

...The...  
**Normal School**  
**Herald**

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JULY, 1899.

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Cumberland Valley State Normal School,

SHIPPENSBURG, PA.

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**The Mission of the Public School.**

(DR. ECKELS' ADDRESS TO THE GRADUATING CLASS).

IT would be a severe criticism on the work of the Normal School if the teachers being trained in it were permitted to forget the institution in which they expect to find their life work. It is to be hoped that your Normal School education has given you a broader conception of the purpose of the public school and a deeper interest in its welfare. The theme which I bring before you in this address ought to have an abiding interest for every citizen of the Commonwealth, and it should have an especial interest for every one who proposes to teach. No other persons stand so closely related to the public schools as the teachers. Parents and children are interested in the results of the public schools, but the teacher is responsible for its very life. I need, therefore, make no apology for the selection of "The Mission of the Public School" as the subject of my final address to the Class of '99.

In a few months most, if not all, of you will have taken your places behind a teacher's desk, and when you enter upon your duties in the school room you should have a clear conception of the work of the public school and a strong desire for its improvement. The greatest power for the advancement of public education should be the personal force and character of the Normal School graduate. To this class the state must look for its brightest examples of power and skill in the profession of teaching. The right of the Normal School to claim help from the State should rest wholly upon the efficiency of these schools in preparing teachers who will do superior teaching. The public school and its mission should be constantly in the mind of the Normal School student.

There are two questions that I desire to bring before your minds at the outset of my discussion of the theme selected for this occasion.

First. Shall the education in the public school be conducted on lines leading up to the ideal of a liberal or a technical education? Shall the education look toward culture or commerce? Shall the education of the public school train the individual to live a better life or make a better living? Evidently one or other of these purposes must predominate in the work of the public school.

There is but one answer to these questions given by the men who have given thought to the philosophy of education. "The true education strives not merely to make a workman but to make also a man, whose being shall be touched to finer issues by spiritual powers, who shall be upheld by faith in the worth and sacredness of life." "Education," says Mill, "makes a man a more intelligent shoemaker, if that be his occupation, but not by teaching him how to make shoes; it does so by the mental exercise it gives and the habits it impresses." It is to be feared, however, that those having control of public education in many localities are too largely impressed with a notion that a knowledge of the three "R's" constitutes about all the knowledge that is needed for the individual in the ordinary walks of life. Valuable as the three "R's" are as instruments of knowledge they must not by any means be looked upon as the end of even the the most elementary education. The ability to pronounce words at sight is of but little value to the individual who has not acquired a taste for good literature and the power to comprehend its meaning. To have the ability to write will not add much to the individual's life unless he has some thoughts to express which the world is eager to know. To be able to add, subtract, multiply and divide are only of value to the individual whose mind has been disciplined by the higher problems involved in a mathematical course. All the permanent advances which have been made in public education have been made along theoretical lines. The ideal of the liberally educated man has been the goal toward which the advancing column of public education has ever tended.

The second question which must claim our attention at this point is the problem of whether we shall educate for manhood or for citizenship. Rousseau is responsible for the doctrine that

we cannot educate for manhood and citizenship at the same time. In "Emile," he says, "Compelled to oppose nature or our social institutions, we must choose between making a man and a citizen for we cannot make both at once." If Rousseau's view be correct, then the public schools are not an unmixed blessing, for evidently the public schools were founded for the purpose of educating the youth of the Commonwealth for citizenship. Lincoln wisely declared that "no government could long endure half slave and half free" and he might have added with equal truth that no free government could long exist where half the people were educated and half were uneducated. It is to be feared that here in the old Commonwealth of Pennsylvania with a public school system whose commencement dates back more than half a century, that more than fifty per cent. of the youth of the state leave the public schools having in their possession a mere pretense of an education. If the mark of an educated man is the power "to see things as they are" then I apprehend that a very small fragment of the thousands who leave the public schools every year can lay claim to being educated. If the schools were established on the faith of the American people in the doctrine that the permanency of our free institutions rests upon the virtue and intelligence of our citizens, then the question may well be asked, are the public schools serving the purpose for which they were established? The absence of what is technically called "illiteracy," does not by any means establish a claim to universal education. Milton defining education from the citizenship standpoint said: "I call a complete and generous education that which fits a man to perform justly, skillfully and magnanimously all the offices both private and public, of peace and war.

If public education is to be judged by Milton's standard then most assuredly our public schools are not doing their full duty by all the children of the Commonwealth. But the problem we started out to solve has not yet been touched. The question, can we educate for manhood and citizenship at the same time, is yet before us for solution. Evidently we can or the public school is at war with the highest development of the American people. Education, from the manhood standpoint, looks toward the perfection of the individual for its aim. Education for citizenship, if it be different from education for manhood, must have a lower aim, since it cannot have the same aim, and a higher aim is im-

possible. Aristotle says "Man is by nature a political animal. And he who by nature and not by mere accident is without a state, is either above humanity or below it." Modern philosophy will be inclined to accept Aristotle's views in preference to the views of Rousseau, and it will endeavor to find common ground on which to rest education for manhood and education for citizenship. From the historical standpoint there can be no question as to the purpose of the founding of the public school system in this country. Homer B. Sprague, speaking of New England, says, "Never was machinery more happily devised to accomplish any result than the public school system of New England to produce enlightened and conscientious voters. With a few adjustments easily made, a definite purpose persistently pursued and a period of instruction reasonably prolonged, the great majority of young Americans can be made wise and good citizens. And this is, or ought to be the great object aimed at in the public schools. It is demonstrable that the founders of New England established its school system for this very end; not to enable men to earn a livelihood, but to qualify them for citizenship; not to help them to make money or shine in the professions or to become skilled mechanics, prudent farmers, bold sailors, shrewd lawyers, accurate accountants, but to be capable and virtuous members of the body politic, to manage wisely public affairs. I repeat, the great need of this country and the fundamental idea of the public school system are identical,—namely, political education, the training up of the masses in youth to be intelligent, honest, and patriotic participators in the public business." These facts of history seem to be conclusive that the thought of the American people in founding the public school was the training of the youth of the country for enlightened and patriotic citizenship. We believe that the training for citizenship harmonizes with the training for manhood, and the conclusion which follows this belief is that the education required to make the highest type of man, will also be the education required to make the highest type of citizen.

It is not assumed that the education of the public school is the only force that enters into the moral and intellectual development of the youth of the state, but it is assumed that for the great majority of the children of the Commonwealth it is the greatest force. This position is in accord with the declaration of William Von Humboldt when he says: "Whatever you wish to see introduced

into the life of a nation must first be introduced into its schools." Having reached the conclusion that our national life is dependent for its improvement upon influences which have their origin in the public school, the importance of the "Mission of the Public School" will readily be conceded. The largest wealth of the nation is not in its material products, nor its greatest strength in its armies and navies, but in a wise system of public schools. Believing that to best educate for citizenship our ideal must be true manhood and true womanhood for each boy and girl in the Commonwealth, let us turn our attention to the lines which lead toward our cherished aim. What shall be the scope of the education which is to touch the life of every child of the state and lift it toward the heights of genuine manhood? Evidently the scope must be as broad as the possibilities of the child. Every element of true manhood must receive nourishment and strength in the atmosphere of the school room. The physiological, psychological and sociological phases of human life must find expression in the growth and development of each child.

What our country needs most is not more wealth, but more true manhood, not keener witted statesmen, but a nobler citizenship. It is idle for the nation to deplore the cunning and duplicity of its representatives while refusing to give attention to the improvement of the sources of power which lie mainly in the proper education of the youth.

