

# CUMBERLAND VALLEY STATE NORMAL SCHOOL

**T**HE CUMBERLAND VALLEY STATE NORMAL SCHOOL, by the high standard of its work and the success of its graduates has won a place among the first Normal Schools in the country. The free tuition offered by the state to students who are preparing to teach gives to young men and women an opportunity to obtain a very good education at a very small expense.

The Board of Trustees has ordered a number of very important improvements which will add greatly to the comfort, convenience and welfare of the students. A new kitchen, new laundry, new library and study hall, remodeling of the chapel, refurnishing and repainting of the gentlemen's rooms, new pianos, additional books for the Normal School and Model School libraries, are among the good things in store for next year's students.

The Cumberland Valley State Normal School invites correspondence with all persons interested in Normal School education. The three years' course will be fully established with the beginning of the coming year's classes. We request the friends of the school to send to the Principal the names and addresses of all persons of their acquaintance who expect to enter upon a Normal course at the opening of the coming Fall Term. The Fall Term will open the first Monday in September.

For catalogue and other information, address,

**G. M. D. ECKELS, Principal**

**SHIPPENSBURG, PA.**

# NORMAL SCHOOL HERALD.

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## The Mission of the Public School Teacher Principal's Address to the Graduating Class

MEMBERS OF THE CLASS OF 1902: I come this morning with my last message to you as a class. I have chosen for my theme on this occasion, "The Mission of the Public School Teacher." As you all, without exception, intend to teach, the theme is certainly not inappropriate, and I trust it may not be uninteresting.

In my parlor I have a picture familiar, no doubt, to many of you, called "Breaking Home Ties." This picture represents the mother standing before her son, who is about to leave the parental roof to seek a home elsewhere. The mother, with her hands resting upon the boy's shoulder, looks tenderly and earnestly into his face and speaks to him her farewell counsel. I would take the place of that mother in the picture, and, with my hands resting upon your shoulders, and looking squarely into your eyes, I would speak from a heart throbbing with a deep and abiding interest in your welfare and happiness.

Life has been represented in many ways; by some it has been likened to a voyage. The figure is not inappropriate. As the sailor meets with seas that are sometimes smooth and sometimes rough, so the mariner on the sea of life finds the waters sometimes calm and sometimes troubled. The sailor needs strength, courage and skill, and so the voyager on life's great ocean needs to be strong, brave and alert.

Life has been represented by some as a pilgrimage, and the figure is a very suggestive one. The pilgrim often finds his pathway rough and steep. So the traveler on the highway of life meets with many obstacles in his journey. The way is not always strewn with roses. Deserts, dry and hot, must be crossed, and mountains, steep and rugged, must be climbed.

Life is represented by some as a battle, and the figure is not without true significance. The life of the soldier is, in many re-

spects, a hard one, and he who would make a good soldier must have great endurance. The soldier who fights in many battles will sometimes be defeated, and so in the battle of life, victories are not seldom followed by defeats. The soldier must be heroic and self-sacrificing, and so the man who would win the battle of life must not shrink from danger, nor must he refuse to sacrifice self when duty demands it.

#### **Life as a Mission.**

I like to think of life as a mission. A mission implies that a man is sent. No man who wins true success in life sends himself into the field of his triumph. Many men imagine that they have directed the way to their own achievements, but, in the truest sense, this can never be. When the foundation of their success is discovered it will be found to rest on a deeper and firmer basis than could possibly be laid by human hands. The wisdom that leads life to a successful issue is less erring than the wisdom of man. The man who fulfills the real mission of life is divinely sent to his work. His commission has been written by the Creator's hand. The true teacher has received his authority to teach from the King of Kings and Lord of Lords. To bear a commission from such high power demands of us most faithful and conscientious service. No one can fail if his commission bears the seal of the Great King.

A mission implies that some opportunities must be ignored in order that the main duty of life may be accomplished. Paul, leaving Asia to go into Macedonia, might have argued with the angel who issued to him this important call, that it would not be wise for him to leave the work which he had only fairly begun to enter a new and untried field. Paul, however, knew the true significance of the call and obeyed its summons. All history has approved the wisdom of his choice. In doing this, however, it was necessary for him to leave a field which was much more congenial to him than the one into which he entered in Europe. In your work as teachers, you must throw aside everything that stands in the way of your highest success, and you must enter the field of work for which you have the greatest capability, and which offers to you the widest opportunity for the exercise of your best talent. You must never select a position on the basis of salary alone. Your success as a teacher should have more weight with you in making choice of a place than the amount of

salary paid. Too many teachers are contented with their first success, and have no ambition to enter wider fields of labor and usefulness.

A mission implies that a man is prepared for it when he enters upon it. Most failures in teaching come from a lack of preparation. The failures from this cause are often not noted by those who are responsible for the employment of teachers, because of their inability to determine for themselves a good school. But the failures are none the less real, because they have been unrecognized by those in authority. The first step toward a successful career as a teacher is adequate preparation.

A mission implies that a man must have help in carrying it out. The man without friends is a failure from the start. No man ever accomplished a great work in life, without friendly assistance. The personality of the teacher counts for a great deal in battling for success. And one of the strong elements in the personality of the teacher is the ability to secure and hold friends. The man who makes friends is the man who makes sacrifices. The selfish man can never have true friends. Cultivate, therefore, the power to win and hold friends. You will need all of them before your life work is finished.

#### **The Public School the Most Important School**

Public school education is the foundation of all advanced education. The students who are most successful in higher institutions of learning, are, as a rule, those who have had the best public school advantages. In building, a good super-structure cannot be erected on a poor foundation. And in education, advanced training is unsatisfactory, where the elementary instruction has been weak.

Public school education is the best, because it is free. A child's poverty need not deprive him of the benefits of the public school. It will often deny to him, however, entrance to private institutions. In the public schools sit side by side the children of the rich and the poor; the high and the low. No cast, or color, or condition is allowed to interfere with the child's right to a public education. In the public schools, and nowhere else, education is universal. These are the fountains which pour their waters into the great stream of the national life. A free government can no more exist without free schools, than an absolute monarchy without a great standing army.

### The Mission of the Public School to Make Men and Women

The chief mission of the public school is to make men and women. There can be no division of labor in this mission. In a manufacturing establishment, each workman has his own particular kind of work to do. Each man is required to be skillful only in doing the kind of work to which he has been assigned. In making a shoe, for instance, there are as many distinct kinds of work, as there are distinct parts of the shoe. In education, however, each teacher is engaged in making whole men and whole women. The primary teacher, no less than the high school teacher, is working at the whole man and the whole woman. There are, therefore, certain leading qualifications which every teacher must possess, to be truly successful.

The value of this mission to the world cannot be fully estimated. It is truth to say, however, that no other mission is greater. The "Imperial edict of education," as it is promulgated through the public schools of the land, is the most vital force in the elevation of the masses to a purer and nobler citizenship. To be a leader in this mission is to become a benefactor of the race. The man who fitly commands his little flock under the shelter of the humble country school house is as much a hero as the man who leads his battalions to victory on the field of battle, and the nation is as much indebted to him for his services.

