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Principal's Address to the Graduating Class.

EDUCATIONAL AIMS.

THERE is a fixed relation between aim and action. The man of steady aim is ever the man of persistent action, and the aimless man is the man of listless action. A well-defined aim kindles the fires of ambition, and sustains heroic effort. A fixed aim saves energy as well as quickens activity. The man whose aim in life is indefinite wastes his energies on a hundred things, only to fail in all of them. The value of a definite aim is nowhere more manifest than in education. A well-defined purpose in the mind of the teacher is absolutely essential to his success. The man who sails into the harbor of success must steer his vessel in the direction of the harbor. When Mary Lyon was thirty years of age, a gentleman for whom she had the highest respect, a man of ability, of ample means, and of fine social standing, wished to marry her. She realized that the man was in every way worthy of her, but having dedicated her life to teaching and the help of young women, she could not marry without throwing aside the work which she had chosen as her life calling, and in the preparation for which she had made great sacrifices. Mt. Holyoke College is Mary Lyon's monument. Through her energy and her devotion to the welfare of young women this institution was organized, and in the twelve years of her presidency more than two thousand young women were touched by the beauty and strength of her character. We all honor this noble woman because she had an aim in life, and clung religiously to it.

The teacher must not only have an aim for himself, but he must likewise have an end toward which he is trying to educate his pupils. The aim which he has for himself, if true, will harmonize with the right aim for his pupils. No teacher can suc-

cessfully direct the child toward an end which he is not striving to realize for himself.

Much of our teaching is ineffective because it lacks definiteness of aim. Success does not come by chance; it is the result of determined effort in pursuit of a well-defined aim. Many teachers fail because their aim is too low. "Not failure but low aim is crime." "Hitch your wagon to a star," was Emerson's advice to young men. There is futility in the efforts of many teachers, because of a lack of aim. Teachers without aim are like mariners without compass or chart. Unfortunate, indeed, are the pupils who are under the tuition of these aimless guides. The aimless teacher is powerless to touch the higher life of the child, or to arouse his slumbering energies. False aims are often sought after by unqualified teachers. It is even worse for the child to be under the training of a teacher with a false aim than to be under one who is without aim. When "the blind leads the blind they both fall into the ditch."

It is evident, therefore, that the true teacher has a definite aim in his work, and that his aim is a correct one. To find the supreme aim is the first demand which our theme makes upon us. The question, What is the supreme aim of education? has had many answers. It is generally agreed that the aim of education should harmonize with the aim of life. If happiness be the aim of life, then happiness should be the purpose of education, and education is valuable only so far as it conduces to the happiness of the human race. If usefulness is the chief aim of life, then usefulness must be the supreme aim of education, and education is to be promoted, because it makes a man of more service to his kind. If the object of life is to get a living, then the object of education should be to qualify men to make a better living than they would be able to make without it.

Evidently none of these aims if realized in the education of the child will answer the demands of the higher life. All these aims have doubtless claims upon the attention of the educator, but no one of them, nor all combined, can stand for the highest aim of a true education.

That which is noblest in man must give to education its chief purpose. That character is the kingly quality in every true life is beyond dispute. Character is the crown and jewel of a man's life. Character must always be distinguished from reputation.

Character is what a man is ; reputation is what he is supposed to be ; and the two are rarely, if ever, equal. " The reputation of a man is like his shadow, it sometimes follows and sometimes precedes him ; it is sometimes longer, and sometimes shorter than himself."

Character has been defined as " the sum of a man's dispositions, inclinations and states of mind." If we accept this definition, we find that character has its basis in the forces which are within the man. For this reason the character of a man is never fully known, even to his most intimate friends. According to our definition it does not matter so much where a man is as to know the direction in which he is going. That he is in the right way is of more concern than the distance he has gone, or the character of the road he has traveled. In Italy we are told that all roads lead to Rome, but in the moral world only one road leads to virtue ; all others lead away from it. The road which leads to highest virtue and character is a straight and narrow way. It is the way which God has made for his children. It is the way of faith and hope and love. It is the King's highway and leads straight to the kingdom of God.

The smoothness of the way is of much less consequence to us than the point to which it leads. If the way is smooth we may have less suffering, but the end of the way will bring less righteousness. A life into which has come some failure may be better than a life which is purely negative, although free from stain. Life is a " checker-board," on which we find both sins and virtues, and the one great problem to solve is how we may eventually reach the " king-row." Every move is a new starting point and the moves we have already made are not so important as the new moves we are to make. " It is of less consequence what sins and virtues lie in the spaces we have passed, than that there be a steady progress toward the best."

We have said that character is the sum of a man's dispositions, inclinations and states of mind. By a man's disposition we mean his spirit as manifested in his intercourse and relations with his fellow men. The spirit of man, then, is the measure of character. Character depends upon the feelings and the will of the person. Character demands kindness as well as courage ; sympathy as well as mercy ; mercy as well as judgment ; patience as well as energy.

There is a common notion that justice is blind, and that she deals her blows right and left whenever law is violated. But this is not the sort of justice we expect to have meted out to ourselves. The justice we hope for is mixed with mercy. Judgment devoid of sympathy is not justice, but tyranny. Character, then, is not harsh or cruel, but sympathetic and kind. The man who has character is the friend and benefactor of his race. He is public spirited and philanthropic, and his life is a benediction to the human family. Some men think a man has character who pays his debts, some think he has character if he is truthful, but while these habits belong to the man of character, yet they are not sufficient to make a character complete. A man may be honest and truthful, and yet, like Shylock in "The Merchant of Venice," be without mercy.

A man's inclinations have much to do with his character. A man of sound morals will find the forces of his life inclining him toward the right. When two opposite ways are open to him, his inclinations always lead him into the path of virtue. He never debates against his conscience, but where honor points the way he is sure to follow.

The man of character is the only true freeman. He has liberated himself from the bondage of wickedness and the power of evil habits is unknown to him. So long as a man is inclined toward certain forms of evil he is in danger of falling. His position will never be secure until his feet are set firmly on the rock of justice and mercy.

A man of character will find his states of mind high and noble. The stream of his thoughts will be pure as the water which gushes from the rock by the mountain side. "As a man thinketh in his heart, so is he." The man of idle thought is an idle fellow. The best index to a man's life is the thoughts he entertains. Unfortunately, or fortunately, we cannot read a man's thoughts unless he chooses to express them, and we are, therefore, unable to know the true nature of the man.

There is an old saying that "we cannot keep the birds from flying over our heads, but we can prevent them from building nests in our hair." We cannot keep stray thoughts from entering our minds, but we can refuse to harbor them and in this way make their visit so short that they will do no harm to us. Keep a close watch on your thoughts and feelings if you are ambitious to rear

for yourself a noble character. A fine house cannot be made from poor material ; neither can a noble character be constructed out of impure thoughts and emotions. The material from which the cloth is woven is of the same kind as the cloth itself. If education is to fit a man for the world of action it must give him strength as well as purpose. That a man's life may be effective he must have power to spring the bow as well as have correct aim. Moses died within sight of the promised land because it was not the will of the Lord to give him strength to enter it. Power, therefore, becomes the secondary aim of education.

POWER IS OF TWO KINDS—ACQUISITIVE AND CREATIVE.

“ Acquisition is the operation of gaining and storing facts, ideas and words, so that memory shall retain and recall them.” The powers made use of in acquisition are perception and memory. The work of the pupil in the early stages of his education is largely acquisitive in its character. It is through the acquisitive power that the mind is filled with materials for higher knowledge. No after advantages which the child is fortunate enough to obtain will compensate for the evil results of poor teaching during this acquisitive period. The child that has not been given the opportunity to fill his mind with facts arranged in an orderly and systematic manner has been poorly taught, and the higher powers of his mind will be dwarfed for the reason that he will have but little to exercise them with. In acquiring knowledge-material, we need quickness of perception, concentrated attention, and retentiveness of memory. In the elementary stages of the child's development, exercises intended to strengthen these powers should be given him every day.

By the creative power we have reference to the mind's independent action in the production of original ideas and thoughts. Too many minds are mere receptacles of other men's knowledge. The world is not advanced by minds of this class. The system which is known as “rote” teaching is largely responsible for these non-productive minds. This sort of education has kept China in the same stage of advancement for two thousand years. In China, originality is an offense against the nation ; in America, originality is the chief characteristic of mental activity. The difference in the strength of the two nations shows the difference in the effects of the two systems of education. And yet in America it is to be feared that we do not give enough attention

to the development of creative power. We have a great many men who can teach well what is in the text-books, who would be helpless as teachers if robbed of the knowledge of the schools. We must not be understood, however, as disparaging the work of the teacher who teaches a text-book thoroughly. In fact, we have great faith in the efficacy of this kind of teaching. But we would have the pupil go farther than this, and produce work of his own, kindred to that which he has learned in the books. A goodly portion of the work of the school-room should be of this original type. The pupil should be required to construct his own problems in arithmetic, to invent his own theorems in geometry, to paraphrase his reading lesson, to write descriptions of persons and places, to complete unfinished stories, and in these ways strengthen the creative power of his mind.

POWER IS THE RESULT OF GROWTH.

Every child is weak in infancy. We cannot tell the strength of the man by the wisest observation of the little child. "The child is father of the man" was only written after millions had witnessed the miracle of growth which makes the child the man. There is a wide difference between the power of the child Washington as he first lay in his mother's arms and the soldier Washington as he courageously stood at the head of the Colonial Army. All this marvelous change was due to the growth in the body and mind of Washington during his childhood and youth.

