

# The Normal School Herald

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JULY, 1904

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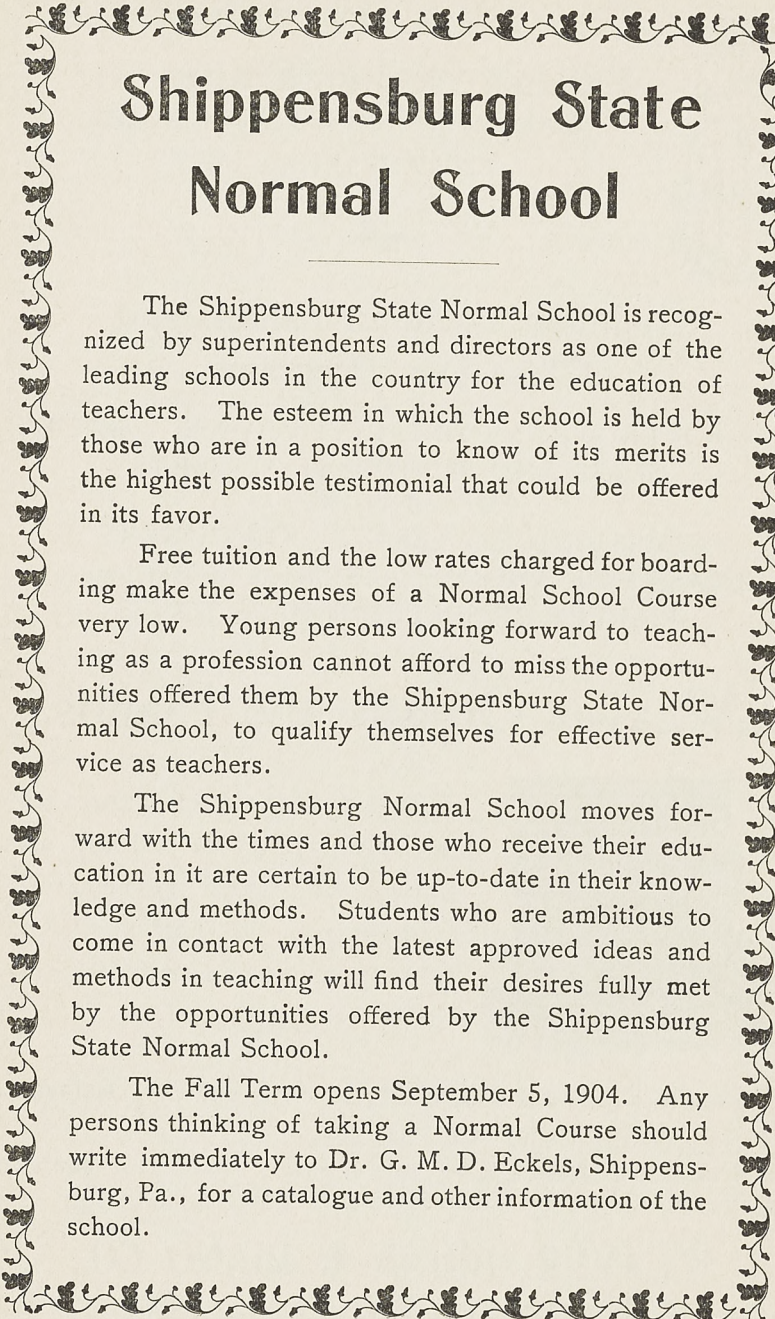
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# NORMAL SCHOOL HERALD.

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[DR. ECKELS' ADDRESS TO THE CLASS OF 1904.]

## The Growth of Public Education in the New Century.

My theme has to do with the future and not with the past. It is prophetic and not historical. There is, however, no way of reading the future for the uninspired mind except as we read it in the light of what has already transpired. The ideal has no other basis upon which to rest save the real. To deal intelligently with the future of public education implies a full knowledge of its history. The chief value of history lies in the fact that from it we are able to project with reasonable certainty the future. The men who *point* the way of education are of more service to their country than the men who *make* the way. To write in plain characters the book of the future is the most valuable contribution a man can make to the literature of his time. To throw aside the curtain which hides the great realm that lies beyond the present and to permit the world to view its grandeur is a service which cannot be too highly appreciated.