The mission of the public school teacher is grand. To be allied with the four hundred thousand noble men and women who have recruited their companies in the school-room and who are leading their hosts in the battle against ignorance and vice is no empty honor. There are those who look upon teaching as an inferior occupation, but such souls are to be pitied, for they are not able to comprehend the value of the teacher to society and to the nation. If the nobility of a profession is to be known by its influence in making the world happier, stronger, and better, then teaching is in the very van of the professions. When Alexander the Great said that he owed more to Aristotle, his teacher, than to Philip, his father, he did not mean to charge his father with lack of interest in his welfare but rather to show his gratitude to his great teacher and incidentally to express his admiration for those who belong to the teaching profession. "The Christian teacher combines the office of preacher and parent, and he does more to shape the minds and morals of the community than preacher and parent combined."

The labor and the responsibility of the genuine teacher are great. To assume the office of teacher is to undertake a work that is most laborious and difficult. There is no easy method of gaining success in the school-room. The teacher who seeks to make his work easy and light is courting failure and will not have long to wait before it overtakes him.

As the labor and the responsibility are great, the reward is also great. When the Lord comes to make up his jewels the real teacher will not be forgotten. Some may have to wait until the last Great Day to receive their proper recognition, but that is the only day of sure reward for the best of mankind, and the teacher can afford to wait as well as the rest of those who have faithfully served their Master. It was a beautiful custom of the Greeks when they came to do honor to a hero, to do sacrifice to his teacher. By this act they exalted the teacher and his work and gave to the teacher his right place among the agencies which were elevating and ennobling the Greek people.

#### **Four Cardinal Points Demanding the Teacher's Attention.**

As there are four cardinal points of the compass upon which the mariner must ever keep his eye, so there are four points in the making of men and women to which the teacher must give constant attention.

The first point demanding the teacher's attention is the giving to the pupils entrusted to his care a proper conception of life. Many fail in life because they fail to grasp the meaning of life. When the individual apprehends the real significance of life he has entered upon the great highway of the saints on earth. There are two general conceptions of life which include the whole human family—the altruistic and the egoistic. Into one or other of these classes all men can be placed. It is not to be supposed that those who belong to the altruistic class are wholly altruistic, or that those who belong to the egoistic class are wholly egoistic, any more than those who are called good are wholly good or than those who are called bad are wholly bad. That man's conception of life is altruistic if he thinks of his neighbor as much as he thinks of himself, or if he loves his neighbor as himself, and that man is egoistic in his conception of life if he thinks less of his neighbor than he thinks of himself, or if he loves his neighbor less than he loves himself. All men come under one or other of these descriptions. A man's usefulness to the world will be de-

terminated by the class to which he belongs. If he belongs to the egoistic class the world will be better off without him. On the other hand, if his conception of life is altruistic and his life goes with his thought, the world cannot fail to be benefited by his being part of it. No argument is needed to prove that the teacher is largely responsible for the view of life which his pupils take. To be responsible for this most important result in the life of the individual is no small obligation for the teacher to have resting upon him. I never see a failure in life without recognizing the fact that at the foundation of it was a wrong conception of life itself. It is sad to witness a life devoted energetically to a legitimate pursuit for a selfish purpose fail, as it must, because the whole trend and purpose of the life have been centered around self. It must not be inferred from what has been said that a man must not be concerned for his own welfare. It is possible, I presume, for a man to be "too good for his own good." A man to bless the world by his life must have something to give to the world which the world needs. We cannot give that which we do not possess, and we cannot possess that which we have not first acquired. It is a man's first duty to see that he does not become a burden to his fellow-man. This, however, is not his whole duty. Every one who meets the demands of life fully contributes something to the world's progress and happiness. The man who is altruistically inclined must be true to himself as well as to his fellow-man. No one has yet seriously disputed the wisdom of Shakespeare's utterance "To thine own self be true, and it must follow as the night the day, Thou can'st not then be false to any man." To be truly altruistic one must be somewhat egoistic, but the egoistic feeling must not be allowed to become dominant in the life. As the selfish feeling is naturally strong in most persons it is the altruistic feeling which needs cultivation. As thought precedes feeling, it is necessary to instil into the minds of the youth the altruistic conception of life.

The second point requiring the attention of the teacher is the development of right ideals. A conception of life is general and applies to every individual, fixing the boundaries of every life with the same lines. An ideal of life is particular and applies to each individual. No two ideals are precisely alike any more than any two lives are precisely the same. While each ideal must harmonize with the general conception of life, within the limits of

this conception there is room for each ideal to differ from every other ideal. A teacher will have as many ideals to develop as he has pupils under his care. The strongest power of the teacher in the development of ideals is the example of his own life. No other person excepting the parent has as much influence in creating ideals as the teacher. This is a critical point in the teacher's work. To be responsible for a young person's ideals of life is a much more sacred obligation than to be responsible for his knowledge of the branches he is pursuing. To build ideals requires a master. An amateur may build up subjects in the youthful mind. History and Literature must always remain important subjects in the public schools because of their influence upon the ideals of the young. It will be a sad day for the moral life of the pupil when the material sciences are substituted for the writings of the best authors, and the biographies of the best people.

The third point requiring the attention of the teacher is the formation of correct habits. "Habits are the threads out of which character is woven." Dr. Boardman says, "The law of the harvest is to reap more than we sow. Sow an act, and you reap a habit; sow a habit, and you reap a character; sow a character, and you reap a destiny." Habits are usually formed in early life, and are seldom broken. "Habit determines what we are. It determines our perceptions and our thoughts. It determines our emotions and our desires. It determines our affections and our actions. It determines our character and our destiny." Habit is very important when considered in relation to the school. Much of the teacher's time and energy is spent in an effort to break up bad habits which the children have already acquired. Much patience and skill are demanded of a teacher in building up good habits for the children, and the teacher who has the ability to do this for them is not likely to be over-compensated for his services. For the value of this work cannot be fully measured in dollars and cents.

The fourth point requiring the teacher's attention is the securing of a right ruling passion in every young man and woman who emerges from the public school. In every person some passion of the soul is dominant. It may be hate; it may be revenge. It may be love of mankind; it may be love of gold. It may be gratitude; it may be ambition for fame. It may be liberty; it may be justice. It may be love of country; it may be love of