The highest test of the teacher's skill is not in teaching the child to know, but in teaching him how to grow. If growth is the chief result to be obtained by the teacher, then he must understand fully the nature of the child, physically, intellectually and morally. No wise man would entrust the care of his trees to any person who did not understand the nature of the trees to be cultivated. But the man who is thus careful of his orchard is often exceedingly careless concerning the education of his children. As though men and women were of less value than trees! The skillful fruit-grower often commands better wages than the man entrusted with the care and development of the children of a whole community.

Time conditions enter into the growth of faculties. It requires a long time for the oak to attain its greatest strength, and the time for the full growth of the powers of manhood and

womanhood covers many years. If the growth is to correspond to the natural endowments of the child, these years of development must be given up to the care and direction of skilled teachers. Too many teachers, eager to win the approval of parents, force the children beyond their ability to comprehend, and thus retard growth instead of advancing it. Pupils are graduated in courses of study which to complete satisfactorily would require two or three more years of time than they have given to them.

POWER IS LARGELY DETERMINED BY GOOD TEACHING.

The teacher's method must conform to the laws of nature. The teacher may display in his work the fine taste and delicate manipulation of an artist, or he may be guided in his labor by mere mechanical conformity to rule, proving himself to be only an artisan. The real teacher has a keen insight into the nature of the child to be taught, and all his methods are made to harmonize with the results of his observations of the growing mind of his pupils. Mechanism in method is one of the greatest hindrances to the child's true development. There is a right time, as well as a right method, in education. The powers of the child's mind develop in accordance with fixed laws. Nature has determined that the child's mental development shall begin with perception. Any attempt to change this natural order by commencing with memory must result disastrously to the child. And yet this is what I fear some of the teachers in our primary and ungraded schools are doing. No man can estimate the loss to the child where he has been made the victim of such deplorable ignorance on the part of the teacher. Not only is the child's growth arrested by such stupendous blunders, but school life is itself robbed of its charm, and made a bore to him.

The test of a good lesson is the increasing power and interest of the pupils in the subjects of the recitation. Each lesson should result in mental growth and a stronger desire to know. Poor teaching interferes with the growth of the mental faculties of the pupil, and deadens his enthusiasm. The number of liberally educated men and women in the Commonwealth would be increased wonderfully by improving the teaching force in the public schools of the State. A teacher who is unable to arouse a strong desire on the part of some of his pupils to go beyond the public school course should realize that he lacks the elements of

a successful teacher. Thousands of young men and women are in higher institutions of learning to-day who have been led to seek a liberal education because of the influence exerted upon them by successful teachers. The best evidence of a great teacher is to be found in his power to stimulate his pupils to a continuous effort in the pursuit of knowledge. The teacher who is able to send some of his pupils from time to time from the ordinary public school to a normal school, academy or college, is a very prince among men.

POWER IS CONDITIONED BY THREE INFLUENCES.

The influences which determine the limit of a man's power are heredity, environment and will. When Holmes was asked at what time a child's education should begin, and he answered, "a thousand years before he is born," he was simply giving expression to his belief in the power of heredity. That every man is indebted to a large extent to his ancestors for the gifts he possesses is an undeniable fact. That a stream cannot rise higher than its source is no truer than that a man is limited in his development by the degree of capacity he has inherited from the generations preceding him. That heredity affects both mind and body is susceptible of numerous proofs. Children resemble parents in physical features and expression of countenance to such an extent that members of a family are usually recognized by strangers as belonging to the same family. The same likeness that we find in the physical organism is to be observed in mental traits. Painters, musicians, and professional men of all classes, show the influence of heredity in their strength. Heredity "transmits without exception all specific characteristics." Any person by his own observation can convince himself of the truth of the above statement taken from Ribot's work on "Heredity." The teacher who would understand the possibilities of the child must look somewhat to the child's ancestry for his data. It is possible that, in a solution of the problem of childhood, some of the most important facts can be gathered with greater accuracy from the study of the parents than from a study of the child. It is unfortunate that teachers do not have better opportunities for studying the home lives of their pupils than they do. It is not an unusual thing for a teacher to be unacquainted with some of the parents of the children under his care. The force of heredity

is ever a factor to be reckoned with by the teacher, and he who fails to take it into account in his efforts to educate the child will make many serious mistakes.

THE ENVIRONMENT OF THE CHILD HAS MUCH TO DO WITH HIS DEVELOPMENT.

No child can escape the influence of a bad environment, and no child can fail to be benefited by good environment. The influence of environment often affects us unconsciously. When the child is least aware of the fact, the force of environment may be the most potent. The influence of environment, however, is not uniform. The same general environment may give to one youth strength, and to another weakness. All the influences of a community may be classified under two heads—good and evil. Some men go to destruction in the face of good influences, and some men grow strong in the face of evil influences. Each individual has the power of selecting for himself the phases of his environment which he desires to assimilate. Each plant selects from the soil the elements which enter into its structure and life. If we could watch the rootlets of the plant in their daily tasks we would discover them rejecting this element of the soil and accepting that, taking only the elements which contribute to the life and growth of the plant being fed. And so the youth has the power of selecting the best from the influences around him and making them a part of his life and character. The plant obtains the food which sustains its life and continues its growth by natural selection, the youth, by his own choice and volition under the guidance of parents and teacher.

Important as it may be to educate the child so that he will have the power to select the elements of his environments which will strengthen and refine his moral nature, it is equally important to train him to reject the evil influences which surround him. An unfavorable environment is not necessarily fatal to the virtuous life of the youth. "Can any good come out of Nazareth" was answered by the only perfect life that was ever lived. In the life of the Savior we are shown how it is possible for a youth to escape the blighting influences of sin, and, in spite of the evil which surrounds him, to grow to be a manly man. To the teacher is given the opportunity to fortify hundreds, possibly thousands, against the moral and physical dangers that lurk in their path-

ways. The man who warns us of danger is as much our friend as he who points out for us the safe path of life. To be helped by the good in the world, and at the same time not to be harmed by its evil, is the only relation man can sustain to the world and maintain his uprightness. Men often forget that the relation of the young is different from the relation of their elders to the same environment. The aspirations, desires, pleasures, and even the habits of the young, are modified as they grow older. No parent or teacher should expect the young to assume the same attitude toward the world that *he* assumes. To try to put "an old head on young shoulders" is to attempt to rob life of its youth.

There is a glory of spring as well as winter, and there is a glory of youth as well as of old age. The glory of spring is its bloom and verdure; the glory of winter is its leafless wood and snow-covered hills. "The glory of young men is their strength," and "the hoary head is a crown of glory, if it be found in the way of righteousness." As teachers, we may not be able to change very much the environment of the child, but we can make him strong in the place in which he stands. There are thousands of young men and women leading honorable, useful and happy lives who owe their character and success to the whispered counsels of faithful teachers. Young men and women, when you enter your school-rooms at the opening of the coming year, ask God to give you grace and courage to speak, face to face and heart to heart, with the children entrusted to your care, whenever opportunity is offered. Samuel Barrett, the teacher, speaking to Horace Mann, the pupil, and saying to him, "Horace, you must go to college!" awakened the first hope of college training in the mind of the man who was destined through this college education to become the greatest educator America has yet produced. The early environment of Horace Mann would probably have kept him in obscurity during his life, because of the meager opportunity it seemed to afford him of obtaining a liberal education, but to Barrett belongs the honor of enabling Mann to make the best of what seemed to be very unfavorable circumstances. And thus it becomes the duty of the teacher to so arouse the ambitions of his pupils that they will be willing to struggle long and hard to fit themselves for highest usefulness.

**THE THIRD AND MOST IMPORTANT OF THE INFLUENCES WHICH
CONDITION POWER IS THE WILL.**

Were the child left solely to the direction of heredity and environment he would be largely the creature of fate. No child has the power to select the place of his birth nor his parents, and for these two forces in his life he is in nowise responsible. But there is given to him at birth the germ of a power which, if properly developed, may lift him from the backwoodsman's cabin to the White House. It is this princely power which makes the man of destiny, and it is the want of it which crowds the highways of the world with mediocre men. It is the will which makes the man, and the lack of it which makes the fool. The youth possessed of a strong and sturdy will will overcome many of the obstacles to greatness. "And now abideth faith, hope and charity—but the greatest of these is charity." And so abideth the intellect, the sensibilities and the will, but the greatest of these is the will. "Character," a certain writer has said, "is educated will." The most difficult work of the teacher is not to educate the intellect of the child, but to develop his will. The laws governing the growth of the intellectual powers are easily understood. It is when we come to study the motive powers of the mind and the methods of strengthening the will in choice and volition, that the greatest complexity and mystery present themselves. And yet here is where the teacher is of most use to the pupil. It is the power to train will that distinguishes the true teacher from the hosts of men and women who are simply pretending to teach. When teachers come to understand that undeveloped will is to be charged to poor teaching just the same as undeveloped intellect they will interest themselves in becoming better acquainted with the nature of the will, and the laws which govern its growth. When the will of the child is made the chief object of the teacher's care and training, the effect of education in diminishing crime and increasing human happiness will be more marked. It is a duty, moreover, which the school owes to the child to develop the will, so that when he reaches manhood he may have command of himself. The most important benefit the home or the school can confer upon a pupil is to develop within him the power of self-control and self-direction. In the development of will much depends upon the way the ordinary school subjects are taught. The teacher who re-

moves all the difficulties from the pathway of pupils does them great harm. There is no royal road to learning. The successful student overcomes his own difficulties. Pupils must be encouraged to accomplish difficult tasks. The student who determines to receive no help until he has exhausted every possible effort of his own is laying the foundation for a strong will. The habit which some students have of preparing lessons together is fatal to independence of thought and strength of will power. Each student should be required to prepare his lesson independently of every other student.