### THE NECESSITY FOR GROWTH.

That there is a real necessity for the improvement and growth of public education no one familiar with present conditions can doubt. There are diseases in the body politic that must look to the public school for remedy. The corruption in the administration of city government is a menace to the welfare and security of our great cities. Almost every great city of our great Union has in recent times had some great stain placed upon its government which casts a shadow upon its future. The corruption and ignorance in the exercise of the elective franchise are menaces to our free institutions that cannot be viewed by the patriotic citizen without exciting alarm. We must look to the public school for help in improving the purity of the ballot. The time was in the history of our country when the will of the people was more hon-

estly expressed by the verdict of the polls. We boast a great deal of the splendor of our achievements in recent years, but we lose sight of the agencies that are at work on the foundations of our government undermining our liberty. The purity of the ballot is the only safeguard of human freedom. When the ballot no longer expresses the will of the majority the end of free government is plainly in sight. What folly to boast of our material achievements when the very pillars upon which rests the structure of universal liberty are rocking on their foundations because of the pollution of the ballot. "The mills of the gods grind slowly, but they grind exceeding fine." Just as certain as the rise of tomorrow morning's sun will our government come to an end unless a check is placed upon the use of money at the polls. Young men of honor and intelligence have their ambitions crushed when they see written over the door which admits to public position, "You cannot enter here without paying tribute to the men who stand with drawn swords ready to strike down anyone who endeavors to enter without their consent." A country has little to boast of which does not hold out equal chances to its young men to achieve success in the field of statesmanship. A country is great in proportion to the opportunities it offers to every citizen to achieve success in any field of lawful enterprise, public or private. Even public education itself has felt the influence of political scheming and corruption. Positions in teaching are not by any means always given to those who are fittest. Our courts have recently been charged with the duty of trying men for corruption in the election of teachers. While these cases have been few, no one believes that a tenth of one per cent. of those who have been guilty of like offenses have been brought to the bar of justice.

In addition to the lack of honesty in administering the public schools, there is a wonderful lack of wisdom manifested in their management. School directors are no longer uniformly selected from the class of men best qualified to serve in this capacity. In the early days of the public school system in Pennsylvania the best and most influential men of the districts were found on the school board. While in many districts the same class of men are to be found serving as directors to-day, yet this condition of affairs is not by any means universal. Many men are now serving on school boards who are not by any means the fittest men in the

district for this important place. If the public schools are to improve, it will not do to have the men who have charge of them selected from any but the best class of citizens. The public schools must broaden their influence so that it will be impossible for men to be elected as school directors who are not morally and intellectually the peers of the best men in the district.

There is a wonderful lack of disinterested patriotism among the people. By disinterested patriotism I mean a patriotism that will lead men to a faithful service of country without direct compensation. In one sense all patriotism is interested patriotism. No man can long remain loyal to a country that does not give to him, or promise to his posterity, much more than his own services have ever been worth to the government under which he lives. Whenever a government is worth less to its citizens than its citizens are worth to the government, its future is uncertain. A free government is the most valuable form of government, because its blessings have the widest possible distribution. And yet a free government may be so badly administered that its benefits to the common people will be very much less than they should be.

The men most interested in the primaries and general elections are mostly of the office-holding class. The men who have no desire to hold office are often very indifferent in the matter of elections. A few men with a liberal amount of cash often control the primaries, and then appeal to party spirit to sustain the nominations at the general elections. The nominating conventions bring with them the most important duty of the citizen. Nominate only good men, and the country will be in safe hands, no matter which way the elections go. It is of but little concern to the country which party is in power so long as the best men of that party hold the offices. The history of the country shows that the contest between good candidates nominated for office is more spirited than the contests between nominees who are unfitted for the places they seek to fill. The records of the party, and the principles for which it stands, ought to constitute the issues of every campaign. The party daring to present a candidate upon whose life there rests a moral or political stain should receive an overwhelming condemnation at the polls. When both of the great parties present negative or objectionable candidates, the question for the voter becomes a choice of evils, and the duty of the citizen is often far from being clear. When both the candi-

dates are men of character and intelligence, the issues turn on questions which are educative and inspiring. It is to be deplored that the newspapers and the political rostrum have so little influence in the control of our elections. The "still hunt" has done much to destroy the power of argument in our contests. It has furnished the occasion in many instances for corrupt solicitation. A better citizenship must be developed through the schools and other uplifting agencies. It is folly to berate the infidelity of public officials. The office-holders are always as good as the people who elect them. A moral, upright people will always be represented by officials of integrity and public spirit.