self. With Napoleon it was ambition ; with Herodias it was revenge ; with Nero it was hate ; with Aristides it was justice ; with Patrick Henry it was liberty ; with Washington it was love of country ; with Lincoln it was love of humanity ; with Moody it was love of soul. In the voyage of life " reason is the chart, but passion is the gale. " Let me know the ruling passion of a man, and I will tell you whether his life will bless or curse mankind. The ruling passion of life is developed before the boy and girl reach maturity. The teacher is as much responsible for the nature of this passion, as for the character of the intellectual training he gives. No more delicate and difficult task confronts the teacher than the shaping of the under-current of feeling, which gives direction and color to the whole stream of life. While this passion is forming, reason oftentimes seems to be held in abeyance. It is during this period of the boy's development, that he is keenly suspicious of the interest his elders are taking in his welfare. It is now that the youth, moved by some fancied wrong, quits the roof which has hitherto sheltered him, turns his back upon the hearts that beat warmest for his safety and security, and launches out into the world for himself. Moved by the passion which surges and sways in his bosom like the waves of a boisterous sea, he quits the old home at midnight, fancying the shock that will come to his parents in the morning, when they find him gone, and he inwardly rejoices to some extent in the pain which his flight will give to these fond hearts, falsely believing that their sorrow has come to them as a retribution for their failure to understand the current of feeling which moves a boy's life. Who will say that the boy is wholly responsible for thus severing the ties which bind him to the most sacred spot on earth, and to the purest and deepest love which thrills the human heart? Is it not possible that some of the responsibility for the false step may lie with the parents, and possibly some of it may be honestly laid at the teacher's door? To stay the wild passions of a boy's life, and to make dominant the sweet and noble passion of love, is a work that might challenge the skill and patience of an angel, but it has been left to human wisdom and cunning to accomplish the almost miraculous task. Thus it appears that the most important things in the teacher's work are at the same time the most difficult. To so fix the current of a boy's life that it will certainly carry him into a peaceful and safe harbor when the

voyage of life is ended, is a very responsible undertaking, but it belongs to the teacher's work, and there is no escape from the responsibility. We should not forget, however, that he who seeks to make love the ruling passion of life with those whom he teaches is working with God and cannot fail.

#### **The Mission of the Public School Teacher to make Citizens.**

In pre-Christian education they sought to make the man out of the citizen. In Christian education we seek to make the citizen out of the man. While it is the first duty of the teacher to make men and women out of the children placed under his tuition, his second duty is to make out of them citizens for the state and nation. The teacher holds his first commission from God. He holds, however, a second commission from the state. The first commission demands that out of the material given him in the public school, he shall make noble men and women. His second commission demands of him that he shall make out of this same material intelligent and virtuous citizens. These commissions in no way interfere with each other but rightly understood they are in perfect harmony. The state wants men who are true in all their relations in life.

“God give us men. A time like this demands  
 Strong minds, great hearts, true faith and ready hands;  
 Men whom the lust of office does not kill;  
 Men whom the spoils of office cannot buy;  
 Men who possess opinions and a will;  
 Men who have honor—men who will not lie;  
 Men who can stand before a demagogue  
 And scorn his treacherous flattery without winking;  
 Tall men, sun-crowned, who live above the fog  
 In public duty, and in private thinking.”

While it is true that the higher commission includes the lower in this case, yet it may be well for us to consider the duties enjoined by this second commission. Civil government is a part of God's plan for the government of the world. In the march of time the nations of the earth are evolving in their history the great purpose and plan of God which He had from the beginning in making men. “The powers that be are ordained of God” and “Render unto Cæsar the things that are Cæsar's,” are affirmations of God's recognition of human government which are too plain to be misunderstood. This must not be understood as a sanctioning of bad government where bad government exists.

The family exists in accordance with the divine plan for the ruling of men, but no one would for a moment think of holding God responsible for the existence of bad families. Government is of human construction but divinely sanctioned. Those who make government are responsible for its character and its maintenance. The teacher owes a duty to the state from which he cannot absolve himself on the plea that he is not adequately compensated for his services. This statement must not be regarded as in any sense a palliation of the wrong done the teacher when he is faithfully serving for a compensation which is far less than that to which he is justly entitled. We simply mean that the compensation a teacher receives for his services does not determine the degree of fidelity he owes to the government by whose authority he teaches. The teacher occupies an important post in the defense of the state and his faithfulness to duty may determine its very life.

Having consented to the proposition that the teacher more than any other agency is responsible for the character of the citizenship of our nation, it remains to be told how the teacher can best discharge his duty of educating citizens. The state owes more to the services of the public school teacher than it owes to the services of the soldier, and the history of our country shows that its very life has more than once been saved by the courage and skill of its soldiers and sailors. Every school-house in the land is a fortress, and every teacher is a commander of its guard. To hold such a position brings with it great responsibility, and demands high character in the teacher.

The teacher who educates citizens must be a student of state and national affairs, and he must be a close reader of current events. He must be familiar with the history of the constitution of his country; he must have a firm faith in the beneficence of government, and a high regard for the best and truest interests of the commonwealth. The insistence on the part of the state that teachers must hereafter be qualified in the subject of civil government is a recognition of the high place the teacher occupies in relation to the state's security and welfare. Every teacher must teach faithfully the history of his own state, as well as the history of the nation, and his pupils must be made familiar with the state constitution, as well as with the constitution of the United States. To teach the history of the state effectively, the

teacher himself must be familiar with the subject. That this subject has been woefully neglected is clearly shown by the fact that, until recently, no school text-books were published covering this field of history. A reasonable amount of state pride should be aroused in the minds of the pupils. There is no harm comes from citizens believing that in the administration of government their own state is the best, but, unless this pride is based upon rational considerations, it will not develop a healthy patriotism. It is not enough for the pupil to become familiar with the material resources of his state alone. He must come to understand the higher sources of wealth which enrich a commonwealth. The great libraries, the great schools, the great hospitals, the great churches, the great newspapers, the great societies, the great museums, the great art galleries, must be made familiar to the public school pupil, and lend their glory to his conception of the greatness of his state.

The pupil must be made acquainted with the local history of the community in which he lives. In the more than two hundred years of our state history our commonwealth has added many names to the roll of fame. These names should not be strange sounds to the pupils in our public schools. The average citizen gets his views of his country largely from the impressions he has of his own state. The knowledge of most of the teachers in Pennsylvania is very meager concerning the state's growth and history. A knowledge of the state constitution is an essential qualification for every educated citizen of the Commonwealth. In addition to the history of the state, the teacher must make himself familiar with the history and interpretation of the state's constitution. From the practical standpoint, a knowledge of the constitution of the state is of more value to the average citizen than a knowledge of the constitution of the United States, for the reason that the relation of the citizen to the state is much closer than the relation of the citizen to the United States.

But above all other accomplishments those virtues which adorn citizenship, should shine forth in the lives of the teachers. No knowledge of any kind can be made a substitute for character in the teacher. The teacher to be effective, must illustrate in his own life those higher qualities of manhood, which give to citizenship its charm and power for good. A teacher armed with patriotism, character and intelligence, is the most effective agency

of the state in destroying the power of the corruptionist and time-server in political life. So long as the leaven which is working in the public school is patriotic and pure, we may hope for the permanency and strength of our republic.

And now, I must close this address. Could I know that you would be with us at the opening of the coming term, my sorrow at your leaving, would be turned to joy by the thought of your returning, but for the return of most of you I cannot hope, as force of circumstances, if not choice, will compel you to teach during the coming year, and when the doors are opened at the commencement of the new term, it will be for the admission of strangers to take your places, and the music of your voices will gladden other scenes. The voice of the stranger will be heard in the halls which are now so familiar and endearing to you. Go forth to your work, relying upon Him who has given to every righteous cause its strength, and to every noble effort its victory.