The public school has assumed a mighty task in this great country of ours. It has undertaken to lay the foundations for the education of every child in the state, and in most cases to complete the structure. Ninety-five per cent. of all the children of the Commonwealth receive no other education than that which is furnished them in the public schools. The men and women of the present generation are more largely the product of the public school than of any other institution in the Commonwealth. Education existed before the public school, but the public school has almost absorbed the primitive forms of education in the state. In the earlier days of the state's history the church school was an important factor in educating the youth of the state. These schools have been compelled to relinquish their work before the onward march of public education. The schools having undertaken such important duties in connection with the welfare of our beloved nation ought to be good schools. Every poor school in

the state is not only a menace to the peace and security of the state, but, also, an indictment of the public school system itself. Whilst as patriotic citizens it is our duty to sound aloud the praises of public education, yet we must not be blind to its imperfections, nor fail to criticise it where criticism is needed. It is to be feared that much of our eulogy of the public school system is excessive flattery. The proudest admiration for our public schools should not prevent us from seeing that our system of state education must be greatly improved if it is to be the foundation upon which we expect to rest permanently our structure of free government and our hopes of American manhood. We must always as friends of public education be on the alert to discover any imperfections in the system. Since we have agreed that the sociological aim and the psychological aim in education are identical, we are not confronted with the difficulty of a double standard in measuring the work of our public schools. Man is so constituted by nature that his highest development is impossible without society. Society is impossible without government. The education, therefore, which best fits a man for society will undoubtedly best fit him for his duties as a citizen and the education which best qualifies him for citizenship will be found to be identical with that which best develops his manhood. There need be no confusion, therefore, of ideals in public education. The ideal which looks in the direction of perfect manhood, serves also the purposes of the state,—society—and we may add—the family.

In the development then of the elements of character to be found in true and noble manhood is to be found "The Mission of the Public School." Having agreed that the foundations for a technical education can be laid along lines which lead toward the aim of a liberal education, and that the education for citizenship is involved in the education for manhood, let us turn our attention to some of the special elements involved in an education which leads toward the completeness of the individual.

Pope has said, "An honest man is the noblest work of God," and he might have added "and the rarest." Shakespeare in Hamlet says, "To be honest as the world goes is to be a man picked out of ten thousand." Of all the evils which menace the security of our national life none is so great as dishonesty.

"From the watering and manipulation of stocks to the adul-



teration of food and drink, from the booming of towns and lands to the selling of votes and the buying of office, from the halls of congress to the policemen's beat, from the capitalist who controls trusts and syndicates to the mechanic who does inferior work, the taint of dishonesty is everywhere. Dishonesty hangs, like mephitic air, about our newspapers, our legislative assemblies, the municipal government of our cities and towns, about our churches even, since our religion itself seems to lack that highest kind of honesty, the downright and thorough sincerity which is its life breath."

If this nation ever fails it will not be because the wits of the people have not been sharpened sufficiently, but for the reason that the body politic is wholly dishonest. The crowning need in the public schools to-day is more men and women as teachers who are sincerely honest. Honest not from policy but honest from principle. The teacher must stand as a wall against the flood tide of dishonesty which is sweeping over the land threatening to corrupt the voter to such an extent as to make him a dangerous citizen. God save the Commonwealth unless this torrent of corruption can be checked before it reaches and taints the minds of the youth of our land. Teachers may say that it is the duty of the home to teach honesty, and so it is, but that by no means relieves the school from teaching it also. It is a well known fact that in a great many families the honesty of the child is a much less consideration with the parent than the lessons in Grammar or Arithmetic. What is to become of the characters of thousands of our school children who get no moral inspiration from the home if, perchance, the school neglects its duty in this regard? The money expended by the state for public education will bring but poor returns unless honesty be aimed at in every line of the teacher's work. In the language of Paul I would exclaim, "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, and if there be any praise, think on these things."

Every man who observes carefully current events knows that the country is suffering more from rascality than from ignorance. "The state has far more to fear from the man without honesty than from the man without learning." We can afford to look

with pity upon the ignorant man, but the dishonest man is to be dreaded.

In creating an honest citizenship the teacher holds the vantage ground. The school is a little world of its own. Hither come the children from all the homes in the Commonwealth to be educated. The growth of character which goes on in the school room is largely the result of the teacher's influence and inspiration. The motives he places before them, the ideals he creates, the sympathy he manifests, the justice he establishes, the habits formed under his guidance, all affect the pupil's character and destiny. The teacher's example has more power with many a child than that of his father or mother. To realize that you stand in a more sacred relation to many of your children than the parents do ought to make you pause to make inquiry as to what sort of man you are. Day by day the atmosphere of your own life will fall upon the pathways of the boys and girls under your tuition to bless or curse them. All interest in the welfare of the child which does not touch the honesty of the child's life is only pretended.

The child can afford to have you neglect every other element of his education rather than to have you indifferent to his moral interests. I am not speaking now for the individual's selfish interests. It may be that the shortest and surest road to worldly success is not along the highway of honesty. Men who have had their eyes open to the careers of those who have made quick fortunes have become skeptical of Cervantes' maxim, "that honesty is the best policy." But although "honesty" may not be the surest and quickest road to wealth it is nevertheless the "best policy" for wealth is not the aim of life. And he who makes it the aim of his life has not the faintest conception of what life really means. To live means that your life has gone with its full force toward the uplifting of mankind. No conception of life which is lower than this will answer life's great purpose.

"Not failure but low aim is crime." In estimating the worth of human life man's opportunities must be taken into account as well as his capacities. Many teachers think that if they accomplish some good in the world they have fulfilled life's end. They only hope at best to have a small ledger balance in their favor when the final reckoning comes. The man who is satisfied with himself when he is doing less than he has the ability to do is liv-

ing beneath his privilege. To man has ever been given the opportunity to help his fellow man. His obligation to do so is just as binding as the obligation to help himself. Only the honest man can be truly helpful to his neighbor. To deal honestly with your neighbor oftentimes means that you shall deal generously with him.

In the family and in the school must the foundations for honesty be laid and I am inclined to think that when the public school measures up fully to its responsibility in this regard it will give much more attention to this problem than it is giving to-day. The teacher who allows no work to pass current in his school but honest work is laying the foundations for honest citizenship. The method by which honesty is secured in the daily transactions of the schoolroom is of more importance than the method by which number is taught. It is folly to speak of an education whose aim is not ethical saving a nation from ruin. When Rome fell more money was being expended in support of schools than in the most successful period of her history, but the aim of education was wrong. The aim was practical and low instead of being theoretical and high. Such an education hastens rather than retards decay in a nation. Education could not save Rome because the education was not of the right kind. It is the "Mission of the Public Schools" to develop the American spirit through the education given in them. It is not of so much importance where an American is born if he has in his heart a love for America, Americans and American institutions.

The political prophet has been proclaiming the insecurity of our republic because of the mixed character of our population. The problem of nationalities is a great and burning question, and the public school is the only place where it can be correctly solved. We have invited to our shores the people of all lands and offered them a home. We impose but one condition upon them and that is that they obey our laws. It is not an unusual thing to find eight or ten nationalities represented in a single public school and all of them of foreign parentage. Can these children be educated to become good American citizens? The American Revolution proves that the spirit of liberty underlying our American form of Government is universal among civilized nations. The names of Kosciusko and Pulaski of Poland, Kalb and Steuben of Germany, Lafayette of France, adorn some of the

brightest pages of American history. No subsequent deeds of valor and of devotion to freedom on this American continent can dim the lustre of the glory which crowns the deeds of these foreign officers as they battled for liberty on American soil.

Liberty is a principle dwelling in the minds and hearts of all children where the sun of civilization has shed its light. It is a plant which needs only congenial atmosphere to cause it to grow and become strong. The strains of liberty are as sweet to the child of foreign birth as to the child of American birth. The light of freedom is as beautiful and brilliant to the eyes of the Polish child as to those of the Anglo-Saxon child. The air of liberty is laden with a fragrance which gives delight to all who breathe it. It is the mission of the public school to so direct its teaching that the germ of liberty may grow as a beautiful and symmetrical plant in connection with the life of every child trained and educated within its province.

The feeling of national prejudice must be banished from the school room and the children of all nationalities must be taught to respect each other. As a nation we must come to realize that from this mixture of population must come the true type of the American citizen. The characteristic of the genuine American is heterogeneity. The boast of the United States must not be that we are Anglo-Saxons but that we are Americans. To be known as an American does not distinguish our national origin. It may be that our ancestry came from the Rhine, the Seine, the Po, the Danube or the Thames, but it is most probably true that the blood of more than one nation flows in our veins. The public schools must take the children of these various nationalities and fuse them into a common type of American manhood. Here on this Western Continent is to be developed the grandest type of manhood which the history of the world can show, and the public school is to be chief agency in its cultivation.