It is to be feared also that there is a lowering of the moral tone in the social life of our people. The discipline of the home is not as firm and uniform as it should be. The child has too prominent a place in its government. The recognition of proper authority is not manifest in the home to the same extent as in former days. It is true that to some extent the discipline is more rational now than ever before, but this advantage scarcely compensates for the lack of prompt and absolute obedience to proper authority which we find in what would otherwise be considered model homes. The good citizen has always learned the lesson of obedience somewhere. The home should be the first place to offer him the opportunity to gain this discipline.

The purity of life upon which the security and welfare of the home so manifestly rest, is not as universal to-day as a generation ago. There is not that sacred regard for pure morality among the young that is necessary to give hopeful assurance for the future welfare of the homes of our land. When young ladies declare that they prefer the society of young men who have seen something of the world and its iniquity, it is time for us to consider whether sin is as distasteful to society as it must be to insure its avoidance. The school must have no such examples of loose moral ideas among its teachers, if it is to accomplish the best results in character building.

#### THE METHOD BY WHICH THE GROWTH OF THE SCHOOLS MUST BE ACCOMPLISHED.

The method will be evolutionary rather than revolutionary. The men who are denouncing the public schools by wholesale do not, as a rule, know what they are talking about. The schools



are not by any means perfect, but they have made very encouraging advancement during the century just closed. Indeed, when we look at them in the light of the obstacles thrown in their way, their development has been wonderful. But little more than a half-century ago the people elected in Pennsylvania a legislature pledged to the overthrow of the public school system, which had just then been inaugurated. To-day no man would dare raise his hand or his voice against the continuance of this system. Such has been the change in public sentiment in this short time. No institution is more firmly planted in the hearts of the American people than the public school. In its discipline, methods, and courses of study the advance of the public school has been marvelous. We are yet, however, a long way from the end of this development. But while this is true, there is no need of revolutionary action in our efforts to further develop the system. What we need is a steady, consistent growth. Not revolution but evolution. The reformers who come to us with the cry that nothing short of a complete revolution in our public schools will make the system worthy of public confidence and support, do not understand the system or the work it is doing. That the system needs improvement its friends do not deny, but they are not by any means convinced of the fact that radical changes are necessary to accomplish this improvement. The foundations of the system are well and securely laid and the growth has been rapid, considering the conditions. With the present rate of growth the end of the new century will show a system which in its completeness and results will satisfy the dream of the most enthusiastic reformer of to-day.

A wiser public sentiment will dominate the administration of public schools. Public sentiment is the chief factor in the promotion of the growth of the system. All things are possible in the way of improvement in the system when public sentiment is in harmony with the improvement desired. What we would put into the public schools we must first put into the hearts of the people. The marvelous growth of public sentiment during the past century is our chief hope for the welfare of the system in the new century. We need more teachers who are able to mold public sentiment so that it will be in harmony with the best ideas of school management and direction. The teacher's work is not limited to the school room. He must be an agent for the

highest development of public school sentiment. He must have that broad intelligence and strength of character that will enable him to become a leader in education in the community in which he teaches. Growth in the school system is impossible without the sunlight of favorable public sentiment being thrown upon it. There is nothing that kills and destroys so effectively all measures calculated to improve the schools as an antagonistic public sentiment. In public sentiment lies our strongest hope if it be right and our greatest fear if it be wrong.

A broader preparation will be demanded of the teacher in the new century and he will be given greater freedom in his work. One of the necessities for the higher development of the schools is a broader scope given to the judgment of the teacher in the grades. The common teachers cannot be marched in ranks to their work. They cannot be made to move with the precision of soldiers in obedience to the command of the superintendent. Interference with freedom of judgment and action on the part of the teachers of the grades is death to progress, but this freedom assumes the competency of the grade teacher. Without this competency the freedom of the teacher must be encroached upon to prevent his making egregious mistakes. Freedom and competency go together. In the absence of competency absolute freedom is unsafe. The way for the teacher in the ranks to secure freedom is to thoroughly qualify himself for his place. The new century will give the teacher in the grades this freedom, but it will witness the utter impossibility of teachers getting positions without adequate preparation. The greatest barrier to the growth of the public schools to-day is the presence of unqualified teachers in the ranks of the profession. The new century will witness the departure of this class from the occupation of teaching.