“The sweetest lives are those to duty wed,  
Whose deeds, both great and small,  
Are close knit strands of an unbroken thread,  
Where love ennobles all.  
The world may sound no trumpets, ring no bells,  
The Book of Life the shining record tells.  
Thy love shall chant its own beatitudes  
After its own life-working. A child’s kiss  
Set on thy sighing lips shall make thee glad;  
A poor man served by thee shall make thee rich;  
A sick man helped by thee shall make thee strong;  
Thou shalt be served thyself by every sense  
Of service which thou renderest.”

NOTE.—In delivering this address to the class, I delivered it from outline. In preparing the copy for the Herald, while I have attempted to follow the outline closely, I have made no effort to reproduce the language, and I have not hesitated to make fuller the elucidation of a thought where I deemed it necessary.

—G. M. D. ECKELS.



### MEMORIES

Let us forget the things that vexed and tried us,  
The worrying things that caused our souls to fret;  
The hopes that cherished long, were still denied us,  
Let us forget.

## Commencement Week.

### Senior Reception.

**S**ATURDAY evening, June 21st, the graduating class together with the faculty and a few invited guests banqueted in the dining hall. The president and orator of the class made short speeches on behalf of their class-mates. Both addresses contained good thought and were worthy of the applause they received. Each teacher also was called upon and responded in a few remarks of farewell and advice to the class, those teachers who are not returning to the school next year speaking with special feeling. Rev. Meminger, who later preached the Baccalaureate Sermon, made a short address in a very happy manner. The customary singing of Auld Lang Syne concluded the exercises. All present unite in the opinion that the Senior Banquet of 1902 was a success and an excellent beginning of a more than usually enjoyable Commencement Week.

### The Baccalaureate Sermon.

Pleasant weather, which continued, indeed, throughout the entire week, filled the Chapel to its utmost capacity on the evening of the Baccalaureate Sermon. The services began with a hymn by the congregation and a scripture lesson by Rev. C. B. Wingerd. Rev. M. E. Swartz offered prayer. A duet, "The Lord is my Shepherd," was sung by Miss Holtzinger and Mr. Fickes of the Senior class. Then followed the Baccalaureate discourse by Rev. J. W. Meminger, D. D., pastor of St. Paul's Reformed Church, Lancaster, who announced as his text James 3-13, "Who is a wise man endued with knowledge? Let him show out of a good conversation his works with meekness and wisdom." The sermon was well adapted to the occasion and delivered in an impressive manner. At its conclusion a chorus, "O, Lord, Hear our Prayer," was rendered and the exercises were brought to a close by the benediction by Rev. Geo. C. Henry. The following is an abstract of Dr. Meminger's sermon:

The term conversation in the text means the whole action of life, the development of character. With years of training coming to an end in the events of this week, with all the splendid possibilities of life before you, in which this training shall continue, and be embodied in your life work, you must say whether

the knowledge gained shall lie an unproductive mass in sluggish brains, or be perverted to base, ignoble and selfish ends, or be a glorious power, devoted to noblest objects of human life and human hope, and thus consecrated to the highest good of man and the glory of God.

Your conversation, the action of your life, may suffer from false objects. It may be a failure through simple indifference and lack of purpose. Your course of study in this institution has been a failure, if it has not disciplined your mental powers, roused your wills, and directed your energies toward living nobly and well.

So many people are idly busy with living, and careless of life. They do not gather up their powers, nor do they see the importance of putting force into the ordinary things of life. They have not selected the splendid motto: "What thy hand findeth to do, do with thy *might*." Routine soon kills the indifferent. The daily round, so much alike, deadens enthusiasm. Commonplace effort seems to do, and commonplace people we come to be.

The difference between life's successes and life's failures is not a difference in mental ability so much as a difference in enthusiasm, in the force of will, in doing the ordinary things of life better than the ordinary man does them.

The great teacher, the great merchant, the great preacher, is a great personal force, terribly in earnest, doing great things grandly now, because years ago he did ordinary things, and put more soul, more character into them than other men did.

Our Ideals and Reals are not twins—they never were. But the man of high ideals struggling up the rugged heights to reach them will have a *real* life, breezy and glorious, far above him who is content to be a sluggish grinder in the mill of repetition.

Do not trust to luck. It never made a fool speak words of wisdom, nor an ignoramus contribute to science, art or literature. It never made a loafer become a Roosevelt.

"The tissues of the life to be  
We weave with colors all our own,  
And in the field of destiny  
We reap what we have sown."

Mere intellectual training is not enough. The intellect is but the gateway to the soul. When we train the intellect, we clip the fetters from the wings of an angel of light, and send it forth

to bless mankind, or we unchain a demon to use his perverted powers to prey upon his fellowmen.

Sometimes, you find a young man graduating with a bright mind and black morals. His speech is vulgar and profane, his life is low, he accepts the honors of the institution whose discipline he has defied, and whose good name he will yet trample in the dust. But no brazen effrontery, nor finely-phrased apologies will long hide the lack of moral principle, and I am glad that all our institutions of learning are demanding evidences of higher character, purer conversation, nobler living, on the part of their students.

*Mainly Christian character is the finest thing in the world.* The desire to live the life God would have us live and do the work He would have us do, makes life all glorious, and brings us to realize that the new Jerusalem, with its flashing pinnacles, is no city in the far-off sky, which a child sees at sunset in the golden west. It is a city with foundation in our very life. Its haunting splendors fall around us in our daily tasks, and with this in mind, you may go forth to your life work in faith and hope and love, and may the blessing of God Almighty attend you. Amen!

#### Principal's Address

Monday morning the Principal delivered his address to the graduating class. The theme this year was "The Mission of the Public School Teacher." The address is published in another part of the Herald.

#### Musical and Literary Entertainment—Art Exhibit

Monday evening was occupied, as is customary, with the exhibition of the Art Department and an entertainment given by the pupils in Music and Elocution. The art exhibit consisted almost entirely of class-room work. The drawings were more varied in style than usual and were very creditable. The exhibitions of pyrography work and basket weaving were attractive features.

The entertainment of the evening was very pleasing and was attended by a much larger audience than usual.

#### PROGRAMME.

##### PART I.

Piano Duo...Waltz and Finale (from Birthday Music, Op. 250)...*C. Bohm*  
MISS CORA CLEVER, MISS LULU WATSON.



- Reading .....Nora's Blunder.....  
 MISS MINNIE MCCLOSKEY.
- Vocal Solo.....Sunset, Op. 76, No. 4.....*Dudley Buck*  
 MISS ELLA HOLTZINGER.
- Piano Solo.....Valse Brilliante.....*Moszkowski*  
 MISS ELIZABETH CUNNINGHAM.
- Declamation.....The Black Horse and His Rider.....*Lippard*  
 FRANK C. MYERS.
- Vocal Solo.....A Madrigal.....*Victor Harris*  
 MISS GAIL BELL.
- Reading.....How Old Folks Won the Oaks.....*Eakins*  
 MISS NORA NICKLES
- Vocal Solo.....The Two Grenadiers, Op. 49, No 1.....*Schumann*  
 EARL W. COBLE

PART II.