Every student should have access to the biographies of the successful men of the world. The lives of the men who have achieved success in the world should be read by every pupil who is old enough to comprehend and appreciate them. From these biographies and the lives of great and good men around them they will obtain their ideals. And without high ideals a pupil will never amount to much. It may be said with truth that the teacher's chief work is the creation of ideals. The teacher whose pupils have high ideals floating before them is very certain to achieve eminence in the teacher's work.

It was the fact that the pupils who came from Rugby to Oxford from 1828 to 1842 had higher conceptions of life and its responsibilities than the students from the other preparatory schools of England, that gave to Dr. Arnold the distinction of being England's greatest teacher. These ideals, when once clearly formed and earnestly desired, become great motives for action. Ideals have their chief value from the educational standpoint in their influence upon the will. "The road to success is strewn thick with the wrecks of men of great brain, large heart, brilliant talent, fine physique, gentlemanly manner, 'hail fellows well met,' who have continually lagged behind for want of a sturdy will, an unshakable purpose, an undaunted courage." Henry M. Stanley, speaking of Bismark, said, "He was a man who knew exactly what he wanted and directed his course straight ahead."

THE INSTRUMENTS OF POWER ARE KNOWLEDGE AND HABIT.

When Bacon said, "Knowledge is power," he uttered a great truth if we rightly interpret his meaning. No man can become a great power in the world without knowledge. Knowledge of some kind is always necessary to insure success. The man who acts without knowledge acts from impulse, and he possesses no

more strength than a child. The sources of knowledge are of two kinds, observation and books. Some of the modern educators would have us believe that books are valueless as sources of knowledge. If we accept the conclusions of these over zealous experimentalists we must be continually sending our students on voyages of re-discovery.

The sooner we get rid of this modern educational heresy of educating the child without books the better will it be for the children and for civilization. That the child's experience has not played an important enough part in his education we will admit, but that the admission of this fact carries with it the condemnation of every kind of knowledge which does not go to the child's experience for its source we beg leave to deny. Observation and books give us the materials for thought to work upon and transform into real knowledge. A large part of the child's education must consist in teaching him how to interpret the meaning of books. The fact that pupils in our advanced public schools are unable to read the plainest editorials in our daily newspapers with proper emphasis and clear interpretation of the thought is proof positive that instruction in books has not advanced beyond the proper limit. Even the facts of knowledge must be largely obtained from books if obtained at all. The day of book learning is not at an end yet, nor has it even reached its highest and best state. Rev. Dr. Chas. F. Thwing, president of the Western Reserve University, in an article in the May "Century" on "Significant Ignorance about the Bible," has shown clearly that the facts of the Bible are not as familiar to the American student as we might have reason to expect them to be. Dr. Thwing would have us infer that students are relatively more ignorant of the Bible than of other standard literature. This inference, however, he has made no effort to substantiate. In order to test the familiarity of the American student with the Holy Word, he presented to thirty-four freshmen in a college for men twenty-two quotations from Tennyson, embracing biblical allusions. The test was also submitted to a class of fifty-one freshmen in a college for women. In this latter test a little calculation will show that there is a possibility for one thousand one hundred twenty-two correct answers and there were but five hundred fifty-two or less than half of the possible number. The test of the gentlemen

did not show that they were any more familiar with the facts in question than were the ladies.

I believe, however, that the facts of literature in general are less familiar to the American student when he enters college than the facts of the Bible. I feel almost certain that a similar test in general literature would reveal a state of ignorance as profound as that revealed by the Biblical test. Have we, then, too much or too little book learning as a result of our present methods of teaching in our public schools? Dr. Brooks has well said that "The value of teaching a child how to get lessons from the printed page is not likely to be over-estimated."

As teachers, I would have you regard experience and books as sources of knowledge and not simply experience. In the millions of facts stored up in the mind of the intelligent youth I believe a fair test would show that the majority of these facts have been gleaned from books. The number of facts gathered from experience should possibly be greater, but surely the number gathered from books should not be less. Whilst knowledge cannot be considered the primary object of education, let it be understood that there can be no true development of the powers of the mind without at the same time furnishing the mind with vast stores of information.

HABITS ARE INSTRUMENTS OF POWER.

"Man is a bundle of habits" is possibly as perfect a definition of man as the wisdom of man has enabled him to invent. Habit has possibly more force in forming our character than our opinions have. Our virtues as well as our vices are largely due to habit.

The habits of man may be divided to correspond to the different natures which man possesses, physical, intellectual, moral and spiritual. The child should form the habit of doing well everything which is executed through the organs of the body. He should form the habit of walking, running, standing and sitting correctly; the habit of forming characters with pen or pencil neatly and correctly; the habit of writing business forms, letters and compositions with legibility and taste. He should acquire the habit of physical activity. There are no opportunities in the world for the man who moves at a snail's pace. The man of energy shows it in his step. The habit of economizing physical strength is important. Man wastes more physical

strength often than he uses by making unnecessary draughts upon his physical constitution. This dissipation of physical strength is often the result of habit thoughtlessly formed.

Among intellectual habits the child should acquire the habit of close observation and careful comparison. He should form the habit of concentrated attention. Many persons never see anything clearly, because they see things in general and never in particular. They see the face of a stranger, but observe none of its features, and hence fail to recognize the person should they happen to meet him a fortnight after the first introduction. They spend an hour in a picture gallery, but a month afterward they could not describe a single picture in it.

Pupils should acquire the habit of conducting experiments and investigations in an orderly, systematic and exhaustive way. Pupils should be taught to search for the causes of things. The mind is naturally inclined to trace effects to their causes. It is only when this natural bent has been interfered with that the child's inquisitorial spirit is crushed and he becomes stupid and uninteresting. The habit of completing what is once begun is a principle of success. The unsuccessful man's pathway is filled with half-completed undertakings. The habit of entertaining only important thoughts is a wise one. "The mind naturally takes its tone and complexion from what it habitually contemplates." Fill your minds with thoughts and pictures of the true, the beautiful and the good, and you will have little inclination to "walk in the counsels of the ungodly."

We need to cultivate moral habits if we desire to lead moral lives. The habit of obeying the dictates of conscience is important beyond our power to estimate. Dryden says, "A good conscience is a port which is landlocked on every side, where no winds can possibly invade. There a man may not only see his own image, but that of his Maker, clear and reflected from the undisturbed and silent waters." Addison has said, "A good conscience is to the soul what health is to the body. It preserves a constant ease and serenity within us, and more than counter-veils all the calamities and afflictions which can possibly befall us." The habit of giving thoughtful consideration to the effects of our actions is essential if we desire to sustain a sound morality. Evil acts done thoughtlessly through force of habit are none the less evil because thoughtlessness is habitual with us. The habit

of treating with respect our superiors in age, position and ability is characteristic of every true gentleman. The habit of remembering with gratitude the kindly acts of parents, teachers, friends, and even of those whom we may regard as enemies is one which will contribute greatly to our nobility of character.

There are likewise many spiritual habits which should be earnestly cultivated by the young. The habit of revering sacred objects and sacred places is an evidence of a noble soul. "The Angelus," the masterpiece of Millet, presents in art a most beautiful lesson of true reverence, giving to the spiritual life supremacy over the material life. The peasants represented in the painting teach by their attitude upon hearing the first sound of the distant "Angelus" that God must be first in our lives; that worship at the appointed time must take the place of the daily duties of the worldly life.

The habit of observing fittingly the Lord's day will result in great good to the individual even though it be done apparently from force of habit. In the end the man cannot fail to be a better man for the influences which come to him Sabbath after Sabbath because he visits the house of the Lord regularly on those days.

The habit of reading God's word regularly at stated times is a habit which I cannot urge you too strongly to acquire. The Bible contains the richest treasures of wisdom to be found in all the realms of literature. Quoting from Chancellor Kent we have this tribute to the worth of the Bible: "The general diffusion of the Bible is the most effectual way to humanize and civilize mankind; to purify and exalt the general system of public morals; to give efficacy to the just precepts of international and municipal law; to enforce the observance of prudence, temperance, justice and fortitude, and to improve all the relations of social and domestic life."

The habit of viewing nature in the light of a revelation from God is elevating and sublime in its influence upon the human soul. Wordsworth, in his "Excursion," has beautifully represented the relation of the universe to God.

"I have seen
A curious child, who dwelt upon a tract
Of inland ground, applying to his ear
The convolutions of a smooth lipped shell,
To which, in silence hushed, his very soul
Listened intently, and his countenance soon

Brightened with joy ; for murmurings from within
Were heard, sonorous cadences ! whereby
To his belief, the monitor expressed
Mysterious union with its native sea.
Even such a shell the universe itself
Is to the ear of faith."

As you behold the beauties of the earth remember that it is but God's footstool, and how wonderfully beautiful must be His throne in the heavens. As you behold the fields of waving grain and the orchards, their branches bending under the weight of golden fruit, may these remind you of the goodness of God who hath appointed seed time and harvest for the benefit of man. As you behold the strength of the hills may you know that God laid their foundations. "The heavens declare the glory of God and the firmament showeth his handiwork. Day unto day uttereth speech, and night unto night showeth knowledge."

THE ELEMENTS OF POWER ARE OPINIONS, FEELINGS AND COMMON SENSE.

