all concerned. Instead we shall publish these histories entire in the October and January numbers of the HERALD. We will thus be able to do justice to these histories which were prepared with unusual care and at the same time present in a permanent form the history of the two classes to the different members of the classes and their friends. We therefore ask all to await the publication of the histories in the aforesaid numbers of the HERALD.

WHERE THE FACULTY WILL SPEND THEIR VACATIONS.

DR. ECKELS will remain at the school the greater portion of the summer, looking after the interests of the school. No Normal School Principal in the state has been so faithful to his work as has been Dr. Eckels.

For twelve months in the year he has kept steadily at his post, with the result that no other Normal School in the state shows the same proportionate increased attendance in recent years that is shown by our own school.

Dr. Barton, after returning from the Alumni Tour through New York to the Niagara Falls, will go to his home in Minneapolis, Minn. It is probable that he will take a trip to the Pacific Coast during the season.

Prof. Hughes is never satisfied unless he is at work. He will conduct his annual summer school at Loysburg, Bedford county.

Miss Clark has returned to her home in Omaha, where she will spend the vacation season with her family after being absent for two years.

Prof. George H. Eckels will spend his vacation at the Normal.

Prof. Barton will spend the greater portion of the summer at his home in Crystal Springs, where he will spend much of his time in fishing, etc. For pastime he will probably teach a term of school later in the season.

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

Miss Lamb will remain at her home in Brockport, N. Y.

Miss Fitch has returned to her home in Athens, Pa., where she will spend the summer.

Danville, Pa., will be the home of Miss Coulter during the vacation season.

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

Miss Quigley will spend the greater portion of her vacation at her home in Shippensburg.

Prof. Drum will divide his time between Wilkes-Barre and Philadelphia.

Miss Horton will remain at the Normal until August 1st, after that time she will probably be found in New Cumberland.

Prof. Roth has returned to his home in Adams county. He will make frequent trips back to Normal to look after matters pertaining to the book room and other things in which he is interested.

Prof. Lehman will join Prof. Barton in Fulton county for a ten days' fishing trip. Later in the season he will probably join a party of friends who will camp along the New Jersey sea coast.

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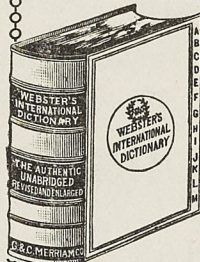
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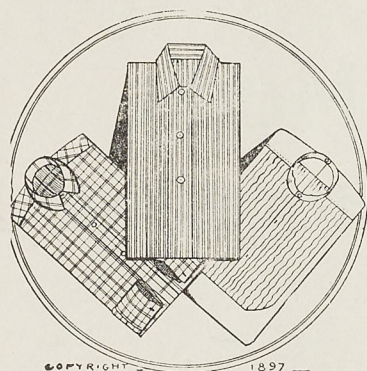
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