- Sketch.....A Slight Mistake.....*Walkes*  
 He (otherwise George Fielding) MR. MCCRONE  
 She (otherwise Clara Manners) MISS FITCH
- Piano Quartette.....March Heroiques, Op. 27.....*Schubert*  
 MISS MASON, MISS NORA NICKLES, MR. UNDERWOOD,  
 MISS MARY NICKLES.
- Ladies' Quartette.....Robin Adair.....*arr. by Dudley Buck*  
 MISS TAUGHENBAUGH, MISS EISENHART, MISS MABEL WHITE,  
 MISS HOLTZINGER.

PLASTIQUES.

- |   |                              |
|---|------------------------------|
| Niobe and Her Children  | Revels of the Muses          |
| The Toilet of the Bride   | Death of Tarpeia             |
| News of the Death of Hector   | Lucretia and Her Maids       |
| Diana's Hunting Party   | Ariadne's Slumber            |
| The Last Day of Herculaneum   | School of the Vestal Virgins |
| ANNA SMITH, HELEN CORWIN, MAUDE FULCHER, MARION KOUGH,<br>GERTRUDE GLESSNER, EDITH MYERS, VERA SPECK,<br>LINDA GOODYEAR, ELIZABETH BLAIR. |                              |
| Accompanist, Miss Clara Potter.   |                              |

Class Day

Class Day exercises were held Tuesday morning, at ten o'clock, and were perhaps more sprightly and interesting in their character than they have been in past years. All the numbers were good. The Class Roll was above the average of such productions. Programme :

- Music.....ORCHESTRA
- President's Address.....F. C. MYERS
- Oration—"Labor and Its Remembrance".....M. O. BILLOW
- History .....ELSIE K. MOUNTZ
- Music.....ORCHESTRA
- Mantle Oration .....J. C. MYERS

Response.....	L. DALE CRUNKELTON
Class Roll	Ladies.....FRANCES L. RIDGWAY
	Gentlemen.....JOHN FRITCHEY KOB
Class Song .....	CLASS
Music.....	ORCHESTRA

### Reunion of Class of 1900

The Reunion of the Class of 1900 took place at 2 o'clock Tuesday afternoon. These biennial celebrations are a regular and enjoyable feature of Commencement week. The programme rendered was an excellent one. In accordance with the custom of the classes, as they come back to Normal for their Master Diplomas, this class presented a memorial to the school. This consisted of fifty volumes pertaining to American history for the library. The gift is a suitable one, and the class will long be remembered by it.

#### PROGRAMME.

Music.....	ORCHESTRA
President's Address.....	J. W. BAISH
Class Poem .....	GERTRUDE HOKE
Instrumental Solo .....	CORA CLEVER
Oration .....	J. C. TRESSLER
Music.....	ORCHESTRA
Instrumental Solo.....	IDA KLECKNER
Presentation.....	J. A. DAVIS
Music—America.....	ORCHESTRA

### Alumni Reunion

At 8 o'clock Tuesday evening, the Alumni Association furnished a programme for the entertainment of its members, and other Commencement visitors. As the President, Mr. W. N. Decker, '95, was unable to be present, Mr. Miles A. Keasey, '00, Vice President, filled his place on the programme. The programme was up to the standard, and was as follows :

Music.....	ORCHESTRA
President's Address .....	M. A. KEASEY, '00
Instrumental Solo .....	FRANCES GEIGER, '97
Recitation—"The Mizzable Man" .....	ELIZABETH HAYES, '00
Vocal Solo .....	MRS. GEO. H. ECKELS, '96
Music .....	ORCHESTRA
Address—"A Larger Home".....	J. S. HEIGES, '91
Instrumental Solo .....	MRS. C. E. BARTON, '00
Recitation .....	A. A. MCCRONE, '95
Quartette—"Star of Descending Night,"	

MRS. GEO. H. ECKELS, '96,	M. L. DRUM, '96,
MRS. C. E. BARTON, '00,	A. A. MCCRONE, '95.

Commencement

Wednesday morning at 9:30 Commencement Exercises were held. The large graduating class, one hundred twenty-four in number, entered the Chapel for the last time as an unbroken body. The exercises were exceedingly interesting. As last year the class was represented on the programme by three numbers—an oration, a recitation, and a vocal solo. These were all well received by the immense audience. Dr. Henry T. Spangler, President of Ursinus College, delivered the Commencement address on the subject, "The Value of the Educated man to Society." He discussed his subject under three heads—the value of the educated man lies in his, 1, Personal worth; 2, Leavening power; 3, Uplifting influence. It is a well demonstrated fact that, other things being equal, an educated man will master new duties more quickly, will do them better, and will make improvements that will lessen the work connected with those duties. The address was an eminently practical one, and the members of the graduating class appreciated the splendid advice it contained. The Commencement programme follows:

Prayer.....	REV. C. B. WINGERD
Music	
Oration—The Mission of Chivalry.....	WALTER L. NOLL
Ladies' Chorus—The Water Nymph.....	<i>Rubinstein</i>
Soloist, MISS BRENNER.	
Reading—Thrush.....	VIOLETTE E. NISLEY
Vocal Solo—Blossoms.....	<i>Hatton</i>
JANE C. TAUGHENBAUGH.	
Music	
Commencement Address.....	DR. HENRY T. SPANGLER
Music	
Conferring of Degrees	
Mixed Chorus—Gloria in Excelsis—Mass in B flat.....	<i>Farmer</i>
Solo Quartette,	
GAIL BELL, W. S. FICKES, ELSIE EISENHART, HARRY GRAY.	
Benediction.....	REV. C. I. BROWN

Alumni Business Meeting—Alumni Dance

At 2:30 Wednesday afternoon the annual business meeting of the Alumni Association was held. The attendance was small and it is likely that the hour of meeting will be changed, so that this important meeting may be better attended hereafter, and that greater results may be accomplished. The class of 1902 was formally admitted to membership. The report of the Obituary Committee was accepted, and appears in this issue of the Herald.

The committee was continued. The Treasurer's report was also accepted. The following officers were elected for the ensuing year: President, Mr. M. L. Drum, '96; Vice President, Mr. J. A. Davis, '00; Secretary, Miss Ada V. Horton, '88; Treasurer, Dr. J. F. Barton, '74; Executive Committee, Miss May Donnelly, '00, and Mr. A. A. McCrone, '95.

In the evening the Alumni Dance was held in the large Chapel. This function was more enjoyable than ever, and the dancers seemed loath to stop. The music was furnished for the dance, as for all the commencement exercises, by Oyler's Orchestra of Harrisburg. This is the same orchestra that has played here for several years during commencement week, and their music was, as before, very acceptable.



#### Carried It One Step Farther

**T**OMMY was given a new diary, and encouraged to set down each day's doings. He was very proud of it, says the *Detroit Free Press*, and determined to keep it faithfully.