A more liberal supervision will be required of superintendents and school officials. The broadening of the work of the superintendent is an urgent need of the time. The superintendent, more than any one else, should be in close touch with public sentiment. Here is his greatest source of power and influence. The superintendent of schools does not have much time to devote to the details of school work. This work belongs to the teachers in the grades and if these teachers are qualified for their places they will do this work more efficiently than the most com-

petent superintendent. As a rule the reforms in graded schools are suggested, not by the thought of the superintendent, but by the work of some efficient teacher in the ranks. Ofttimes, where the superintendent insists upon his own ideas being carried out against the judgment of the teacher in the grade, more harm is done to the school system than good. The giving of examinations in the grades for the purpose of classifying the pupils, the dictation of methods to the grade teachers, and the imposing of particular penalties for particular offenses contrary to the individual teacher's judgment, are invasions of the grade teacher's province that are of exceedingly doubtful value.

#### IMPROVEMENTS IN SCHOOL BUILDINGS AND GROUNDS.

The school grounds will be more attractive and better adapted to recreation. The environment of the child has much to do with his after life. Attractive surroundings influence the lives of the young to a greater degree than most persons imagine. A home with a charming lawn, lovely flowers and beautiful vines adorning it, is a more attractive spot for childhood and youth than a place where these outer adornments are wanting. As you travel through a country how your eyes linger upon such a home, and how it ever afterward dwells in your mind as a beautiful picture.

President Roosevelt has said that a school without proper grounds for recreation is a very poor kind of school. There can be no doubt of the utility of good playgrounds for children. Games of amusement constitute an important part of the education of every child. Physical development is impossible without the child's having opportunity for recreation. Money spent in this direction is well invested. Every teacher should study the problems of the playground. The teacher will here find his best opportunity for the study of child life. The child needs the playground, not only for his pleasure but for his profit. When Wellington referred to the playground at Eton as the place where the battle of Waterloo was won, he paid a high tribute to the disciplinary value of proper amusements for the young. The school of the new century will furnish better opportunities for the child's recreation than he has in the schools of to-day. It is true that here and there we find school grounds properly arranged and equipped for the recreation of the pupils, but these schools are the exception and not the rule. Before the end of the new century they will become the rule and no longer the exception.

The school rooms of the new century will be more artistic and inspiring. The use of art in education is becoming more fully appreciated every year. We seldom find a home of any pretensions to-day where pictures do not adorn the walls. These pictures not only please the eye, but they instruct the mind of the child. They not only break the monotony of a plain wall, but, if wisely selected, become an inspiration to the children. The youth who has not had his soul touched with the beauty and lessons of art has been deprived of one of the most valuable sources of education. The advance of a nation's civilization is often indicated by the character of its art. Every teacher should be a faithful student of art, becoming acquainted with the work of the masters, in order that he may become a proper instructor of youth. The use of art in education will always be a tribute to the wisdom of Greek educators.

The school rooms will be better equipped with the means of education. The teacher of to-day is hindered very much in his work because he is deprived of the instruments of education. A good library must be a part of the equipment of every good school, and sufficient apparatus should be supplied in order that the best methods of instruction may be successfully applied.

More attention will be given to the healthfulness of school rooms. The school room of the new century will be an example of the application of the best knowledge science is able to give concerning ventilation, lighting, heating, and the seating of pupils.

#### THE PUPIL.

The pupil's attitude toward the teacher will be that of an inferior toward a superior. The proper attitude of the child toward the parent and teacher is not maintained as it was in a former day, and this change is detrimental to the best interests of the child. The pupil in effect says to the teacher, "Make the subject interesting or I will not study;" "love me or I will not obey you." While this is the duty of the teacher to the child, the child has no right to demand such obligation. The child should be taught to know his place, and to keep it. It has been found that discipline in the army is impossible unless respect is paid to rank, and this principle holds good in the family and the school as well as in the camp of the soldier.

The home will afford better opportunities for the child to study. The study table will be a part of the equipment of every

good home. There is a great outcry to-day among some persons against home study, but observation clearly shows that the students who have made the best of school life have spent their evenings faithfully in home study, and the home that does not provide this opportunity for the child is not co-operating with the school in his education.