There must be no class distinctions in the public school. The child of the poorest man in the district must have the same careful attention of the teacher as the child of the wealthiest. The public school is not a charity school. It is not an institution for the benefit of the poor but for the benefit of the state. The hopes of the rich man's son are as much involved in the welfare of public education as the hopes of the poor man's son. In the public school the child of opulence and the child of poverty meet on

common ground. Both are entitled to the same privileges here.

The prejudices of extreme partisanship which often exist between parents in the same school district must not be fostered between their children in the public school. On the contrary the atmosphere of the school room should tend to obliterate these feelings from the minds of the children where there is a tendency for them to develop. The teacher himself must never be a violent partisan. He must be magnanimous so that his eyes may not be blinded to the virtues of those who adhere to a different political faith from his own. His instruction must be free from the bigotry of fierce partisanship, his discussions of public men must be fair and just. The facts of history and of public life must speak for themselves to the child. No teacher, not even a parent, has a right to distort the facts of history in order to prejudice the minds of the young in favor of partisan doctrine.

Religious prejudice must find no encouragement in the public school. Whilst irreligion cannot be tolerated in public education yet the teacher must be careful not to thrust any peculiar denominational views of his own upon the minds of his pupils. The teacher's province is to soften all sectarian feeling among those under his instruction and prevent as far as possible the growth of religious intolerance. The type of American manhood which we must seek to develop in the public school will be tolerant of religious beliefs. Religious bigotry is the foe of liberty and the enemy of free government. The public school must, I repeat, be at war with all forms of prejudice existing among the people of the United States. It must direct its influence toward the extinguishment of all prejudices arising from national birth, all feeling having its foundation in class distinction, and all jealousies born of religious contentions.

It is the mission of the public school to develop the kind of men and women the world needs. We must educate not alone for country's sake but for humanity's sake as well. The truest patriotism rests upon philanthropy as its basis. National boundaries do not limit man's relations to his fellowman. The sunshine of American manhood must be allowed to shed its beams upon every soil. "In the end," says Ruskin, "the God of heaven and earth loves active, modest and kind people and hates idle, proud, greedy and cruel ones."

Here then is the "Mission of the Public School" to furnish the

world energetic, unassuming, generous men and women. Men and women who will contribute to the world's wealth of labor, refinement, culture and liberality. Men's misfortunes are not always due to personal faults. "Neither hath this man sinned, nor his parents, but that the works of God might be made manifest in him," was the answer of Christ to his disciples when concerning the blind man they asked him the question, "Who did sin, this man or his parents that he was born blind?" The defective classes, the crowds of homeless, helpless men, women and children of the land have claims upon humanity which it dare not refuse to recognize. The education which makes people kind is the education which the world most needs. In many pathways there are heavy clouds of sorrow hanging which loving words of sympathy may help to lift. Heavy burdens rest on the shoulders of many whose bodies are bending beneath the weight and those who carry the lighter burdens should divide with them. The cry of the sufferer touches the ear of the tender hearted and a helping hand is extended to give relief. Disappointment darkens the future of many an earnest toiler, but the light of a friend's countenance clears away the darkness and hope reigns supreme.

It is the mission of the public school to educate for two worlds instead of one. Man is a sojourner. This earth is not his abiding place. He looks forward to "a city which hath foundations whose builder and maker is God." The real life is the life of faith, of hope, of love. The true ideal of manhood fits him for citizenship in the eternal kingdom as well as for citizenship in the temporal kingdom. "Render therefore unto Cæsar the things that be Cæsar's and unto God the things that be God's," is a command which is as binding now as when it first fell from the lips of the Savior of men. "My kingdom is not of this world," was Christ's answer to Pilate's question, "Art thou king of the Jews?"

The education which ignores the spiritual side of a man's life is defective in its most vital point. Whilst it is true under the fundamental law of our country that the church and state are separate, it does not necessarily follow that the cardinal principles and truths of Christianity must on this account be excluded from the teachings of the state's schools. Since the only ideal of education against which no objection can be filed is the ethical ideal, it must follow that that education is best which brings to

view man's highest relations in life. "A man's life consisteth not in the abundance of the things he possesseth." By the scriptures a man is regarded as a fool who "layeth up treasures for himself and is not rich toward God." We are not to infer from this that a man must not save his goods even though they make him rich, but the plainer teaching is that in laying up treasures for ourselves in this life we must, also, become rich toward God. No harm comes from a man saving his money if at the same time he is striving to save his soul. That is a false philosophy which teaches us to exalt the future life and at the same time to belittle the present life. We must exalt both remembering this, however, that the future life is endless, and the present life is but a "narrow span." The things which are seen are temporal; but the things which are not seen are eternal. Whilst the public school is not a place where religious creeds or dogmas can be safely taught, it is, nevertheless, a place where the child should be made to know and feel that God is his "Creator, preserver and bountiful benefactor," and that Jesus Christ is the Son of God, and likewise, the friend and savior of mankind. The essence of religion must be taught not only because of the religious element in the man's nature, but, also, because it is the only sound and effective basis upon which to rest the development of the child's moral nature. The spiritual education which the child receives in the public school must come largely through the power of the teacher's life acting upon and influencing the child's higher life. Here method fails. No one has yet arranged the formula whereby the spiritual life of each child may be surely quickened and energized. In this higher realm of development life must touch life. The tuition is unconscious. Christ knew when virtue had gone out of him, but the finite teacher perceives not the touch of soul with soul, of life with life. Christ said to the humble fishermen, "follow me," and here is the secret of all success in the development of the moral and spiritual life of the child. No one can certainly point out the way until he has first become familiar with it himself. "Follow me" is the command of every genuine teacher to those whom he would lead in the walks of the higher life of faith and hope and love. And what shall we say of the teacher who ignores his responsibility for the future life of the pupils entrusted to his care. Surely such an one has not been commissioned by the Great Teacher. He may have the diploma of a

College or a Normal School but without the seal of the Master he cannot hope for success in those things which give inspiration to life, and nobility to character. "Men may come and men may go but 'work' goes on forever." You are to be laborers in the high and noble profession of teaching. It is your privilege to become bright and shining lights in your chosen occupation. To become this you must marshal all your strength and center it upon your life work. I am convinced that few men fail to succeed who do their best in any calling for which they have adequately prepared themselves. Want of energy accounts for more failures than want of opportunity. Honor and success are rewards which come only to the man who does the very best work which he is capable of doing.

You go forth from this institution of learning to take your places in the ranks of the 28,000 teachers of Pennsylvania. To achieve prominence among so many will demand on your part no ordinary ability and effort. To be the greatest in this vast army of educators may be a distinction beyond your power and skill to obtain, but let your ambition be to get as near the top as possible.

You are the twenty-sixth in the list of the graduating classes of the Cumberland Valley State Normal School. The classes which have preceded you have won distinction for themselves and their *Alma Mater*, and we look to you to add to the reputation which the former classes have already achieved. We know that our expectations will be realized and that you will honor your *Alma Mater* by distinguished service in the cause of public education.



### Extract from the President's Address on Class Day.

[Delivered by F. LESLIE SWIGERT.]

**A**NOTHER happy and prosperous year of beneficent and delightful employment for Normal has been recorded in the annals of the past. Swiftly the days and weeks have flitted by, bearing on the wings of time our joys and our sorrows, our difficulties and our final successes, until, when the horologe of time last tolled his twelve far-sounding tones to sleeping Na-



ture, we were noiselessly ushered into the twenty-sixth Class Day of the Cumberland Valley State Normal School.

The glorious triumphs and successes of the past year have been traced with the unfailing pen of diligence, and now they adorn and illuminate one more page of the bright history of this noble institution.

This morning, with the golden cord of good-will clasp- ing our words, we cheerfully greet you; with the glowing flame of grati- tude burning deep in our hearts and with the tide of joy running high within us, the Class of '99 welcomes you to the exercises of this, its own great day.