The first day he wrote: "Got up at seven," and then continued to record incidents of the day. At his father's suggestion, he took it to his teacher for approval.

She did not like the phrase "got up." "Don't say 'got up,' Tommy," she said. "The sun doesn't get up; it rises."

When he retired that night Tommy remembered his lesson, and wrote carefully in his diary, "Set at eight."



#### A Prayer

Grant us, O Lord, the grace to bear  
 The little pricking thorn;  
 The hasty word that seems unfair;  
 The twang of truths well worn;  
 The jest that makes our weakness plain;  
 The darling plan o'erturned;  
 The careless touch upon our pain;  
 The slight we have not earned;  
 The rasp of care. Dear Lord, to-day,  
 Lest all these fretting things  
 Make needless grief, oh, give, we pray,  
 The heart that trusts and sings.

—ELIZABETH LINCOLN GOULD.

...THE...

# NORMAL SCHOOL HERALD.

PUBLISHED OCTOBER, JANUARY, APRIL AND JULY.  
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GEORGE H. ECKELS, '91, Editor.  
ADA V. HORTON, '88, Personal Editor.  
CHAS. E. BARTON, '91, Business Manager.

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Address all communications to THE NORMAL SCHOOL HERALD, Shippensburg, Pa. Alumni and former members of the school will favor us by sending any items that they may think would be interesting for publication.

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JULY, 1902

## Editorial

WITH this, the closing number of Volume VI, two members of the present Herald staff retire. The Editor and the Business Manager are both called away from Shippensburg by the duties of new positions. Both have been connected with the paper for a number of years, and they give up their positions on the staff with regret. The new staff has not yet been selected. Whoever may be at the helm, may the Herald prosper!



The Commencement exercises of the Cumberland Valley State Normal School were never more successful than this year. All the exercises from the beginning to the end passed off in a satisfactory manner. There was not a single number on any of the programmes that was not rendered creditably. Even the weather was almost perfect.



The Trustees of the school have under consideration a number of important improvements, which, when made, will add greatly to the comfort of the students. A new kitchen and laundry will be constructed, the chapel is to be remodeled, a new study hall is to be built, and the rooms of the boys' dormitory will be repainted and refurnished.

Many of the members of this year's class secured positions as teachers before leaving Normal. The class this year was the largest in the history of the school, and it contained an unusually large percentage of very strong teachers. We expect the class of 1902 to give a splendid account of itself in the near future. We believe the one hundred and twenty-four young men and women of this class will make themselves felt in the educational world, when once they have fairly entered it.



The State Board of Examiners spoke very highly of the neatness and accuracy of the work done by the several classes in their final examinations. Shippensburg Normal School aims to do only thorough and systematic work. Shoddy work finds no favor with the members of the faculty. Our competitors are having great trouble in finding weak spots in the record of the school, so carefully and conscientiously is all the teaching being done.



The free tuition offered by the state to Normal School students was a very meritorious act on the part of the legislature and the Governor of the Commonwealth. Many young men and women of promise will now see their way clear to take a Normal Course, who previous to this liberal action on the part of the state, saw no way of gratifying their desire to fitly qualify themselves for the profession of teaching.



The increasing number of leading positions which the graduates of the Shippensburg Normal School are annually securing is a high compliment to their worth as men and women, and to the superior training they received in the Normal School from which they graduated. No other Normal School diploma has a higher value set upon it by superintendents and directors than the diploma of the Shippensburg Normal School.



The government of the Shippensburg Normal School commends itself to every person who is familiar with it. Visitors never fail to speak of the excellent behavior of the students in the building and elsewhere. Their wonder is that such excellent discipline is maintained with so little apparent effort on the part of the teachers who are responsible for it.

To be associated with the Shippensburg Normal School as a student, is a privilege of great value. The opportunities in every line of work are unsurpassed, and insure to the student first-class instruction and training. A school which does so much for its students is sure to have a loyal and faithful alumni.



The Principal of the school is delighted with the prompt responses from the readers of the Herald, to his requests for the names and addresses of prospective students. Many of the new students, coming to the school each term, are those whose names and addresses have thus been mailed to the Principal. The readers of the Herald understand how to make themselves useful to the old Normal, and their efforts in helping to build up the patronage of the school are highly commendable.



Mr. J. F. Evans, a graduate of the second class in the history of the school, is the father of a number of bright boys and girls whom he is desirous of educating. He thinks seriously of moving from his home in Huntingdon county to Shippensburg, in order that his children may have the privilege of getting an education in the same institution from which he graduated more than a quarter of a century ago.



The regular Normal Course offers to students a fine education at a minimum of expense. The students who graduate in this course will be prepared for teaching in any grade of public school work. The new course will greatly strengthen the profession of teaching, and it will also increase the prestige of Pennsylvania Normal Schools. Every young person, looking toward teaching as a profession, should be satisfied with nothing less than this new course as a preparation for his chosen field of work.



We hear that some persons who expect to teach object to the new course of study, because it takes more time to complete it than was necessary to complete the old course. Certainly it will take more time. It takes longer to run three miles than to run two. The reason that it takes longer is because there is more to do. One year's additional work is required, and it would be strange indeed if additional time were not needed in which to do this additional work.

A young man was heard to say that if it took him three years to graduate at a Normal School he would go to college. This young man was fresh from the public school without any language but his mother tongue, no knowledge of science, and his knowledge of mathematics was confined to arithmetic and a few pages of algebra. He expects to teach. We wonder what college would take him with this preparation. He could spend three years in a Normal School, and then he would be none too far advanced to enter the Freshman class at a good college.



The Normal Schools are not preparatory schools for college. Nevertheless there is no better foundation for a thorough college course than a Normal School education. The Normal School graduates who take college courses are almost certain to take high rank in their classes. This has been the almost universal report of the work of Normal School students in college.



Who should take a Normal School course? All who expect to teach should do so. The person who wishes to make teaching his life work should take both a Normal School and a College course, but, at all events he should take the Normal School course. The Normal Schools have no business soliciting students who are preparing for college, unless such students expect to teach. These students belong legitimately to the preparatory schools. On the other hand, colleges have no right to cut down their entrance requirements, so as to enable students who expect to teach to take a college course almost as quickly as they could take a Normal School course. A college course taken under such conditions is not nearly so good a preparation for teaching, as a Normal School course.



### In Memoriam

#### Resolutions on the Deaths of Alumni

WHEREAS, The hand of Providence has taken from our midst the following members of the Alumni of the Cumberland Valley State Normal School: Mr. Wm. H. Hamilton, '91; Mr. Jos. T. Baker, '97; Miss Mary Bomberger, '98; Mr. Isaac Hershey, '98, and Miss Amy Smith, '00, and



WHEREAS, It is the desire of the Alumni Association to pay proper respect to their memories, therefore be it

*Resolved*, That in the death of these members of the Alumni Association, we have lost members of upright character who were devoted to the interests of their Alma Mater, and who ranked high in their chosen callings.

*Resolved*, That the Association greatly deplores the heavy loss that it has sustained in the death of such worthy members.

*Resolved*, That the Association extends its sincere sympathy to the relatives and friends of these departed ones.