A man without *opinions* is like a boat without a rudder. He has nothing to steer by and his frail craft in the end is sure to be wrecked on the shoals of a treacherous sea. On the great problems of life every man must have opinions of his own. We cannot be guided safely by the opinions of other men. We must learn to think for ourselves. The world has no place for men who are without sincere convictions on important questions. The men who walk in the shadows of other men are usually more of a hindrance than a help to the world's advancement. A man, to be a factor in the world's progress, must stand for something, must represent some sound convictions of truth. Patrick Henry stood for liberty, and his eloquent appeals to his country in behalf of freedom have given his name a sure place in the annals of fame. George Washington stood for a government of the people and when his friends agreed to make him king he spurned the offer, and his patriotic devotion to principle in this instance is looked upon by his countrymen as the noblest act of a life filled with noble deeds.

When a man refuses to follow his party because it no longer represents his opinions on important political issues, he is only asserting his manhood, and he should be commended for his faithfulness to his convictions. When a young man refuses to

become a member of a certain church because its creed is antagonistic to his views on fundamental religious doctrines, he should not be found fault with for his action, but should be praised for his consistency. In politics a man should stand on one side or the other of the great issues before the American people. He should be for or against expansion; he should be for a gold or a silver standard; he should be for protection or against it. There are many issues which are not as sharply drawn as the ones to which I have just referred, and where a middle course may be the wisest, but we must beware of making compromises on issues where a middle ground cannot honestly be allowed. For example, there could be no middle ground on the slavery question; a man must either uphold or condemn slavery. There can be no middle ground on the question of honest elections; a man must be with those who corrupt the ballot or against them.

A man should not hold opinions upon issues which he does not comprehend. It is not unusual for men to give opinions upon questions of which they know but little. There is only one thing worse than for a man to be without opinions, and that is to refuse to respect the opinions of others. To ignore the opinions of our friends and countrymen is very detrimental to the best interests of the people. "In a multitude of counselors there is wisdom." No one man has the best opinions on all subjects. To adhere to your opinions without investigating the opinions of others is to assume that you are wiser than all the rest of mankind. A man should always be ready to accept his neighbor's opinions, if he considers them better than his own. Study all great questions affecting your success and happiness, and have opinions upon them. No man is worth more than his opinions.

A man is strong in proportion to the depth of his feelings on moral issues. A man of shallow feelings will be halting in action. When Abraham Lincoln stood at the slave mart in New Orleans and witnessed the children ruthlessly torn from the arms of their mothers, and husbands separated from their wives at the call of the auctioneer, his feelings were stirred to their depths, and he there declared that if "he ever had an opportunity to hit the institution of slavery he would do so, and he would hit it hard." That was the beginning of the end of slavery in the United States. The fire of indignation kindled in the heart of young Lincoln at that time continued to burn, and when the opportunity came

during the Civil War, he struck the blow which he had vowed many years before to strike, and three million slaves were made free by the silent, but powerful stroke of his pen.

COMMON SENSE IS AN ELEMENT OF POWER.

This quality is so rare in individuals that uncommon sense would seem to be a more fitting designation for it. Common sense is only another name for good judgment. When a man does the wrong thing it is because his judgment has been weak on the issue involved. To think otherwise is to conclude that a man in his sound mind will deliberately do that which he is convinced will be against his highest and best interests. When a man deceives his neighbor in a business transaction he does so because he hopes to be the gainer by the act. Sound judgment would tell him that instead of being the gainer he will be the loser. When a man forsakes the comforts of a good home for a place of his own selection, in order that he may enjoy more freedom, he expects to be the gainer by the exchange. Sound common sense would tell him that he will be the loser, but lacking this great element of human power, his erring judgment has led him into this grave and costly blunder.

Common sense is partly hereditary and partly the result of development. So far as it is the result of development the individual himself is responsible for the lack of it, and he is likewise entitled to credit for its abundance. That young persons, seemingly lacking in this important quality, do in later years come into the possession of fairly good judgment is a fact which cannot be successfully denied. Evidently, then, our common sense can be increased from year to year if we are careful to turn our experience to good account. Few people profit as they should by their experiences in life. They are lifted out of one pitfall only to fall almost immediately into another of the same kind. The man who is suffering day after day from the thoughtless gossip of the community is as likely as not to be one of the scandalmongers when the stories told reflect on his neighbors instead of himself. "Speech is silver and silence is golden," says the Swiss inscription, and there is a world of wisdom in the statement. The young man who has learned when to speak and when not to speak has obtained the key to a vast storehouse of wisdom.

Gibbon says, "Every person has two educations, one he re-

ceives from others and the other he gives himself." Common sense is learned in the latter school. General Sherman in his famous letter to General Grant said to him, "My only point of doubt was in your knowledge of grand strategy, and in books of science and history; but I confess your common sense seems to have supplied all these." The ordinary man with common sense will get farther on in the world than the extraordinary man without it. Common sense is the prince of talents. It is a part of every truly great man's equipment, and it is never found among the possessions of the men who have failed in life.

It is a quality so rare that he who possesses it will always be unique among his fellows, exciting their admiration and winning their confidence and applause. The man who tries to get through the world without a fair share of common sense will soon find himself torn and bleeding from the thorns which the tactful man would have foreseen and avoided. When the man without common sense comes to the entrance to the world's highway of success, he will find the gate closed, and he will see written the sentence, "This entrance is forever closed against all who are lacking in common sense." I would advise every young person to search for this treasure with the eagerness of a miner searching for gold or diamonds. It is a pearl of great price. It is a gem of wondrous beauty. It is a crown of golden splendor. The world throws its jewels at the feet of him who hath it, and crowns him with honor and distinction.

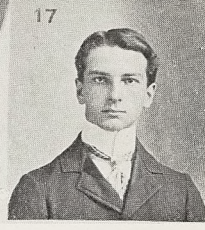
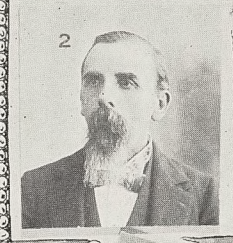
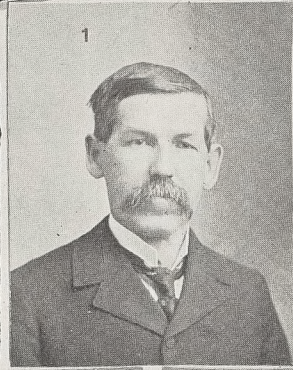
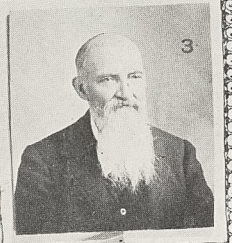
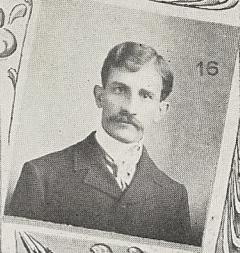
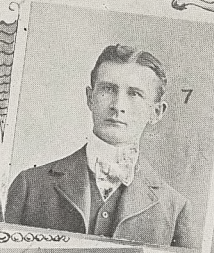


PAIN is the soul of music;
 Ay! pain and all unrest,
 Doubts and fears and lonely tears,
 In harmonies confessed.

Joy is the soul of music;
 For hark! the air is stirred
 By the lilting, laughing ecstasy
 Of a bird.

Life is the soul of music,
 Blending ever again,
 Joy for the heart of gladness
 And grief for the heart of pain.

—Mount Holyoke.



Faculty, 1899-1900.

- 1.—G. M. D. ECKELS, A. M., Sc. D., Principal.
Mental Philosophy, Science and Art of Teaching.
- 2.—JOS. F. BARTON, A M., Sc. D.
Natural Sciences.
- 3.—J. W. HUGHES, A. M.
Mathematics.
- 4.—CORA B. CLARK.
Director of Physical Training.
- 5.—GEO. H. ECKELS, M. S., A. M.
Latin, Greek.
- 6.—EZRA LEHMAN, M. S., Ph. B.
Rhetoric, Literature, General History.
- 7.—C. E. BARTON, M. E.
Grammar, Latin.
- 8.—ANNA McBRIDE.
Principal of Model School.
- 9.—CORA ST. JOHN FITCH.
Reading, Elocution.
- 10.—EDITH LOUISE BARNUM.
Vocal and Instrumental Music.
- 11.—M. L. DRUM, M. S.
Geometry, Arithmetic.
- 12.—GEORGIA M. LENHER.
Drawing.
- 13.—MARY E. BURNS.
Assistant Principal Model School.
- 14.—ADA V. HORTON, M. E.
Stenography, Typewriting, Orthography
- 15.—IDA B. QUIGLEY, M. E.
Arithmetic, Algebra.
- 16.—J. S. HEIGES, A. B.
Arithmetic, Grammar.
- 17.—RAYMOND GETTEL, B. E. D.
Latin, Algebra.

Commencement Week.

MODEL SCHOOL COMMENCEMENT.

THE first of the exercises of Commencement Week was as usual the Model School Commencement and Entertainment. This was held Friday evening, June 22nd. The crowd in attendance was very large. All available space was occupied and many were unable to get into the chapel. The size and interest of the audience were a tribute to the quality of these entertainments in the past. People knew from former experiences that a treat was in store for them, and they were not disappointed. This year's program was even better than those that had gone before.

The program was divided into two parts. The first part was devoted to the exercises of the graduating class. All of these were worthy of praise. But the second part of the program, an operetta, "The Babes in the Woods," in which the smaller children took the principal parts, was of more general interest. The acting and singing of Julia Hollar and Frank Hubley, who took the part of the babes, were well nigh perfect. The court scene, in which a minuet was danced by a set of the smallest children, was a beautiful sight. The operetta eclipsed anything of the sort ever seen here. Miss McBride and Miss Burns, who are in charge of the Model School, deserve the greatest praise for the wonderful success of the entertainment. The program was as follows:

PART I.