Year after year are announced the departures of bands of grad- uates from the many institutions of learning which dot our fair land. Many go from these adversaries of ignorance to be heard of no more. The names of others are recorded on the tablets of fame and honor and are heralded from ocean to ocean.

Why such a contrast? Intellectual education has not awak- ened or created in the breasts of the former an intense desire for advancement. They have not learned the all-important lesson, that they must seek earnestly and diligently, if they wish pros- perity, but within the latter education has originated an eager- ness for the complete development of those powers, which, when developed, will enable them to perform the duties of life better, and to accomplish higher purposes. Having realized this great truth they decide to become important factors in the world's on- ward rush.

How vital is this decision! For by their indifference the names and usefulness of young men and women are blotted out from the gaze and conversation of mortal man, while by their strenuous efforts they may attain that which is truest and noblest. Lowell says:

“Once to every man and nation comes the moment to decide,  
In the strife of Truth with Falsehood, for the good or evil side.”

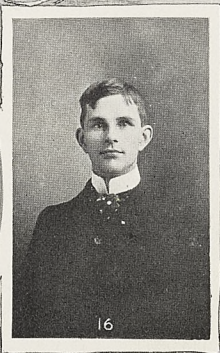
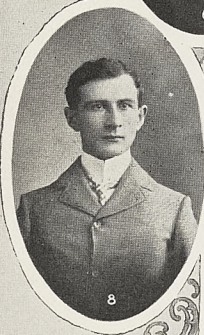
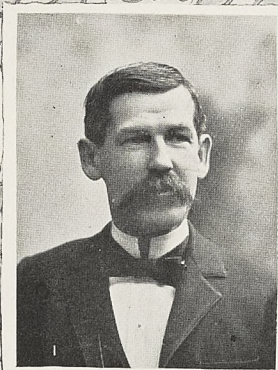
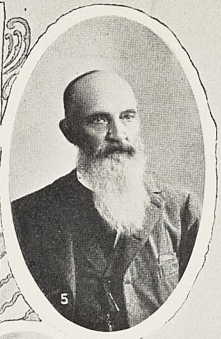
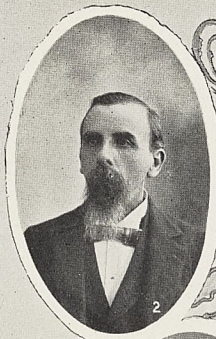
As soon as one plunges into the battles of active life, the great questions which come to every young man and woman de- mand a decision. Happy is the person who can rightly decide these questions, but happier still is he who has the vigor and de- termination to carry his resolutions into effect. The broad avenues of life are open to all. Those who tread them with undaunted

courage and untiring vigor find them roads to success, but to the indifferent they are but paths to reproach.

Unselfish ambition is one of the great factors of human progress and is to be coveted by the young. But it must be tempered by discretion, else it will ultimately defeat its own end. To the young and ardent, just spreading their sails to the wind, ready to start out on the eventful journey of life, there is no obstacle so high that it cannot be surmounted, no goal so distant that it cannot be reached, if their aspirations are only founded on unselfish ambition and true fortitude, accompanied by patience and perseverance. For the individual in whose nature the elements of perseverance and inspired zeal reside is less annoyed by petty repulses and hindrances, and by unremitting ardor gains the prize for which he is striving. The time calls for men of decision, true aim, dignified knowledge and heroic manner, who can arise from meditation to action.

When the twilight of youth has faded, when the dawn of manhood and womanhood is at hand, and young men and women are on the verge of marking out their future, their truest and noblest companion is character. True character helps men to carve their futures, though they be in rugged places. True character puts a lofty ideal into the conceptions of men and prompts them to unremitting adherence to virtuous principles. The riches of true character surely are beyond the reach of thief or moth. They defy fortune and outlive fame.

For a young man who provides himself an enduring equipment and a strong armor for the lessons and labors of life, who has rightly decided to travel the path of honesty toward a noble calling, and who goes forth to meet the world with unselfish ambition, rounded out and crowned with a true character, there is no such word as "fail."



**Faculty 1898=99.**

- 1.—G. M. D. ECKELS, A. M., Sc. D., Principal.  
Mental Philosophy, Science and Art of Teaching.
- 2.—JOSEPH F. BARTON, A. M., Sc. D.  
Natural Sciences.
- 3.—H. M. ROTH, M. E.  
Arithmetic, Algebra.
- 4.—ADA V. HORTON, M. E.  
Stenography, Typewriting, Orthography.
- 5.—J. W. HUGHES, A. M.  
Mathematics.
- 6.—CORA B. CLARK.  
Director of Gymnasium.
- 7.—GEORGE H. ECKELS, M. S., A. M.  
Latin, Greek.
- 8.—C. E. BARTON, M. E.  
Geography, Grammar.
- 9.—ANNA McBRIDE.  
Principal Model School.
- 10.—EUDORA MATHER.  
Assistant Principal Model School.
- 11.—M. EMILY LAMB.  
Drawing.
- 12.—CORA ST. JOHN FITCH.  
Reading, Elocution.
- 13.—EDITH LOUISE BARNUM.  
Vocal and Instrumental Music.
- 14.—G. B. SNYDER, B. S.  
Algebra, Physical Geography, Bookkeeping.
- 15.—IDA B. QUIGLEY, M. E.  
Arithmetic, Algebra.
- 16.—H. E. FLECK, A. B.  
History, Grammar, Civil Government,  
H. W. BIEBER, A. M.  
English.

...THE...  
NORMAL SCHOOL HERALD.

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GEORGE H. ECKELS, '91, Editor. H. M. ROTH, '89, Business Manager.  
ADA V HORTON, '88, Personal Editor.

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JULY, 1899.

THIS number closes the third year in the life of THE HERALD. The year has been a prosperous one both for THE HERALD and the school which it represents, and we look forward to a still greater degree of prosperity in the coming school year. It is the dearest hope and fondest ambition of the manager and the editors that this paper may find a pleased subscriber in every member of the Alumni Association and that it may be its privilege to do a great deal of good for the Shippensburg Normal. Toward these ends we shall strive with Volume IV.



The Commencement of this year was one of the most pleasant in the history of the school and we wish that we had space to tell you all about it—the splendid exercises, the joyous reunions on the campus, the names of the Alumni who were here; but these would make a long story. We have, however, given you a brief account of the exercises, which we trust you will find acceptable. Many things which might have proven interesting have been omitted for want of room. This is the one advantage that the old form of the HERALD had over the present form, but we believe that the other advantages of the new size far outweigh this one advantage of the old size.

With this little explanation (we do not call it an apology) we give to you the Commencement number of Volume III.

### In Memoriam.

WHEREAS, The Great Ruler of the Universe has removed from us during the past year Eugene I. Stouffer, '87, Jennie V. Moul, '89, Carrie Davidson, (Jeffries), '90, and Alice Hager, '98, and we, the Alumni Association of the Cumberland Valley State Normal School, wish to give expression to our deep regret at the loss of these faithful alumni, therefore be it

*Resolved*, That in the death of these our beloved brethren the Association has lost most worthy members—members who were always a credit to the institution which we represent, and whose exemplary Christian lives have served as patterns for many of the youths of our land.

*Resolved*, That we most sincerely sympathize with the bereaved families and friends.

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

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



### The Society Entertainments.

#### NORMAL ANNIVERSARY.

THE Normal Literary Society held its Anniversary exercises Friday evening, March 21st. Mr. W. N. Decker, '95, of Macungie, Pa., presided and opened the exercises with a pleasing address. Miss Nellie Hays, '93, of Shippensburg, was Secretary. The entertainment for the occasion was provided by Miss B. Blayne Herring, teacher of elocution at Irving College, who appeared in readings and Delsartian pantomime. She was assisted by her sister, Miss Edna Herring, as pianist, and Mr. Walter Shultz, violinist, of New York City.

Miss Herring is a graduate of the school in the class of '91 and a member of the Normal Society and this added interest to her appearance on this anniversary occasion. Her readings were capital, particularly "The Chariot Race" from Ben Hur, and the Delsartian poses delighted the large audience. The changes of

expression were made with wonderful facility. The musical numbers on the program were very enjoyable and the Anniversary was voted a great success.