*Resolved*, That these resolutions be placed upon the minutes of the Association, and published in the Normal School Herald, and that a copy of the paper be sent to each of the bereaved families.

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

#### **Resolutions on the Deaths of Trustees**

WHEREAS, The Alumni Association of the Cumberland Valley State Normal School desires to show its regret at the deaths of Hon. S. M. Wherry, President of the Board of Trustees, and E. J. McCune, Esq., Secretary of the Board, and its appreciation of the characters of the same; therefore, be it

*Resolved*, That in the death of these prominent and influential Trustees, the Alumni recognizes a distinct loss to the school.

*Resolved*, That the Association sincerely laments the loss of these valuable friends of the school.

*Resolved*, That the sympathy of the Association is hereby extended to the bereaved families.

*Resolved*, That these resolutions be placed upon the minutes of the Association, published in the Normal School Herald, and copies of that paper sent to the families of the deceased.

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

### Alumni Personals

**M**R. H. H. BAISH, '95, who is principal of one of the ward schools in Altoona, is enrolled as a student at the summer session of Harvard University.

Mr. W. H. Burd, '92, who has been teaching at Patton, Pa., has been elected a ward principal in Altoona.

Mr. Walter E. Reddig, '98, has accepted a position with the J. L. Rumbarger Lumber Co., at Horton, W. Va. He is manager of one of the five stores owned by the Company.

Shippensburg graduates secured several prizes at Pennsylvania Colleges this year at the recent commencements. At Bucknell Mr. M. L. Drum, '96, secured one of the Tustin psychology prizes. At Ursinus Mr. E. M. Sando, '97, divided the Sophomore English prize. At Lehigh Mr. W. H. Hendricks, '97, won a prize in free-hand drawing.

Mr. D. Harper Sibbett, '94, writing from Manilla in the Philippines, informs us that after two years of active service in the army, he has accepted a position in the Department of Posts in the Manilla Post Office.

Hon. R. L. Myers, '85, has for the third time been honored with a nomination for the Legislature by the Democrats of Cumberland county. Mr Myers has already served two useful terms at Harrisburg, and his re-election is confidently expected.

Mr. Raymond Gettel, '98, has resigned his position as Assistant Principal at Duncannon to enter the Junior class at Ursinus College. He is at present in attendance at the summer session of that institution. Mr. J. W. Shive, '98, has been elected Mr. Gettel's successor at Duncannon.

Mr. Oscar H. Little, '93, is the Democratic candidate for Prothonotary, in Franklin county.

Mr. Owen L. Underwood, '01, has been elected Principal of the New Hope, Bucks County, Schools.

Prof. H. Milton Roth, '89, was recently re-elected Superintendent of the Adams County Schools. Prof. Roth received a large majority of the votes on the first ballot. Prof. J. Everett Myers, '86, was re-elected Superintendent in McKean county. Prof. Chas. E. Barton, '91, of the faculty, was elected Superintendent of Fulton county, to succeed Prof. Clem Chesnut, '86.

Mr. U. Grant Fry, '93, is the Republican nominee for County Treasurer in Cumberland county.

Dr. W. W. Feidt, '94, and his wife (formerly Miss Virginia Smith, '94) were among the visitors at the Commencement exercises. Dr. Feidt, who formerly practiced medicine at Oakville, is now located at Williamstown.

Mr. N. Ort Eckels, '97, has accepted a position as manager of a drug store at Osceola Mills, Clearfield county.

Prof. S. B. Shearer, '74, has been re-elected Superintendent of the schools of Carlisle. Prof. Shearer has already served two terms.

Prof. J. H. Alleman, State Certificate '95, has been elected Superintendent at Du Bois.

Prof. H. J. Wickey, '93, has been re-elected Superintendent at Middletown, Pa.

Mr. J. F. Evans, '75, of Eagle Foundry, Pa., attended the Commencement exercises. This is the first time that Mr. Evans has had the opportunity to visit the school since his graduation.

Mr. J. I. Martin, '96, has been elected Principal of the schools at Newville.

Rev. James McAllister, '93, who is also a graduate of Gettysburg College and of the Princeton Theological Seminary, has gone to Aguadilla, Porto Rico, where his future work will lie. Mr. McAllister's recent marriage is mentioned in another column.

A number of Shippensburg Alumni were graduated this year from different colleges. Some of these were mentioned in the April Herald. Others that have come under our notice are Mr. Frank Lehman, '98, who has just finished a course at Hahneman Medical College, where he was President of his class; Miss Frances Geiger, '97, who was graduated at Wilson both in the academic and the musical courses, and was the composer of the Class Song; Mr. Thomas W. Gray, '97, who was graduated at Lebanon Valley College; Mr. R. H. Cunningham at Lafayette College; Mr. M. L. Drum, '96, at Bucknell University; and Mr. Wilbur Creamer, '96; Mr. A. A. McCrone, '95, and Mr. Roy Harris, '98, at Dickinson College.

### Marriages

**P**RICE—RHONE.—At Moore, Pa., May 28th, Miss F. Virginia Rhone, '96, to Mr. Clarence Price, of Moore.

OMWAKE—LANDIS.—At Hummelstown, June 18th, Prof. G. Leslie Omwake, '93, of the Ursinus College faculty, to Miss Bessie M. Landis, '93.

MCALLISTER—ANDERSON.—At Buffalo, June 3rd, Rev. James McAllister, '93, of Gettysburg, to Miss Margaret Anderson.

DONNELLY—LOH.—At Washington, D. C., June 11th, Mr. Allison C. Donnelly, '93, of Kokomo, Indiana, to Miss Ana E. Loh, '95.

MYERS—PATTEN.—At San Francisco, Cal., June 10th, Mr. O. G. Myers, '96, to Miss Maude Elizabeth Patten.

BISHOP—REICHARD.—At Shippensburg, Pa., July 14th, Miss Nellie B. Reichard, '95, to Mr. Jerome B. Bishop, Jr., of Hazlewood, Pa.



### School Happenings

**T**HE anniversary of the Normal Literary Society was held Friday evening, April 25th. The excellent programme published in the April Herald was given before a large and interested audience.

The Philo Reunion took place on May 9th. Excellent addresses were delivered by Prof. M. L. Drum, who presided, and by Rev. Jay W. Yohe. The recitations by Miss Linda Goodyear, Miss Ethel Smiley and Mr. A. A. McCrone were special features of the programme. Mr. McCrone gave two scenes from "The Rivals" in splendid style.

The Model School entertainment was held this year on the 6th of June. Under the skillful direction of the principals, Miss McBride and Miss Burns, these entertainments have won a reputation which secures for them a large attendance of Shippensburg people and attracts many visitors from a distance. The program this year was up to the standard in point of merit, and in the way of entertainment probably excelled all that have gone before.

The most attractive features of the program were, of course, the Flag Drill, the Chinese Lantern March, and the Courting of

Mother Goose. The address of welcome, the recitations, and the vocal duet, however, were well received.