- | | | |
|--|-----------------|--------------------------|
| 1. Music, { | a. Spring Song, |SCHOOL |
| | b. Fan Chorus, |SCHOOL |
| 2. Salutatory, | | WILLIAM GLADSTONE WHERRY |
| 3. Reading—Romance of a Rose..... | | JESSE HAYES KITZMILLER |
| 4. Essay—Henry Wadsworth Longfellow..... | | HERBERT FRANKLIN GUYER |
| 5. Class History..... | | MARTHA ISABELLA MEANS |
| 6. Declamation—Valley Forge..... | | ROY JONES GUYER |
| 7. Oration—Pieter Maurito Retief..... | | IRA CRAIG MELLINGER |
| 8. Essay—Lighthouses.... | | HELEN MAUDE BITTINGER |
| 9. Class Prophecy..... | | WILLIAM MARK RUTH |
| 10. Valedictory..... | | ZORA EDITH STROHM |
- Presentation of Diplomas.

PART II.

Operetta—"The Babes in the Woods."

CHARACTERS:

Alma and Percy, The Babes.....	JULIA HOLLAR and FRANK HUBLEY
King Rupert.....	CONRAD CLEVER

Queen Mab.....	ELIZABETH MELLINGER
Rudolph, the Uncle.....	IRA C. MELLINGER
Gypsy Queen.....	ZORA E. STROHM
1st Gypsy.....	MARY GRACEY
2nd Gypsy.....	MULFORD STOUGH
Fairy Queen.....	JEAN ROBINSON
Fairy Messenger.....	WINIFRED McCLELLAND
Ladies in Waiting.....	{ MARJORIE BOHER LILLIAN BASHORE LENA SQUIRES
Queen's Pages.....	RAY HOLLAR and PAUL MARSHALL
Courtiers, Fairies and Gypsies.	

SENIOR RECEPTION.

On Saturday evening the Senior Class was tendered a reception by the school. A banquet was served in the dining-hall to the members of the class and faculty. Our steward, Mr. Miller, had the tables beautifully decorated with flowers and potted plants. The banquet was a good one, and it was a long time before speeches were called for. The president and orator of '00 made short addresses, and each member of the faculty present was given the opportunity to address the class for the last time. There was much laughter at the funny stories told and the jokes perpetrated, but there was also much of good, serious advice and counsel. The singing of "Auld Lang Syne" brought the reception to a close.

THE BACCALAUREATE SERVICES.

Sunday evening, at 6 o'clock, the Baccalaureate sermon was preached to the Senior Class by Dr. M. L. Ganoe, of York, Pa. Before the sermon the audience sang "Come Thou Almighty King," Rev. C. I. Brown read the scripture lesson, Rev. R. L. Gerhart, D. D., of Newburg, offered prayer, and a duet, "Come Unto me," was sung by Miss Horton and Prof. Drum of the faculty.

In introducing his theme Dr. Ganoe compared himself to a vidette who stands outside of the line of guards and pickets, spying out the dangers around the camp and giving timely warning. "So," he said, "I come from the outside to warn you of the dangers and difficulties ahead of you." The speaker impressed upon the graduating class the two things essential to a successful life—an ideal and power. The efficient elements of power are piety and benevolence. Dr. Ganoe's remarks were based on 1 Corinthians 12: 31—"Covet earnestly the best gifts." He held the closest

attention of the audience, and delighted his hearers by his earnestness and eloquence.

Rev. G. C. Henry offered the closing prayer. A chorus of fifty voices sang "The Lord is Great," by Mendelssohn, and the audience was dismissed with the benediction by Dr. Ganoe.

PRINCIPAL'S ADDRESS.

At 10 o'clock Monday morning Dr. Eckels delivered his annual address to the graduating class with the theme, "Aims in Education." The address was a logical analysis and discussion of the theme, and was given an interested hearing by the class. It appears in full in this issue of the HERALD.

THE ART EXHIBIT—MUSICAL AND LITERARY ENTERTAINMENT.

Visitors on Monday evening were first invited to view the exhibition of the work done by the students in the art department. Three of the recitation rooms were filled with samples of this work, and those who took the opportunity to see this exhibit expressed themselves as highly pleased with it. The herbariums prepared by the classes in botany were also on exhibition, and were much admired.

After seeing the art exhibit, the visitors passed into the chapel, where an interesting musical and literary program was rendered. The Tableaux Movants were beautiful, and the whole program was quite up to the standard of previous years. The program follows:

1. Duet.....Impromptu.....*Engelmann*
NELLIE REDDIG, ELLA COFFEY.
2. Piano Solo.....Intermezzo.....*Delibes*
IDA KLECKNER.
3. Reading....."The Confessional".....*Story*
MARY SCHOCH.
4. Song.....Gypsy Love Song.....*Vincent*
VELMA ORNDORFF.
5. Piano Solo.....Valse.....*Godard*
LOUISE MORRIS.
6. Duet.....Greeting.....*Mendelssohn*
MISS BARNUM, PROF. GETTEL.
7. Part Song....."If," (By request).....*Edith Barnum*
LADIES' VOICES.
8. Duet.....Parting.....*Neidlinger*
VELMA ORNDORFF, NORA CRILLY.
9. Declamation....."Napoleon at the Pyramids".....*Graff*
EDWARD REISNER.

- 10. Song.....Should He Upbraid.....*Bishop*
NELLIE NIPPLE.
- 11. Piano Solo.....Polonaise.....*Chopin*
NORA NICKLES.
- 12. Song.....A Vain Quest.....*North*
MISS HORTON.
- 13. Tableaux Movants....."The Lotos-Eaters".....*Tennyson*
Reader, MISS FITCH, assisted by MISSES SCHOCH, OWENS
and GERHART. Pianist, EDITH BRANDT.
- 14. Chorus.....Carnovale.....*Mendelssohn*

CLASS DAY.

Tuesday morning, at 10 o'clock, the Class Day exercises were held in the chapel. All parts of the program were good, and the exercises were commendable both for their merit and their reasonable length. Special praise is due to Miss Fulton for departing from the trite custom of prophesying the futures of each individual in the class. Her prophecy was general, well written, and delivered in excellent voice. The program :

- Music.....ORCHESTRA
MARCH.
- President's Address.....J. W. BAISH
- Oration—American Idolatry.....J. C. TRESSLER
- History.....H. B. RAFFENSPERGER
- Music.....ORCHESTRA
- Poem.....GERTRUDE HOKE
- Prophecy.....MAZIE FULTON
- Presentations.....C. W. GROSS
- Class Song.....CLASS
- Music.....ORCHESTRA

REUNION OF CLASS OF '98.

The class of '98 held its biennial celebration on Tuesday afternoon. It was intended that a public program should be given, but this was abandoned at the last moment, and the only exercise held was the presentation of the class memorial. The gift of '98 took the form of books. There were ninety-three volumes. These comprise sets of the works of Thackeray, Bulwer, Scott, Dickens and Hugo; also Motley's Dutch Republic in three volumes and Abbott's Histories in thirty-three volumes. Mr. Walter K. Rhodes, of Fairplay, Adams county, presented the books to the school in simple but earnest words. Dr. Eckels received the present on behalf of the school, and thanked the class warmly for this very useful memorial.

ALUMNI REUNION.

The alumni of the school furnished a program for Tuesday evening that was of even merit throughout, and that delightfully entertained a large audience. The address by the President, Mr. Rife, and those by Mr. Means and Mr. Rupp, were clean-cut and interesting. The recitations and songs received the heartiest of applause. Program :

Music.....	ORCHESTRA
President's Address.....	W. M. RIFE, '91
Recitation.....	ETHEL SMILEY, '97
Vocal Solo.....	EDGAR DETWEILER, '99
Address.....	C. M. MEANS, '96
Music.....	ORCHESTRA
Address.....	S. S. RUPP, '81
Recitation.....	SUE BRINLEY, '96
Vocal Solo.....	MRS. BERTIE PAXTON, '75
Music.....	ORCHESTRA

COMMENCEMENT.

Wednesday morning, at 9 o'clock, the final exercises of the class of 1900 took place under most favorable conditions. The weather was delightfully cool for the closing week of June. The program was as long as usual, but so well was it varied and so excellent were the orations, essays, declamations, recitations and the musical numbers, that the large audience gave no evidence of being tired. The program was as follows :

Prayer.....	REV. C. I. BROWN
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MUSIC.

Declamation.....	"The Curse of Regulus".....	<i>Kellogg</i>
	DIO MAINE NIPPLE.	
Essay.....	As in a Looking Glass.....	
	ANNA LOUISE MORRIS.	
Oration.....	For Faith and Freedom.....	
	FRANK WIBLE.	
Reading.....	"Ananias, The Second".....	<i>Tompkins</i>
	ELIZABETH M. HAYES.	
Oration.....	A Plea for Tommy Atkins.....	
	CHARLES FRANKLIN NOLL.	
Oration.....	The Press.....	
	KATIE IRENE BOYER.	
	MUSIC.	
Declamation.....	"The Eloquence of O'Connell".....	<i>Phillips</i>
	MILES ABDEL KEASEY.	
Reading.....	"The Hero—Woman".....	<i>Lippard</i>
	MABEL CLARKE MORROW.	

Oration.....Breakers Ahead.....
 JESSE O. JOHNSON.

Duet.....Maybells and Flowers.....*Mendelssohn*
 MISSES NIPPLE and BRANDT.

Essay.....The Twentieth Century Maid.....
 REBECCA IRENE KLEPPER.

Declamation.....Abraham Lincoln.....*Newman*
 PAUL GARFIELD SMITH.

MUSIC.

Essay..... The Living Dead.....
 NORA CRILLY.

Oration.....Taps—Lights Out.....
 D. MORRIS BENEDICT.

Part Song..“Hither Fairies Trip”*Tully*
 LADIES’ VOICES.