#### THE PHILO REUNION.

The Philo Literary Society held its annual Reunion Friday evening, May 19th. Dr. Eckels and Miss McBride of the faculty presided. The Ladies' Glee Club of Kee Mar College furnished an excellent musical program, consisting of solos, duets and choruses. Col. L. F. Copeland delivered his famous lecture, "The Tribe of Samuel," or, "The Future of the Republic." Col. Copeland pleased his audience greatly with his wit and eloquence. He gave a logical argument to substantiate his statement that America has a greater destiny than any other nation.

The reunion was highly successful as such and the entertainment was a credit to the management.

The issues of the *Normal Gazette* and the *Philo Review*, which are published at the Anniversary and Reunion respectively, were this year very creditable productions.



#### Gymnastic Exhibition.

ON Thursday evening, June 8th, the annual exhibition of gymnastics was given in the Normal Gymnasium under the direction of the instructor, Miss Clark. Admission to the entertainment was by invitation and these were limited by the capacity of the gallery. Those who were fortunate enough to have invitations enjoyed the exhibition greatly. The work given was in the main just what the students get in their daily class drills, and was intended to show the public how valuable these drills and methods are to those preparing to teach in the common schools.

The Swedish Gymnastics by the ladies and gentlemen of the Senior class was work that they had had in class, but they did not know beforehand the order of the signals. The precision with which they executed the different figures was therefore all the more commendable. The Combination Drill by the Junior men, the Posture Drill by the Junior ladies and the Fancy March

by the Senior ladies were highly praised. The Military Work by the Senior men was a feature of the performance. The program is appended :

*March.*

*Swedish Gymnastics*,.....60 Seniors

*Military Work*,.....Senior Men

*Hoops*,.....Senior Ladies

Led by MISS PHOEBE RISSER.

*Combination Drill*,.....Junior Men

*Posture Drill*,.....Junior Ladies

*Bells*,.....Senior Men

Led by MR. C. F. SHULLEY.

*Fancy March*,.....32 Senior Ladies

*Club Swinging*,.....32 Senior Men

Accompanist, MISS LOU MARTIN.



### The Examinations.

THE Senior class of one hundred and eleven was passed entire by the faculty at their examination held June 16th, 19th, and 20th. Ten Juniors were rejected and one hundred and eight were recommended to the State Board. The Board passed all the Seniors and all but two of the Juniors. Both of the unsuccessful ones were men. The following candidates for State Certificates were passed: Mr. J. F. Adams, Perkasio, Pa.; Mr. John G. Donaldson, Shrewsbury, Pa.; Mr. Walter I. Ricker, Mt. Holly Springs, Pa.; Mr. C. A. Deveney, Seven Valley, Pa. The weather during the examinations was much cooler than usual and all concerned were very thankful.

The following composed the State Board this year: Dr. N. C. Schaeffer, Supt. of Public Instruction; Dr. D. J. Waller, Jr., Principal Indiana Normal School; Prof. H. F. Leister, Supt. Phoenixville, Pa.; Prof. L. E. McGinnes, Supt. Steelton, Pa.; Prof. D. A. Harman, Supt. Hazleton, Pa.; Prof. James Coughlin, Supt. Wilkes-Barre; Prof. A. G. C. Smith, Supt. Delaware county; Dr. G. M. D. Eckels, Principal Shippensburg Normal School. Prof. M. J. Brecht, Supt. Lancaster county, was unable to be present on account of illness.



## Commencement Week.

### Model School Entertainment.

THE exercises of Commencement Week began with the Model School Exhibition on Friday evening, June 23rd. The first part of the program was devoted to the graduation exercises of the Class of '99. All the parts were rendered in good style and the performers gave evidence of very careful training. The second part of the program was given by the younger children and was very interesting. The Operetta was brilliant in costume and very bright in speech and song. The choruses were excellent. The "Good Night" by six little folks dressed in their night robes and carrying candles was an amusing feature. The program :

#### PART I.

*Chorus*—"When the May Is Blooming,".....SCHOOL  
*Salutatory*.....JOHN DAVID COLDSMITH  
*Class History*.....ETHEL KING MIDDLECOFF  
*Oration*—"Four Naval Heroes,".....LAURIN JOSEPH HIGHLANDS  
*Recitation*—"Elizabeth Zane at the Defense of Fort Henry,".....  
 [JUNIA HAYS  
*Piano Solo*—"Friches Leben," (Spindler),.....ETHEL KING MIDDLECOFF  
*Recitation*—"The Spelling Bee,".....BERTHA CATHARINE BASH  
*Class Prophecy*.....CHARLES STOUGH BITNER  
*Valedictory*.....NAOMI GERTRUDE DECK  
*Presentation of Diplomas.*

#### PART II.

*Boys' Chorus*—"The Farmyard."  
*Operetta*—"Queen Flora's Day Dream,"  
 Characters: Queen Flora, JEAN ROBINSON; Stella, Queen's  
 Attendant, WINIFRED McCLELLAND; Bumble Bee, PAUL  
 MARSHALL; Chorus of Lillies; Woodland Fairies; Little  
 Daisies  
*"Good-Night"*.....SIX CHILDREN  
*Chorus*—"Hey-ho-hey,".....SCHOOL

### Senior Reception.

On Saturday evening the Senior class was tendered the customary reception and banquet by the Board of Trustees. The banquet provided was an excellent one and the speeches by the President of the class, the Orator and different members of the faculty were thoroughly enjoyed. The speech of Prof. H. M. Roth was listened to with especial interest and feeling, because he was about to sever his connection with the school, after a long

term of service, to take up his duties as Superintendent of Adams County. In every respect this year's reception surpassed all former ones.

### The Exercises of Sunday.

The closing exercises of the Sunday School were held in the morning. Addresses were made by Prof. Bieber and Prof. Fleck and music made up the remainder of the program.

In the afternoon at 3.30 o'clock the Commencement of the Bible Class was held and an interesting program was given. Rev. Mr. Henry, of the Lutheran Church of Shippensburg, gave a delightful talk on the perpetuity of the Bible and exhorted the class to be at all times Bible students. Diplomas were presented by Prof. Roth, the leader of the class, to those who had completed and passed the examinations in the Normal Course of Bible Study as prescribed by the Pennsylvania Sunday School Association. After the exercises the class presented Prof. Roth with a beautiful clock as a token of the high esteem in which they hold him.

Program :

*March.*

*Music*—Vocal Solo,.....MISS MARGARET ELLIOTT

*Scripture Lesson*.....PROF. H. M. ROTH

*Prayer*.....DR. G. M. D. ECKELS

*Music*—Quartette, MESSRS. DETWELLER, LEHMAN, SHULLEY and ZENTZ

*Address to the Class*.....REV. GEO. C. HENRY

*Music*—Vocal Solo,.....MISS MARY HARTMAN

*Presentation of Diplomas.*

*Music.*

*Benediction.*

The day, which had been gloomy, became brighter toward evening and when the time came for the Baccalaureate services the sun was shining in all his glory. The usual large audience was in attendance when the services were begun with the hymn, "All Hail the Power." Misses Lerch and Orndorff then sang a duet, "Jesus Lover of my Soul." Rev. Behney read the Scripture lesson. The hymn, "How Firm a Foundation," was sung. Rev. Swartz offered prayer. Mr. Detwiler sang, "One Sweetly Solemn Thought," after which Dr. H. B. Wile, pastor of the Lutheran church at Carlisle, was introduced and preached the sermon to the graduating class. He took as his text the eighth verse of the sixth chapter of Micah, "He hath shewed thee, O man, what is

good; and what doth the Lord require of thee but to do justly, and to love mercy, and to walk humbly with thy God?"

With this as his text Dr. Wile drew in impressive fashion three main lessons. First, he said that the text plainly taught that we have been told how to be good. This teaching has been done through the many Bible records of good and evil men and especially through the ideal life of Christ. The second lesson is right in the text itself. We are "to do justly, and to love mercy and to walk humbly with God." The third lesson is that capability brings responsibility, and this last lesson the speaker impressed with special earnestness upon the members of the graduating class, who are soon to go forth as teachers of our youth.