A much larger percentage of the pupils will finish the course of study prescribed for them in the public schools. Too many children leave school before they are able to appreciate or understand the value of education. It will be a great gain to the citizenship of the country when more of the children remain in the public schools long enough to finish a prescribed course of study. One of the great benefits of a course of study is to furnish the child an end for which he may lawfully strive.

#### THE TEACHER.

The social standing of the teacher will be improved in the new century. The time will come when he will be as welcome a guest in the best families of the land as the preacher or the physician. This time will come only, however, when the teacher, by his intelligence, refinement and culture, is worthy of such a place.

The average teacher will possess more general intelligence. The teacher's lack of influence socially is largely due to the fact that he is not well informed upon the topics of popular interest. The teacher must be a wide reader of good literature, and must cultivate the art of conversation so as to make himself an interesting center in social gatherings. This general intelligence, however, will not only be available in society, but it will make him a more interesting and capable teacher.

The teacher will understand the child and child-life better. Every good teacher is a student of the child. The great interest manifested to-day in child study will not be devoid of great profit in public education. While much of this effort may not result in valuable conclusions, in the end it will be found, however, that the doctrine of child study is essential for the teacher, and the fruits of child study will be plainly discernible in the methods of the new school.

#### THE PATRONS.

Parents will come to look upon education as a necessity and not a luxury, and this will greatly increase their interest in the

cause of education itself. In an earlier day the parent who did not teach his child a trade was looked upon as being disloyal to the interests of the child. In the future the parent who does not give to his child a proper education will be regarded as the disloyal one.

A deeper interest will be manifested by parents in the growth of the public schools. It will not be a question of how cheap the schools can be made, but how good.

The criticisms of parents will be more constructive and less destructive. It is an easy matter to find fault, but to criticise in such a way as to improve that which is criticised requires thought and an interest in the welfare of the institution under criticism.

#### THE SCHOOL AS AN INSTITUTION.

The moral tone of the school will be better. There is a consensus of opinion among educators that the chief aim of education is the development of character. This fact has not been emphasized in the schools thus far to the extent that its importance demands. When we come to understand the value of moral training in the public schools we will appreciate more the value of character in the teacher. The personal influence of the teacher's life is his greatest power in the development of character in the children entrusted to his care.

The social life of the school will be more refined. Too little attention has been paid thus far to the refinements of education. The social culture of the child is an important part of his education. It has even more money value than the three R's. The teacher himself should be a representative of the best social life to be found in the community in which he teaches. The school of the new century will guard carefully the tastes and manners of the child. The teacher's example in politeness is as necessary for the welfare of the child's social culture as his example in conduct is necessary for the child's development of character. Society is a great factor in civilization, and the public school must contribute its share of influence in elevating it.

#### RELATION OF THE CLASS OF 1904 TO THIS ERA OF GROWTH.

The members of the class of 1904 must be leaders and not followers in the cause of education. We have more teachers than necessary to fill the ranks, but wise leaders of education are far too few in number. The Normal Schools, to do their duty to

the State, must furnish those who are to lead the thought concerning public education in the new century. I trust that every member of this class will be ambitious to occupy a leading place in the profession of teaching. To be a leader you must grow with the growth of the public school. No one can hope to be a leader until he has mastered his calling. You cannot hope to launch immediately into the stream of highest success. You must be content to reach the harbor of success only after making a long voyage. Too many hope for success without paying its price in labor and courage.

You must ever remain a friend of education whether you remain a teacher or not. You have been assisted to your education through the liberality of the State and you owe it to the Commonwealth to be true to the cause for which the State has appropriated a liberal portion of its revenue. You may not all remain teachers for life but you can always be a true friend of the public school.

You must regard opposition to the public schools as treason to the Republic. A free government without free schools is impossible. The safety of the Republic lies in the proper education of the youth of the land. The man who is disloyal to the public school is disloyal to the flag which floats over it. To be a friend to the public school is to perform one of the highest duties of a citizen.

Your ideal for the pupil must be the ideal citizen. The public schools have been instituted chiefly for the training of the young in the knowledge, duties, and responsibilities of citizenship. The qualities that belong to the ideal citizen must be developed largely through the training of the pupils in the public schools. The public school is the only institution which touches the life of every child of the Commonwealth. Into these schools gather the children of all classes—the children of the rich and the children of the poor; the children of the high and the children of the low; the children of American and the children of foreign parents. These children are all to be educated in harmony with the best type of American citizenship.