The flag drill, in which the participants wore the uniforms and carried the flags of different nations, was very interesting. As each nation was given the place of prominence in the drill the national song of that country was sung.

"The Courting of Mother Goose" by the "Man in the Moon" and "Santa Claus," is a clever skit which introduces, much to the amusement of the audience, a great number of our old friends of nursery days. This was well given and a square dance that was introduced was very attractive and wonderfully well done by the diminutive dancers.

"The March of the Chinese Lanterns" was beautiful. As the room was darkened, the effect produced by the evolutions of the marchers and the varied movements of the bright lanterns was bewildering and fascinating. The song that accompanied this march was rendered in good style, and added greatly to the attractiveness of the closing number.

The entertainment was a success in another way also, as the splendid sum of \$102 was received from the sale of tickets. The expenses were light. The profits will, as last year, be devoted to the Model School Library.

The State Board of Examiners this year consisted of the following: Dr. N. C. Schaeffer, Supt. Public Instruction, Dr. D. J. Waller, Prin. Indiana Normal School, Supt. R.K. Buehrle, Lancaster, Supt. J. Horace Landis, Conshohocken, Supt. J.H. Alleman, Du Bois, Supt. J. I. Robb, Lower Merion township, Supt. H. F. Benchoff, Franklin county, and Supt. J. G. Becht, Lycoming county. Dr. Schaeffer was not able to attend the examinations and Prof. Cass, Clerk in the Department of Public Instruction, took his place. The result of the examinations was very satisfactory, as all of the Seniors and Middlers were passed.

A number of changes will be made in the faculty of the school the coming year. Miss Cora B. Clark, Director of Physical Culture, goes to Brooklyn, N. Y., to accept a similar position in the Girls' High School of that city. Miss Cora St. John Fitch, of the Department of Elocution, has also resigned. Prof. Geo. H. Eckels, teacher of Latin, will next year be Associate Principal of the Chambersburg Academy, and Prof. Chas. E. Barton, manager of the book-room and teacher of Latin and Grammar, goes to

Fulton county to take up the duties of the superintendency to which he was elected in May. The latter will reside in McConnellsburg. All of these teachers have been connected with the school for a number of years and the Normal halls will undoubtedly seem strange without their presence. They are regarded as strong teachers and are sure to meet with success in the positions to which they are going.

Prof. A. A. McCrone, '95, who was a member of this year's graduating class at Dickinson College and taught at the Normal during the Spring Term, has been chosen as teacher of Latin for the coming year. Prof. McCrone has had good experience and will fill the position well. A man of as much versatility of accomplishments as Prof. McCrone will certainly be of great value as a member of the Normal faculty.

Dr. W. L. Smith, who was a student at Normal when the institution was first established, is now a prominent physician at Streator, Ill. Dr. Smith has followed along the line of the general practitioner, but makes a specialty of surgery and has a splendid reputation in this field of work.

Dr. Eckels delivered the address to the graduating class of the High School at Dillsburg.

Commencement Week found two of Shippensburg's former instructors visitors in the town. Mrs. W. L. Chandler, of Ogdensburg, N. Y., better known to us as Miss Lockwood, formerly teacher of music, was one, and the other was Mrs. Martin Schwerin, of Anaconda, Montana, formerly Miss Lenher, teacher of drawing. The latter was accompanied by her infant son, George Lenher Schwerin, aged seven months. These ladies were popular teachers while at Normal and received warm greetings from many old friends.

The 1902 Baseball Team was one of the best that Shippensburg Normal ever had. A cut of the baseball squad appears in this issue. The first and second teams can be distinguished in the picture by the difference in the uniforms. Of the ten games played, our team won five and lost three; one resulted in a tie; one was unfinished. The first game with Mercersburg and the tie game with Dickinson required ten innings. The second game with the Carlisle High School was lost by a close score through an incompetent umpire and a "ringer" battery, and in the game at Newville our boys left the field at the end of the fifth inning

because of partial umpiring. The season's record was as follows :

Normal 12, Dickinson Prep 11; Normal 7, Mercersburg Second 8; Normal 12, Carlisle H. S. 1; Normal 10, Dickinson Prep. 10; Normal 18, Shippensburg 6; Normal 9, Waynesboro 5; Normal 9, Mercersburg Second 13; Normal 4, Carlisle H. S. 5; Normal 1, Newville 2 (unfinished); Normal 14, Shippensburg 10.



### Clippings.

Won by Wilt.

THE University of Pennsylvania has not as large funds at its command as the authorities think to be necessary—in which respect it is not greatly different from other institutions of the same kind. It finds the means to put up new buildings and pay expenses through the untiring energy of its provost, Mr. Harrison, whose little black subscription book is well known in many a Philadelphia office.

Mr. Harrison was pleading persistently with a broker for a subscription not so very long ago, but without success. Finally the broker said :

“See here, Mr. Harrison, I will give you something on one condition—that you promise not to come into my office again until I ask you to do so.”

“Certainly, Mr. T., I agree to that,” said the provost promptly, and walked out smiling with a check for one thousand dollars.

A month or so later the broker heard a knock at his door. “Come in !” he called, and in walked Mr. Harrison. He had the black book under his arm.

“Good morning, Mr. T. !” he said. “I want you to help me with a little university matter I am—”

“Look here, Mr. Harrison !” the broker interrupted. “When I gave that last thousand dollars wasn't it on the express condition that you wouldn't come into my office again until I invited you ?”

“Why, yes,” returned the provost, “I believe that was the understanding. But didn't you say ‘Come in !’ just now when I knocked ?”

They say the check this time was for five thousand.—*Youth's Companion.*

### Out of His Province.

A SOAP-MAKER and a banker were at a Wagner concert, says the *Christian Register*. The program did not please them, and they began to talk.

"Every man," said the banker, "wants to do something outside of his own work."

"Yes," answered the soap-maker. "I manufacture good soap, and yet I've always wanted to be a banker."

"You wouldn't be a good one. I am a successful banker, but I always wanted to write a book. And now here's this man Wagner tries his hand at music. Just listen to the stuff! And yet we all know he builds good parlor-cars."



### A Social Distinction.

THE negro barber on a Western express-train recognized the man he was shaving a well-known merchant. He worked, says the *New York Times*, with especial skill, and was rewarded with a substantial fee.

Hastening to tell the other employes on the train of his good luck, he announced pompously:

"Dat Mist' Jones is a mighty fine gentleman; jes' as nice a man as you'd want to meet. I've often been in his store in Chicago, you know, but, of co'se, I nevah met him socially befo."

BINDS Magazines, Music, Bibles, Hymn Books, Newspapers, Scrap Books, in fact everything in the Bookbinding line.

## SCHEFFER'S

(Estate of Theo. F. Scheffer)

STATIONER, BOOKBINDER AND JOB PRINTER

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PRINTING of Wedding Invitations, Cards, Billheads, Envelopes, Tags, Etc.

**Yes, We are still doing Business at  
...the Old Stand...**

And we are always glad to wait on Normal people because we always have just what they want.

Goods delivered free.

**J. J. STROHM, West Main Street, Shippensburg**