Dr. Wile embellished all of these thoughts with beautiful illustrations. The sermon was a splendid effort in every way—the thought, the language, the delivery; all were superb. The sermon was a series of climaxes. The preacher's wonderful description of a storm along the sea-coast and the rescue of a drowning man by the life crew was especially enjoyed. The sermon will surely have a lasting effect upon the lives of the young graduates to whom it was addressed.

After the sermon prayer was offered by Rev. Hibshman. A chorus of students then sang splendidly the "Gloria" from Mozart's Twelfth Mass. The services closed with the benediction by Rev. McCarrell.

#### Principal's Address.

Monday morning at ten o'clock the Principal, Dr. Eckels, delivered his annual address to the graduating class. The address is printed in full in another part of this issue. It was listened to with close attention by the members of the class and many Commencement visitors.

#### Musical and Literary Entertainment.

Monday evening of Commencement week was occupied by the Musical and Literary Entertainment. The whole program was thoroughly enjoyable. It was varied and not too long. Miss Schoch and Miss Haverstick recited particularly well. The comediettas and the sketch were excellent. The musical numbers, too, were very good, especially the solo by Miss Horton and the duet by Miss Barnum and Prof. Fleck. The program follows:

*Part Song*—Where are You Going to? (Emerson).

MR. DETWEILER, MISSES LERCH, GREENWOOD, PERDEW.

*Piano Solo*—Minuet (Mozart, Op. 1),.....JOHN COLDSMITH

*Comedietta*—Her Correspondent.

Ethel Wills—ELIZABETH HAYS; Jack Graham—J. WALTER  
SINGMASTER. Scene I, Jack's Room. Scene II, Ethel's  
Parlor.

*Song*—If Love were what the Rose Is (Cowen).....MISS PERDEW

*The Tears of Tullia*—(Warwick),.....MISS SCHOCH

*Piano Solo*—Danse Hon Groise (Bohm),.....GORGAS BASHORE

*Song*—Lullaby (Handley),.....MISS ORNDORFF

*Sketch*—Nobility of Sacrifice.

Roger Burnham—LENUS CARL; Bob Canfield—MAINE NIPLE.

*Duet*—Excelsior (Balfe),.....MISS BARNUM, PROF. FLECK

*Piano Solo*—Valse, Op. 20 (Chopin),.....MISS NICKLES

*Reading*—Bobbery,.....MISS HAVERSTICK.

*Song*—Fiddle and I (Goodeve).

MISS HORTON. Violin Obligato, MR. DETWEILER.

*Comedietta*—The Nettle (Warren).

Ralph Carleton—GUY ZIMMERMAN; Dulcie Meredith—  
EDITH BRANDT.

*Chorus*—Let Our Voices be Glad (Lecocq).

#### Class Day.

At ten o'clock Tuesday morning the Class day exercises were held. These exercises were above the average in merit and interest. The president of the class, Mr. F. Leslie Swigert, of Franklin county, opened the program with a splendid address, part of which appears in this issue. The oration of the class orator, Mr. J. E. Klepper, of Mt. Holly Springs, was on the subject, "Making a Mark." The oration was delivered in an earnest and impressive manner. Mr. Edgar C. Detweiler, of Middletown, read a spicy and interesting History. The Class Poem was read by Miss Gertrude Krall, of York county, and the prophecy by Miss Sarada McLaughlin, of Perry county. Both were excellent productions. Mr. C. B. Neil, of Franklin county, then presented gifts to a large number of his classmates. Mr. Neil is very witty and made a capital Presenter. The Class Song completed the program.

Besides the officers mentioned above the following held positions by election: Miss Nellie Nickles, of Shippensburg, as Secretary; Miss Jessie Alexander, of Franklin county, as Musical Director; Mr. G. W. Henry, of Dauphin county, as Vice President; Mr. Guy Zimmerman, of Franklin county, as Treasurer.

### Reunion of Class of '97.

The class of '97 held its biennial celebration on Tuesday afternoon. More than fifty members of the class had returned for this reunion. An interesting program was rendered after which Mr. E. M. Sando, on behalf of the class, presented the school with a set of chairs for the rostrum. The set consists of seven chairs finely upholstered in leather. This useful gift was received by Dr. Eckels on behalf of the school. The program was as follows:

<i>Address by President</i> ,.....	W. W. EISENHART
<i>Vocal Music</i> ,.....	GERTRUDE CLARK
<i>Reading</i> ,.....	ELIZABETH REED
<i>History</i> ,.....	B. F. GRIM
<i>Male Quartette</i> ,.....	MESSRS. GRAY, HENDRICKS, KELL, GRIM
<i>Reading</i> ,.....	MARY WIERSMAN
<i>Instrumental Solo</i> ,.....	GAY RENSHAW
<i>Poem</i> ,.....	MARY RUFF
<i>Reading</i> ,.....	ETHEL SMILEY

### Alumni Reunion.

Tuesday evening the Alumni Reunion occurred and one of the best programs ever given on such an occasion was rendered. Prof. J. C. Wagner, principal of the schools of Newport, Pa., the president of the Alumni Association, made the opening address in his usual impressive fashion. The history of the class of '79 was a feature. Enthusiastic encores were given Misses Wilbar, Shelly and Eichelberger. Hon. R. L. Myers, member of the Legislature from Cumberland county, read an excellent paper which we hope to publish in some future number. The program:

<i>Music</i> ,.....	ORCHESTRA
<i>President's Address</i> ,.....	PROF. J. C. WAGNER, '92
<i>Instrumental Solo</i> ,.....	MISS FRANCIS L. GEIGER, '97
<i>History Class of '79</i> ,.....	MISS IDA M. NEGLEY, '79
<i>Vocal Solo—Forbidden Music</i> ,.....	MISS LILLIE V. WILBAR, '90
<i>Recitation—(Original)</i> ,.....	MISS HATTIE S. SHELLY, '93
<i>Music</i> ,.....	ORCHESTRA
<i>Address—Eve's Return</i> ,.....	HON. R. L. MYERS, '85
<i>Vocal Duet</i> .....	MISS MARY T. WAGNER, '92; MISS MARY K. HAYS, '95
<i>Recitation</i> .....	MISS CORA EICHELBERGER, '98
<i>Music</i> ,.....	ORCHESTRA

### Commencement.

The Commencement exercises on Wednesday morning were attended by an immense crowd of students, alumni and friends of

the graduates. Rev. Swartz, of the Methodist Church of Shipensburg, first offered an earnest prayer for the welfare of the class.

The exercises then began with an oration by Miss Bertha Gramm entitled, "Evolution of American Literature." Miss Gramm traced the growth and types of American literature from the time of Jonathan Edwards to the present. The oration was well written and delivered.

Miss Caroline Eppley read an essay on "Drifts That Bar the Door." Among the drifts that bar the door of happiness she mentioned unnecessary worrying, imaginary troubles, expectation of impossible things and selfishness.

Mr. J. A. Heisey delivered an oration with the subject, "Napoleon." He treated the life and qualities of the great general in a skillful manner.

Miss Nellie Welker recited charmingly "Bobbitts' Hotel," and Miss Jones finished the first division of the program with her essay, "A Day in the Life of a Roman Girl." Miss Jones described the doings of a Roman girl beginning with the breakfast hour and ending with a marriage celebration and feast. This was done in an interesting manner.

Miss Ella Shearer read an essay on "Portia." She gave an outline of the play itself in which Portia appears and as she proceeded showed the qualities of Portia's character.

Miss Jess Spangler recited finely a very humorous selection, "The Goblin Gate."

Mr. Chas. Forry came next with "Education as Related to Civil Prosperity" as his theme. He claimed that education fosters civil prosperity by giving men definite purposes, teaching economy and cultivating patriotism.

Miss Susie Shorb gave in a pleasing manner a recitation entitled, "Laddie."

Miss Ella Smyser made a strong plea for women in her oration, "Woman's Place in our Modern Civilization." She argued against the stand of the Idealist and Political Economist who would forbid women to enter the factory and the workshop.