Reading.....“How Dot Heard the Messiah”.....*Butterworth*
 JESSIE LORAIN FLORA.

Oration.....The Mount of Promise.....
 IDA MAE KLECKNER.

MUSIC.

Oration.....The Lion and the Bear.....
 CHARLES FRANKLIN SWEIGERT.

Reading.....“Trying the Rose-Act”*Holley*
 DESSIE MERCO HOLLINGER.

Declamation.....“Sergeant Prentiss’ First Plea”.....*Bachman*
 JOHN A. DAVIS.

Reading.....“A Revenge”.....*Meyers*
 EDITH MAE BRANDT.

Chorus.....Come Away.....*Veazie*
 THE CLASS.

MUSIC.

Conferring of Degrees.

Benediction.....REV. W. A. MCCARRELL

HONOR LIST.

Katie I. Boyer,	Rebecca Klepper,	P. T. Hoffheins,
Edith M. Brandt,	May McClellan,	J. O. Johnson,
Bess Cadwallader,	Lulu Morris,	M. A. Keasey,
Maud Clever,	Mabel C. Morrow,	D. M. Nipple,
Ida M. Crist,	Emily M. Newton,	C. F. Noll,
Nora Crilly,	Nelle Nipple,	H. B. Raffensperger,
Mary F. Cunningham,	Harriett Rinker,	P. G. Smith,
Elsie M. First,	C. Ida Weber,	C. F. Sweigert,
Jessie Flora,	J. W. Baish,	J. C. Tressler,
Mazie Fulton,	D. N. Benedict,	H. E. Walker,
Blanche Griest,	Herbert L. Creamer,	R. J. Watson,
Elizabeth Hayes,	J. A. Davis,	Frank Wible,

Dessie M. Hollinger,	W. P. Davis,	C. B. Yohe,
Jennie Hoch,	H. M. Fogelsanger,	J. E. Zullinger.
Ida M. Kleckner,		

ALUMNI BUSINESS MEETING—ALUMNI DANCE.

At 2.30 Wednesday afternoon the annual business meeting of the Alumni Association was held with a very good attendance. The class of '00 was formally admitted to the Association. The report of the obituary committee was accepted and the committee continued. The treasurer's report was also accepted. The following officers were elected to serve for the next year: President, Prof. H. J. Wickey, '93, Superintendent of Schools of Middletown; Vice-President, Mr. J. G. Benedict, '98, Mt. Alto, Pa.; Secretary, Miss Ada V. Horton, '88, Normal School; Treasurer, Dr. J. F. Barton, '74, Normal School; Executive Committee, Mr. S. S. Rupp, '81, Shiremanstown, Pa., and Miss Pauline Witsotzki, '96, Gettysburg, Pa.

In the evening the annual dance was held under the auspices of the Alumni. This closed a very successful Commencement season. A very large number of the students and graduates remained for the dance. Refreshments were served as usual in the dining-hall. Music was furnished by Oyler's Orchestra of Harrisburg. The same orchestra furnished music throughout the week in a highly satisfactory manner.



AN ADVERTISEMENT ANSWERED.

AT small Edith's school the teacher daily gives the children written exercises in the English language; sometimes they copy poetry from the blackboard, or write letters, or answer advertisements. The other day this "wanted" advertisement appeared on the board, and all the little girls were required to hand in written applications in reply:

"Wanted—A milliner. Apply by letter to Miss Smith, 10 Blank street."

Small Edith's application was promptly handed to the teacher, and it read as follows:

"Dear Miss Smith—I saw you want a milliner. I hate to trim hats. Can't you get somebody else? Please let me know at once. Edith Jones."—*Pearson's Weekly*.

...THE...
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ADA V. HORTON, '88, Personal Editor.
CHAS. E. BARTON, '91, Business Manager.

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JULY, 1900.

Editorial.

WITH this issue of the HERALD we close Volume IV. We are glad to say to our readers and friends that this has been a good year, both for the school and the HERALD. But we must not stand still. We solicit the aid of the Alumni and students for the school and the paper during the coming year. To keep dear old Shippensburg in the front rank of the Normals will require personal work on the part of each one of you. Send us students for the school! Subscribe for the HERALD!



In Memoriam.

RESOLUTIONS on the deaths of members of the Alumni that have died since the last meeting of the Alumni Association:

WHEREAS, The following members of the Alumni Association of the Shippensburg Normal School, Sara Black, '94, Anna Snodgrass, '75, Clara Dykeman (Kelley), '90, Isaac Wiesner, '96, Samuel Warren, '96, and John Weakley, '98, have been taken from their earthly labors by an all-wise Providence; and whereas, the Association desires to express its respect for these our departed friends; therefore, be it

Resolved, That in the death of these faithful sons and daughters of the Cumberland Valley State Normal School the Association

has lost members who were a credit to it, and whose characters and lives were praiseworthy.

Resolved, That we deeply regret the loss of these honored members of the Alumni.

Resolved, That we extend our sympathy to their relatives and friends.

Resolved, That these resolutions be recorded upon the minutes of the Association, and published in the Commencement number of the NORMAL SCHOOL HERALD, and that copies of the HERALD be sent to the bereaved families.

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



Alumni Personals.

MISS JOSEPHINE HUGHES, '98, who taught last year in Clearfield county, has secured a position for next year at Jacksonsville, Cumberland Co.

Mr. Robert Smith, '94, graduated this spring in the three years' course at the Dickinson School of Law. He was selected to deliver the honorary oration at the Commencement exercises. Mr. Jasper Alexander, '98, graduated from the same school in the two years' course.

Mr. Ira M. Long, '94, graduated from Gettysburg College in June. He was one of the ten Commencement speakers.

Mr. Albert S. Cook, '89, principal of the Reisterstown, Md., public schools, recently secured an unsolicited election as Examiner of the schools of Baltimore county, Md. This is the highest educational position in the county, and Mr. Cook's election is a fine tribute to his success as a teacher.

Miss Mary E. Wolf, '99, has been elected teacher of the Newburg primary school. Miss Grace Wolf, '96, has been elected a teacher in the schools of Shippensburg. Miss Sue B. Walters, '91, has also been elected to a position in Shippensburg. These last two vacancies were caused by the resignation of Miss Zora Anderson, '89, and Miss Mary Wagner, '92.

Mr. Robert L. Myers, '85, was recently nominated by the

Democrats of Cumberland county for a second term in the State Legislature.

Mr. Wilbur L. DeLap, '98, has received an appointment in the Railway Mail Service at Harrisburg.

Mr. Ralph Gettel, '96, has passed the examination as qualified assistant before the State Pharmaceutical Board.

Mr. Chas. M. Means, '96, was graduated at the recent Commencement at Mercersburg Academy. He was awarded one of the honorary orations.

A unique feature of the excursion to Gettysburg on May 11th was the marriage of two of the excursionists at that place. Prof. H. E. Gress, '95, Principal of the High school at McConnellsburg, and Miss Anna A. Rexroth, of the same town, were the happy couple. Prof. Gress has recently accepted the Principalship of the Harford Soldiers' Orphan School.

Prof. J. S. Heiges, '91, a member of the faculty at Shippensburg during the Spring Term, has been elected Principal of the schools of Dillsburg, his native town.

Of considerable interest to the members of the Alumni was the wedding of Prof. H. M. Roth, '89, Superintendent of the schools of Adams county, and Miss Mary Ella Shearer, '99, of Mt. Holly Springs. Prof. Roth was connected with the school as a teacher for a number of years, only resigning last year to take up the duties of County Superintendent. He has an exceedingly wide acquaintance among the graduates of the school who will no doubt be interested in a short account of his wedding.

The ceremony took place on the morning of April 26th, at 11 o'clock, in the Methodist church at Mt. Holly Springs, Rev. E. T. Swartz officiating. Prof. C. E. Barton, '91, of the Normal School, was the best man. Among the ushers were Prof. Geo. H. Eckels, '91, of the school, and Mr. Chas. Trostel, '94, of Gettysburg. Prior to the ceremony an organ recital was given, and the church was well filled with guests when the appointed hour arrived. To the strains of Wagner's Wedding March from Lohengrin the bridal party entered the church. The bride was given away by her father. While the melodies of "Oh Promise Me" were softly played, Rev. Swartz pronounced the words which made the happy couple one for life. After the wedding Prof. and Mrs. Roth went to Carlisle and took a train for the

eastern cities. They are now at home to their friends at Gettysburg, Pa. The HERALD wishes them all happiness.

In the voting contest to determine the most popular teachers in Harrisburg and vicinity, under the direction of the *Star-Independent*, two of Shippensburg's graduates were among the four successful ones. They were Miss Maria N. Young, '97, of Steelton, and Mr. G. Will Henry, '99, of Penbrook. The prize is a ten days' trip to Atlantic City. We congratulate these two deservedly fortunate Alumni.



WILL not each member of the Alumni, upon receipt of this copy of the NORMAL SCHOOL HERALD, send to the Principal, G. M. D. Eckels, the names and addresses of any prospective Normal School students for the Fall Term? If we wish to hold our own in securing new students we must be on the alert. We request the heartiest co-operation on the part of the Alumni with the management of the school in soliciting students for the coming Fall Term.



Marriages.

TROSTEL—BIERICH.—Tuesday, June 5th, at Cincinnati, Ohio, *Mr. C. E. Trostel*, '94, of Gettysburg, Pa., to Miss Clara Amelia Bierich.

FREED—SPANGLER.—Tuesday, May 1st, at the home of the bride, Gettysburg, Pa., *Mr. H. E. Freed*, '97, to Miss Blanche Spangler.