A beautiful part song, "The Torrent," was rendered by a number of the ladies of the class. It was sung without music or accompaniment and this added to the delight of the audience and the merit of the performance.

Part III of the program began with Mr. Samuel Swigart's ora-

tion, "The Power of Adversity." Mr. Swigart proved the paradox that success comes through failure.

Miss Margaret Elliot entertained the audience well with a recitation entitled, "Goliath."

A solo, "At Night," by Miss Bessie Lerch was greatly enjoyed.

Mr. J. Emerson French gave an oration on "Silent Influence." "Silent influence," he said, "is either a light to illuminate or a tempest to destroy."

Miss Amanda Kerr had "The Moors in Spain" as the subject of her oration. She described the achievements of the Moors in architecture, science and literature.

The last division of the program was introduced by Miss Hester Downs' essay, "The Druids." Miss Downs represented a traveler coming upon a band of Druids in the midst of a vast forest and in this way gave her audience a glimpse of this peculiar sect.

Mr. Willis N. Lehman followed with an oration, "American Ideals," in which he deplored the tendency of America to become materialistic and said that if it wishes to survive it must also have an ideal life.

Miss Eleanor Nevin recited beautifully, "The Swan's Song."

Miss Ellen Deardorff in her oration gave a fine eulogy of "The Maid of Orleans."

Mr. C. Ernest Yost took for the theme of his oration, "Unremembered Heroes." He said that private soldiers are often as heroic as the generals but do not get credit for it. Peace develops more and better heroes than war.

A chorus was well rendered by members of the class, the usual degrees were conferred and the exercises were closed with the benediction by Rev. G. D. Gossard.

#### Honor Roll.

Hester Downs, Ellen Deardorff, Carrie Eppley, Margaret Elliott, Bertha Gramm, Minnie Jones, Bessie Lerch, Sarada McLaughlin, Ella Shearer, Ella Smyser, Nellie Welker, Mabel Eva, Amanda Kerr, Jean McCreary, Nellie Nevin, Susie Shorb, Blanche Souser, Eva Stock, Leila Kremer, Ella McKim, Carrie Reiff, Mabel Smith, J. A. Heisey, James Hipple, A. D. Hoke, J. E. French, C. S. Forry, J. E. Klepper, W. N. Lehman, S. W. Swigart, F. L. Swigert, C. E. Yost.

### Reunion of Class of '89.

Wednesday afternoon at 2.00 o'clock the Class of '89 held an informal decennial celebration in one of the class rooms. Those present were Lillie Funk, Eleanor Kyner, Lillie Kendig (Fegan), Ella Powell (Patterson), May Landis, S. M. Kitzmiller, Dr. S. Z. Shope, A. K. Smith, Prof. Ezra Lehman and Prof. H. M. Roth. The time was very pleasantly spent in reminiscences. A history of the class, prepared by Prof. Roth, will be published in the NORMAL HERALD during the next year.

### Alumni Business Meeting.

At 3.00 o'clock a business meeting of the Alumni Association was held with a good attendance. The usual business was transacted and the following officers elected for next year:

President, Prof. W. M. Rife, '91, Good Hope, Pa.; Vice President, Charles Hykes, '88, Shippensburg; Secretary, Miss Ada Horton, '88, Normal School; Treasurer, Dr. J. F. Barton, '74, Normal School; Executive Committee, P. Emerson Taylor, '91, Chambersburg, and Prof. G. H. Eckels, '91, Normal School.

In the evening the annual alumni ball was held and a very enjoyable time was had by all present. This closed a very pleasant and successful Commencement week. An unusually large number of graduates and others were present and nearly all inspected the new dormitory and expressed themselves as delighted with it.

This building is now furnished throughout and complete in every particular, as could be easily seen by all the visitors. It will be open for the reception of our lady students in the fall and they will then be quartered in the finest building of the kind in the state. Each room has a bureau, study table, washstand, closet, iron bedstead with springs and hair mattress, and brussels carpet, and is heated by steam and lighted by gas. Hot and cold water and bath-rooms are found on every floor. Throughout the building is furnished in handsome style and the reception room especially is a feast for the eyes.



### Personals.

**P**ROF. J. H. REBER, '91, who has been Principal of the Huntingdon schools for four years, was recently elected to a similar position at Waynesboro, Pa.

Mr. Harvey M. Becker, '92, a recent graduate of the medical department of the University of Pennsylvania, is now practicing at Sunbury, Pa.

Prof. H. J. Wickey, '93, formerly Principal of schools at Middletown, Pa., has been elected Superintendent at the same place.

Mr. L. L. Bomberger, '94, is studying law in Valparaiso, Ind.

Mr. A. A. McCrone, '95, was awarded the Walkley oratorical prize at Dickinson College.

Miss Mary K. Hays, '95, was awarded an English Essay, one of the Commencement honors, at Wilson College. Miss Hattie Wylie, '93, was the "Grumbler" at the Class Day Exercises.

Miss Cora O. Eichelberger, '98, won the gold medal at the oratorical contest recently held at Irving College, Mechanicsburg.

Mr. S. S. Smith, '85, of Abilene, Kansas, was a Commencement visitor. Mr. Smith is a native of Cumberland county. Thirteen years ago he emigrated to Kansas, settling at Abilene, and took to practicing law. He is serving his fourth term as county attorney. The HERALD wishes Mr. Smith continued prosperity.

Mr. Caleb S. Brinton, '85, of Carlisle, has been appointed Justice of the Peace by Governor Stone.

Prof. A. J. Beitzel, '74, formerly Superintendent of the Cumberland county schools, has been elected Supervisory Principal at Mechanicsburg, Pa.

Prof. DeKeller Stamey, '83, has a well written article on "Interpretation," in the July number of Werner's Magazine.

Miss Edith Cole, '96, will teach next year in the schools of Waynesboro.

Among the most faithful attendants upon the Commencement exercises are Mr. F. B. N. Hoffer, '85, of Mt. Joy, Pa., and Dr. John Walter, '86, of Lebanon, Pa. We are very proud of these

two faithful alumni and glad that they are so interested in their *Alma Mater*.

Mr. W. A. Nickles, of Shippensburg, and Mrs. Ida A. Singmaster, of Macungie, graduated in the same class, the class of '76. In the class of this year were Miss Nellie Nickles, the daughter of the former, and Mr. Walter Singmaster, the son of the latter. This is rather a strange coincidence considering the age of the school.

We notice that the following members of the alumni have graduated from other institutions: Mr. C. M. Best, '94, from Lafayette College; Mr. H. H. Shenk, '94, from Ursinus College; Mr. D. E. Long, '91, and Miss Julia Radle, '94, from the Dickinson School of Law; from Lebanon Valley College, Mr. I. W. Hunterberger, '95, Miss Hattie S. Shelley, '93, Mr. C. V. Clippinger, '94, and Miss Bessie Landis, '93; from Mercersburg College, Mr. Walter Reddig, '98, Mr. James Means, '98, and Mr. Thomas Gray, '97; from the Shoemaker School of Oratory, Miss Georgia Craig, '94, Miss Susie Brinley, '96, and Miss Ethel Smiley, '97; from the University of Pennsylvania Medical School, Mr. W. W. Feidt, '94.

Mr. W. B. Kirkpatrick, '97, is a student at the Jefferson Medical School, Philadelphia.

Mr. Walter E. Watson, '97, has accepted the principalship of the schools of Morrisville, Pa. He expects to be enrolled as a special student either in Princeton University or the University of Pennsylvania.

Mr. Chas. R. Shryock, '92, is at San Juan, Porto Rico, and writes that he has enlisted in Company B, 5th United States Artillery.

Mr. Geo. R. Angle, '91, is at the Loysville Orphan School instructing the orchestra and band of that institution.

Mr. and Mrs. Geo. W. Geiger, both of the class of '75, of Ida Grove, Iowa, are visiting in the East. Mr. Geiger is engaged in managing a farm and a roller flour mill. Mrs. Geiger, was formerly Beckie Shearer, of Shippensburg.

Miss Georgia Craig, '94, was president of the graduating class of the National School of Elocution and Oratory, Philadelphia.

At the graduating exercises she recited "Sergius to the Lion" from Lew Wallace's Prince of India.

Miss Nettie Russell, '91, has been elected to a school in Shippensburg.



### Marriages.

**A**LBRIGHT—AMER.—On Thursday, June 15th, at Neffsville, Pa., Mr. Chas. Albright, '95, to Miss Minnie Amer.

**GIESEY—WALTERS.**—Thursday evening, April 27th, at the residence of the groom's sister, Mrs. W. E. Towson (Mabel Giesey, '91), York, Pa., by Rev. Clinton Walter, Mr. Samuel R. Giesey, of Shrewsbury, Pa., to Miss Lillie B. Walters, '91.

**MOYER—WALTERS.**—Thursday evening, June 29th, at the home of the bride, Shippensburg, Pa., Mr. J. Dyre Moyer, of Perkasio, to Miss Anna Laura Walters, '95.

**PETERSON—POTTER.**—Wednesday, April 12th, at Cameron, Pa., Mr. D. Bruce Peterson, '96, to Miss Gertrude E. Potter.

**SHANER—BOWER.**—Thursday, April 27th, at Newville, Pa., Mr. Chas. E. Shaner, '93, of Oakville, to Miss Annie Bower.

**KAINES—WOLCOTT.**—Thursday, June 15th, at Lykens, Pa., Dr. Arthur W. Kaines, to Miss Vida Blanche Wolcott, '96.

**MASON—PETERS.**—Thursday evening, June 22nd, at Philadelphia, Pa., Mr. William Mason, of Doylestown, to Miss Myra Elsie Peters, '93.

**BELT—MARKLEY.**—On Thursday, June 22nd, at the home of the bride, Steelton, Pa., Mr. — Belt to Miss Annie Markley, '97.

**ELLIOT—WINTERS.**—At Valparaiso, Indiana, Mr. J. Wilson Elliott, '93, formerly of Sterrett's Gap, Pa., to Miss Minnie Winters.

**JACKS—LINGLE.**—Thursday, June 29th, at Philadelphia, Mr. Sherman S. Jacks, '97, of Middletown, to Miss Annie Lingle, of Oberlin, Pa.

### Locals.

PROF. H. M. ROTH, '89, of the faculty has been elected Superintendent of the schools of Adams county and has already entered upon his duties. We are very sorry indeed to lose Prof. Roth from the corps of teachers, but heartily congratulate him upon securing this much-coveted position. Prof. M. L. Drum, '96, who taught in the school during two Spring Terms, has been elected to succeed Prof. Roth. Prof. Ezra Lehman, '89, who was absent this year pursuing a course of study at Bucknell University, from which institution he was graduated with high honors in June, returns to the Chair of English. Prof. H. W. Bieber, who has filled this position during the year, will enter the Princeton Theological Seminary. Miss Lamb, teacher of Art, also retires from the faculty. All the other teachers are expected to be with us during the coming year.

Mr. Benjamin E. Hedding, a former student, was graduated this spring from the Medical Department of the University of Pennsylvania.

The Normal baseball team of this year consisted of the following: Boher, catcher; Bieber, pitcher; Gettel, short stop; Carl, first base; Eckels, second base; Warren, third base; Reynolds, left field; Niple, center field; Rice, right field; Chubb, substitute. Three games were played with the Chambersburg team and one with the Dickinson Preparatory School. The team was not successful in winning any of these games but played very good ball in three of them, losing more because of the strength of their opponents than of any weakness on their own part. In the first game with Chambersburg at the beginning of the ninth inning the score was 5 to 4 in our favor, but a bad case of "rattles" enabled Chambersburg to win out easily by 16 to 5. The second game at Chambersburg resulted in a score of 20 to 2, the third at Shipensburg in a score of 6 to 1. Dickinson Preparatory defeated us 10 to 8 at Carlisle.

Prof. C. E. Fleck, a member of the faculty during the Spring Term, has been elected assistant principal of the high school at Waynesboro.

Mr. J. Burr Reddig, a former student, has left Lehigh University to take a position in the Westinghouse Electrical Co. at Pittsburgh, Pa.

Many of the teachers and students of the Shippensburg Normal attended the Convention of the State Teachers' Association at Gettysburg, July 4-5-6-7.

The initial number of Vol. III of *The Reporter* has been received. *The Reporter* is a weekly newspaper published at Shippensburg. Mr. John Stine and Mr. Gorgas Bashore, both students at the Normal, are respectively editor and business manager. The HERALD congratulates them on the bright, readable paper they are printing.

Miss Clark, Director of the Gymnasium, attended the annual meeting of the Alumnæ Association of the Anderson School of Gymnastics at New Haven, Conn., the early part of May. Miss Clark is secretary of the Association.

In a former number of the HERALD the engagement of Mr. George S. McClean, a member of the Board of Trustees, to Miss Bertha Coulter, a member of the Faculty of last year, was announced. Their marriage took place at Danville, Pa., Thursday, June 29th.

The Senior class took its annual excursion to Washington, May 11-13. A great amount of sight seeing was crowded into these few days. A trip to Mt. Vernon was of course included. The reception promised them by the President could not be had because of Mr. McKinley's visit to Hot Springs for the purpose of regaining his health. Otherwise the excursion was a very successful one and was full of pleasure and profit to all.



### Clippings.

"Think you not," said the Soph to the maiden fair,

"My mustache is becoming?"

The maiden answered, as his eyes she met,

"It may be coming but it isn't here yet."

—Ex.



### THE TRAIN AMONG THE HILLS.

Vast, unrevealed, in silence and the night  
 Brooding, the ancient hills commune with sleep.  
 Inviolate the solemn valleys keep  
 Their contemplation. Soon from height to height  
 Steals a red finger of mysterious light,

And lion-footed through the forests creep  
 Strange mutterings; till suddenly, with sweep  
 And shattering thunder of resistless flight  
 And crash of routed echoes, roars to view,  
 Down the long mountain gorge the Night Express  
 Freighted with fears and tears and happiness . . . .  
 The dread form passes; silence falls anew.  
 And lo! I have beheld the thronged, blind world  
 To goals unseen from God's hand onward hurled.

—*Ex.*

## THE PESSIMIST.

Nothing to do but work,  
 Nothing to eat but food,  
 Nothing to wear but clothes,  
 To keep one from going nude.

Nothing to breathe but air,  
 Quick as a flash 'tis gone;  
 Nowhere to fall but off,  
 Nowhere to stand but on.

Nothing to comb but hair,  
 Nowhere to sleep but in bed,  
 Nothing to weep but tears  
 Nothing to bury but dead.

Nothing to sing but songs,  
 Ah, well, alas! alack!  
 Nowhere to go but out,  
 Nowhere to come but back.

Nothing to see but sights,  
 Nothing to quench but thirst,  
 Nothing to have but what we've got;  
 Thus thro' life we are cursed.

Nothing to strike but a gait;  
 Everything moves that goes,  
 Nothing at all but common sense,  
 Can ever withstand these woes.

—*Chicago Journal.*

## BRAVERY.

You ought to see him standin'  
 Unflinchin' an' severe,  
 A-gazin' in the muzzle  
 Without any sign o' fear;

## THE NORMAL SCHOOL HERALD.

One hand inside the collar  
 Of his han'some low-cut vest,  
 As if to still the heavin'  
 Of his patriotic chest.

His brow is high an' wrinkled  
 With a deep, majestic frown.  
 He knows the aim is steady,  
 But his courage will not down,  
 'Cause he feels that fame is waitin'  
 To extol him in a book,  
 When the artist pulls the trigger  
 An' he gets his picture took.

—*Washington Star.*



## A LITTLE BOY'S SONG.

I smile and then the sun comes out,  
 He hides away whene'er I pout ;  
 He seems a very funny sun  
 To do whatever he sees done.  
 And when it rains he disappears ;  
 Like me, he can't see through the tears.  
 Now, isn't that the reason why  
 I ought to smile and never cry ?

—*Ex.*

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