BOLLEN—SPANGLER.—Tuesday, May 1st, at Gettysburg, Pa., Mr. John H. Bollen to *Miss Sara Spangler*, '96.

FLEMING—WAGNER.—At the residence of the bride, Shippensburg, Pa., on Tuesday, June 12th, Mr. Frank B. Fleming to *Miss Mary T. Wagner*, '92.

BIERLY—BUSHEY.—In Greencastle, Pa., June 8th, by Rev. J. C. Grimes, *Dr. Morris A. Bierly*, '90, of Thurmont, Md., to Miss Bertha Bushey.

ROTH—SHEARER.—At Mt. Holly Springs, Pa., April 26th, *Prof. H. Milton Roth*, '89, to *Miss Mary Ella Shearer*, '99.

HECKMAN—GEIGER.—At Shippensburg, Pa., Thursday, July 5th, Rev. Edgar R. Heckman to *Miss Mabel Geiger*, '93.

WILLISON—BENNETT.—Thursday, June 14th, at Hewitt, Pa., by Rev. W. C. Garland, Mr. Charles W. Willison, of Cumberland, Md., to *Miss Amanda Bennett*, '94.

THOMPSON—RAILING.—In Chambersburg, Pa., Thursday, March 29th, *Mr. A. S. Thompson*, '95, to Miss Florence L. Railing.

PIPER—WENGER.—At Shippensburg, Pa., October 8th, Mr. A. M. Piper, of Philadelphia, to *Miss Mary C. Wenger*, '95.

NICKUM—LOSH.—On May 25th, at Washington, D. C., by Rev. Dr. Easton, Mr. John S. Nickum to *Miss Amanda Losh*, '94.

SHENK—STRICKLER.—At the home of the bride, in Hummelstown, Tuesday, June 26th, by Rev. E. O. Burtner, *Prof. H. H. Shenk*, '94, to Miss Bertha Strickler.

GRESS—REXROTH.—At Gettysburg, May 11th, by Rev. T. J. Barkley, *Prof. H. E. Gress*, '95, to Miss Annie Rexroth, both of McConnellsburg.

SMITH—FENSTERMACHER.—In Philadelphia, June 6th, by Rev. Fletcher, Mr. John W. Smith, of Ridley Park, to *Miss Anna Fenstermacher*, '90.

ZIMMERMAN—WOLFE.—At the home of the bride, by Rev. Hagerty, *Mr. Ira H. Zimmerman*, '99, to Miss Bertha A. Wolfe.

JONES—BOSWORTH.—In Seattle, Washington, November 9th, by Rev. Wesley Lamport, *Mr. Miles H. Jones*, '90, to Miss Elizabeth B. Bosworth.

JONES—GAYLOR.—At Mishawaka, Ind., January 1st, by Rev. Wesley Lamport, *Mr. Harvey W. Jones*, '80, to Miss Victoria Gaylor.

LAUMAN—BAKER.—At Hatton, Wednesday, June 13, by Rev. G. W. Perry, Mr. H. B. Lauman to *Miss Carolyn Baker*, '95.



Locals.

THE regular anniversary meeting of the Normal Literary Society occurred Friday evening, April 20th. Dr. James Eldon, recently Principal of the Lock Haven Normal and once a member of the Shippensburg faculty, presided. He prefaced the evening's entertainment with a few well-chosen remarks, explaining the occasion of the meeting and congratulating the society on its prosperity. Miss Nellie Geiger, '92, was the honorary secretary. Mrs. Florence Parker Paxson, of Philadelphia, furnished the en-

tainment of the evening with the assistance of the Waynesboro orchestra. Mrs. Paxson is a reader who is well and favorably known throughout the State and her recitations were very enjoyable, quite sustaining her reputation. Her work in child-impersonation was especially good.

The annual reunion of the Philo Literary Society was held Friday evening, May 18th, Dr. B. F. Myers, '87, of Shippensburg, presiding, and Miss Ada Horton, '88, of the Normal School, acting as secretary. Dr. Myers made a short opening address which was brimful of witty quips. He then introduced the entertainer of the evening, Mr. Fred. H. Tibbetts, Monologist, of Columbus, Ohio. Mr. Tibbetts differs from other monologists in devoting himself exclusively to the portrayal of tragedy. The tragedy selected for the occasion was *Virginius* by Sheridan Knowles. The entertainer held his audience throughout by his masterful representation of the various characters and the eloquent way in which he delivered the set speeches. Mr. Tibbetts' fine physique is a great help to him in the work which he has undertaken.

On the 28th of April there was given at the school "An Evening with Eugene Field." The program, embracing recitations from Field's poems and songs by several well known composers with the words by Field, proved a delightful entertainment for the large audience present. The following is the program :

1. Essay—Eugene Field.....GERTRUDE HOKE
2. a. The Duel. b. The Ballad of the Jelly Cake.....ORA BEEGLE
3. Song—The Dutch Lullaby—*De Koven*.....MISS HORTON
4. a. God's Acre. b. The Happy Household.....MARY KYLE.
5. a. Buttercup, Poppy, Forget-me-not. b. Nightfall in Dordrecht.....LAURA SPANGLER
6. a. Shuffle-Shoon and Amber Locks. b. Our Whippings. c. The Sugar-Plum Tree.....MYRTLE WOLFE
7. Song—Little Boy Blue—*Nevin*.....NELLIE NIPPLE
8. a. Over the Hills and Far Away. b. Father's Letter.....BESSIE CADWALLADER
9. a. Sister's Cake. b. The Dream Ship.....REBECCA GLEIM
10. a. Songs—Pittypat and Tippytoe—*Senour*. b. Child and Mother.....MISS BARNUM
11. a. The Rock-a-bye Lady. b. Our Lady of the Mine. c. The Fate of the Flimflam.....MARY SCHOCH
12. a. Little "All-Aloney." b. "Seein' Things." c. The Night Wind.....MISS FITCH

On Thursday evening, June 7th, the annual gymnastic exhibition was given in the presence of about two hundred invited guests. This entertainment was universally regarded as the best of the kind ever given here. The exhibition was repeated for the benefit of the students on Saturday night. The program follows :

MARCH.

Free Gymnastics.....	Seniors
Simple developing work, illustrating part of daily lesson.	
Combination Drill, Clubs and Bells.....	Junior Men
Military Work.....	Junior Ladies
School Fencing.....	Senior Men
Club Swinging.....	Seniors
Dumb Bells.....	Senior Men

Led by MR. J. H. McLAUGHLIN.

Dumb Bell Quadrille.....	32 Senior Ladies
A glimpse of the gymnasium during the hour for optional work.	
Pyramids.....	13 Senior Men

Miss Lou Martin, '96, presided at the piano and played the accompaniments very acceptably.

During the term two excursions were held under the management of Dr. Barton. The first of these was a one-day excursion to Gettysburg in the interest of the Athletic Association. The second was the annual excursion of the senior class to Washington and vicinity. Both were highly successful in every way.

The examinations by the State Board were held Wednesday and Thursday, June 20th and 21st. The faculty had conducted its examinations during the latter part of the previous week and on Monday of the same week. All of the ninety-two Seniors had been recommended to the Board and ninety-seven Juniors. These the Board, after a series of careful tests, approved and passed without exception. The members of the Board expressed themselves as highly pleased with the work of the school, and praise from such men as constituted the State Board for 1900 is high praise, indeed. The following were the members :

- John Q. Stewart, Deputy Superintendent Public Instruction.
- J. R. Flickinger, Principal, Lock Haven.
- J. A. McLaughry, Superintendent, Sharon.
- Oden C. Gortner, Superintendent, Juniata County.
- M. J. Brecht, Superintendent, Lancaster County.
- T. L. Gibson, Superintendent, Cambria County.
- S. G. Rudy, Superintendent, Huntingdon County.
- J. W. Sweeny, Superintendent, Elk County.

Mr. F. H. Smith, '98, was passed in the Regular Normal Course, and the following received State Certificates: Miss Anna E. Laughlin, Kasiesville, Pa. ; Miss Mattie A. Long, Altoona, Pa.; Mr. John A. Hindman, Kipple, Pa., and Mr. Howard R. Myers, Altoona.

Miss Edith L. Barnum, Teacher of Music during the last two years, and Miss Georgia M. Lenher, who had charge of the Art Department this year, have both resigned. Otherwise the faculty for next year remains unchanged.

Dr. Eckels was a member of the examining board at the Edinboro Normal School.

Miss Alice Louise Kinsey, formerly Teacher of Art, was married June 2nd to Mr. Nelson F. Eberbach. The marriage took place in the Friends' Meeting House, 17th street and Girard avenue, Philadelphia.

Miss Mary Britton, a former student of the school, was married April 25th to Mr. Samuel B. Wingert. Her home is now at Chambersburg, Pa.



The Baseball Season.

AT the conclusion of our successful football season the universal hope was entertained that the baseball season would be equally prosperous. This hope was more than realized. Baseball at Shippensburg has not been so uniformly successful as football and this year's record is on this account the greater cause for just pride. Six games were played and in all we came off with flying colors. The season was shortened by the cancelling of three games for various reasons. All games were played on the home field.

NORMAL VS. TOWN.

The first game of the season was played with the Shippensburg team on Saturday, April 20th. Our team won easily. Only five innings had been played when the game was stopped by rain. Score :

NORMAL.					TOWN.						
R.	H.	O.	A.	E.	R.	H.	O.	A.	E.		
Smith, ss.....	4	3	1	1	0	Stine, 1st b.....	0	0	5	0	0
Eckels, 2d b.....	2	0	1	0	0	McNulty, 2d b.....	0	0	0	0	0
McLaughlin, p....	2	2	1	1	0	Smith, 3d b.....	0	0	0	1	2
Noll, c.....	1	2	8	0	1	Beck, p.....	1	1	1	1	0
Heiges, lf.....	2	0	0	0	0	Miller, ss.....	0	0	3	3	1
Niple, 1st b.....	2	1	4	0	0	Walters, lf.....	0	0	0	0	2
Gettel, 3d b.....	1	2	0	1	0	Means, c.....	0	1	3	0	4
Myers, cf.....	0	2	0	0	0	Hayes, cf.....	0	0	0	0	1
Gray, rf.....	1	1	0	0	1	Baer, rf.....	0	0	0	0	0
<hr/>					<hr/>						
Totals	15	13	15	3	2	Totals	1	2	12	5	10

Two-base hits—McLaughlin, Niple. Bases on balls—By McLaughlin, 3; by Beck, 4. Struck-out—By McLaughlin, 7; by Beck, 3. Hit by pitcher—Heiges. Umpires—Means and Bollinger.

NORMAL VS. DICKINSON COLLEGE SECOND.

Saturday, April 27th, the second game was played with the Dickinson College Reserves. The game was characterized by strong batting on both sides. McLaughlin had the fine record of two three-base hits, two two-base hits and two singles out of six times at the bat. Score:

NORMAL.					DICKINSON.						
R.	H.	O.	A.	E.	R.	H.	O.	A.	E.		
Smith, ss.....	3	3	0	5	0	Stever, 2d b.....	2	3	3	0	3
Eckels, 2d b.....	1	0	5	2	0	Corcoran, cf.....	2	2	1	0	0
McLaughlin, p....	6	6	2	0	1	Jones, 1st b.....	2	1	6	0	0
Noll, c.....	3	2	11	1	1	Deeble, c.....	4	5	6	1	0
Heiges, lf.....	2	2	1	0	1	Garrett, ss. p.....	3	3	2	5	4
Niple, 1st b.....	2	1	7	0	1	Gordon, 3d b.....	3	1	2	0	2
Gettel, 3d b.....	2	1	0	1	2	Baer, cf... ..	2	2	2	0	1
Myers, cf.....	2	0	1	0	1	Kelley, rf.....	1	5	2	0	2
Gray, rf.....	1	2	0	0	0	Brown, p. cf.....	2	0	0	1	0
						Ham'n, 3d b.....	0	0	0	0	0
<hr/>					<hr/>						
Totals	22	17	27	9	9	Totals.....	21	22	24	7	12
Shippensburg.....	3	1	2	0	0	10	0	5	1	—22	
Dickinson.....	9	1	1	1	5	0	2	2	0	—21	

NORMAL VS. CHAMBERSBURG ACADEMY.

Saturday, May 5th, an exciting game was played with a team which represented Chambersburg Academy. The game was not finished. In the eighth inning, with the score 10 to 9 in our favor, a dispute arose over a decision of the Chambersburg umpire, and the game was discontinued. It was so clear a case of

taking advantage of a slight technical point, and the umpire's absolute power in order to deliberately steal the game, that we felt justified in not continuing, and in considering the game a victory. Score:

NORMAL.					CHAMBERSBURG.									
R.	H.	O.	A.	E.	R.	H.	O.	A.	E.					
Smith, ss.....	1	2	2	4	1	Green, ss.....	0	0	0	3	3			
Eckels, 2d b.....	1	1	2	0	2	Mowry, 3d b.....	2	1	1	1	1			
Noll, c.....	2	1	10	0	0	Mong, c.....	2	2	6	1	1			
McLaughlin, p..	1	1	0	1	0	Houser, cf.....	0	0	0	0	0			
Heiges, lf.....	1	1	1	0	2	McLan'n, 1st b..	1	2	8	1	2			
Niple, 1st b.....	2	1	4	0	0	Dorner, p.....	0	1	0	1	0			
Gettel, 3d b.....	1	3	2	0	0	Scheller, 2d b...	2	2	5	5	0			
Myers, cf.....	1	1	0	1	1	Bayless, rf.....	2	0	0	0	0			
Gray, rf.....	0	0	0	0	0	McKallup, lf.....	0	0	3	0	0			
Totals.....					10	11	21	6	6	Totals.....				
										9	8	*23	12	7

Umpires—Bollinger and Maclay.

*Two out when game was stopped.

NORMAL VS. DICKINSON SECOND.

Friday, May 25th, the Dickinson Reserves, now considerably strengthened, had another try at our team. For five innings the game was close. Then Normal drew away and won handily. Score:

NORMAL.					DICKINSON RESERVES.												
R.	H.	O.	A.	E.	R.	H.	O.	A.	E.								
Smith, ss.....	4	3	0	3	2	Steever, 2d b ...	1	0	4	3	3						
Eckels, 2d b.....	3	0	2	1	2	Clippinger, ss...	1	0	1	1	3						
Noll, c.....	4	2	11	2	0	Corcoran, cf.....	1	0	6	0	0						
McLaughlin, p..	1	2	0	3	0	Deeble, c.....	0	1	5	1	0						
Heiges, lf.....	3	3	2	0	0	Diehl, 1st b.....	0	1	8	0	1						
Niple, 1st b.....	1	0	6	0	0	Jones, rf.....	0	0	0	0	3						
Gettel, 3d b.....	1	3	4	0	0	Garrett, lf.....	2	2	0	0	0						
Myers, cf.....	0	3	1	0	0	Gordon, 3d b.....	0	1	2	0	3						
Gray, rf.....	2	1	1	0	0	Gingrich, p.....	1	1	1	1	0						
Totals.....					19	17	27	9	4	Totals.....							
										6	6	27	6	13			
Normal.....					3	2					0	0	0	3	5	2	4—19
Dickinson.....					3	1					0	0	0	0	2	0—6	

Two-base hits—Myers, Deeble. Three-base hits—Smith, McLaughlin, Gettel, Myers. Struck out—Normal, 4; Dickinson, 10. First base on called balls—Normal, 7; Dickinson, 3. Umpires—Drum, of Normal, and Sloan, of Dickinson.

NORMAL VS. TOWN.

On Decoration Day a second game was played with the Town team. Our opponents were much stronger than in the first contest. Their colored pitcher, Mickey, came very near winning the game for them. There was great excitement when the score was tied in the first half of the ninth. Normal won out in the last half with but one man out. The pitching of McLaughlin was fine and Mickey's work was almost as good. The score:

NORMAL.						SHIPPENSBURG.					
	R.	H.	O.	A.	E.		R.	H.	O.	A.	E.
Smith, ss.....	2	3	0	2	1	Means, c.....	1	1	14	1	0
Eckels, 2d b.....	0	0	2	3	1	Mickey, p.....	0	2	0	3	1
Noll, c.....	1	2	17	0	0	Reynolds, 1st b...	0	1	6	0	1
McLaughlin, p....	1	0	0	0	0	Jones, 3d b.....	2	1	2	0	1
Heiges, lf.....	1	2	1	1	1	Smith, lf.....	0	0	0	1	0
Ferguson, 1st b...	2	3	7	0	1	Stine, 2d b.....	2	1	1	1	1
Gettel, 3d b.....	0	1	0	1	3	Walters, ss.....	2	0	0	0	1
Myers, cf.....	1	1	0	0	1	Miller, rf.....	0	1	0	0	0
Gray, cf.....	1	0	0	0	0	Main, cf.....	1	0	2	0	0
Totals.....	9	12	27	7	8	Totals.....	8	7	25	6	5

One out when winning run was made.

Normal	1	1	0	1	1	0	2	2	1—9
Shippensburg.....	0	1	0	1	0	0	2	0	4—8

Two-base hit—Gettel. Three-base hit—Ferguson. Struck-out—Normal, 13; Shippensburg, 15. First base on called balls—Normal, 2; Shippensburg, 1. Umpires—Shoap and Fogelsanger.

NORMAL VS. CARLISLE.

The last game of the season on Saturday, June 16th, was a unique one. Only five innings were played and there was a steady downpour of rain throughout the game. The ball could not be handled with any certainty at all and bases on balls played an important part in the run-getting of both sides. Normal managed to keep ahead and won by the score of 20-13.

The Second Team was very thoroughly organized this year and did creditable work. They won and lost in two games with the Scotland Industrial School; won two games from the Day Students, Team; won and lost in two games with the second team of the town. Their good work makes the prospect for next year's team a bright one.

The season has been the best one financially we have ever had. A heavy debt was paid off and a small balance remains in the treasury. For this condition of affairs credit is due to Prof. Lehman, manager of the team, and Prof. Drum, treasurer of the association, and to Dr. Barton, who helped us greatly by conducting an excursion to Gettysburg in our interest.



A PRIEST who was out walking one Sunday observed a little Irish girl playing, and said to her: "Good morning, thou daughter of the Evil One."

"Good morning, Father," she replied, respectfully.—*Ex.*



AN ADVENTURE.

Three smart young men and three nice girls—

All lovers true as steel—

Decided, in a friendly way,

To spend the day a wheel,

They started in the early morn,

And nothing seem amiss;

And when they reached the leafy lanes

They in like

rode twos this.

They wandered by the verdant dale,

Beside the rippling rill;

The sun shone brightly all the while,

They heard the song bird's trill;

They sped through many a woodland glade,

The world was full of bliss—

And when they rested in the shade,

Theysat intwos likethis.

The sun went down and evening came,

A lot too soon they said;

Too long they tarried on the way,

The clouds grew black o'erhead.

Down dashed the rain! They homeward flew,

Till one unlucky miss

Slipped sideways—Crash! Great Scott!

The lot

Wereallmixeduplikethis.

—*California Critic.*