In a few days you will leave this institution to take your places among the teachers of the State. You will meet with obstacles in your new life more difficult to be overcome than any which have confronted you in your school life. You have had

your trials here but more severe ones await you in the future. The useful life must overcome many difficulties and achieve success by hard toil and struggle. Although you are entering upon duties which are more difficult to perform than the duties of the student, yet you are better prepared for these duties now than when you entered the institution. You are stronger in intellect and stronger in character; you are ready to face duties now that you could not have faced with any hope of success when you first entered these halls as a student. Here you have received the strength and preparation needed to fit you for successful careers as teachers. May God bless you in the work you have undertaken to do and may this work prosper in your hands.



### Costly Waste.

A moment misspent is a jewel lost  
From the treasury of time.

*Selected.*



### The Hard Part.

"Thomas," said the boy's father, "you told me you had only one rule in Grammar to learn this evening, and that you could learn it in three minutes."

"Yes, sir, and I did," said Thomas stoutly.

"Then what are you studying now, at the end of an hour?" asked his father.

"I'm only half way through the exceptions," said Thomas, dolefully.

*Ex.*



### Giving.

We give ourselves; and be we great or small,  
Thus are we made like Him Who giveth all.

*Christina G. Rossetti.*



...THE...

# NORMAL SCHOOL HERALD.

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A. A. McCRONE, '95, Editor.  
ADA V. HORTON, '88, Personal Editor.  
J. S. HEIGES, '91, Business Manager.

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JULY, 1904

## Editorials.

The matter of feeling enters all too little into the art of teaching. Or, looking from the other extreme, the matter of feeling enters too largely into the teacher's acts of discipline. It is well, sometimes, for the earnest teacher to lift himself above the petty occurrences of daily toil, to raise his nose from the grind of ordinary school affairs, and ponder the divine understanding: "He knoweth our frame. He remembereth that we are dust." The children whom we now have in our charge will rise up and call us blessed—or the other. The teacher should be the fairest of judges; the child's feelings, in the higher sense, should always receive due consideration; he stands continuously in the judgment seat and his decisions are always for weal or woe. In the mistakes and ill-conduct of seemingly so many the teacher is liable to neglect the feelings of the individual. This is a great error. We teach individuals not classes. The defects found in many pupils are too deeply seated to be reached and corrected by the ordinary teacher. We often cannot mold the clay we have into the vessel of our liking, not because the effort is not put forth but because of the nature of the clay. Let not the teacher therefore fret herself because she cannot remove a quality of disposition not capable of removal. The attitude of the teacher should always be positively sympathetic and helpful, yet with a keen discrimination not to be imposed upon. A conscience void of offense is a princely possession.

### Marriages.

BIGHAM—CUNNINGHAM.—In Lower Marsh Creek Presbyterian church, Fairfield, Pa., Thursday, June 9th, by Rev. Mr. Laughlin, Mr. J. Paxton Bigham to Miss Mary F. Cunningham, '00.

BUCHANAN—WILBAR.—At Harrisburg, June 5th, Mr. Thos. J. Buchanan to Miss Lillian V. Wilbar, '90.

FEIDT—LANDIS.—At Union Deposit, Pa., June 2nd, Mr. Chas. P. Feidt, '02, to Miss Sara Landis, '02.

YOUNG—EVANS.—At Jackson, Alaska, May 30th, Mr. Loyal Young to Miss Jessica Evans, '00.

OMWAKE—RUMMEL.—At Shippensburg, June 2nd, by Rev. W. A. McCarrell, Mr. Jeremiah S. Omwake, '91, to Miss Mary Rummel.

OWENS—SIBBETT.—At Hutchinson, Kansas, June 16th, Mr. Percy Owens to Miss Grace Sibbett, '96.



### Personals.

'84—M. S. Taylor has been elected Principal of the new Camp Curtin school building, recently erected in Harrisburg, Pa.

'03—Elizabeth Cunningham will teach in Penn township, Cumberland county, the coming year.

'02—Miss Potter will teach at Athens, Pa.

'02—Miss Walter will return to Hummelstown for her third term.

'02—Miss McCloskey and Miss Downs will teach in North Catasaqua.

'02—Miss McCune will spend the coming year in Shippensburg.

'02—Miss Tolan will teach at Catasaqua.

'02—Frank Myers will return to Perkiomen Seminary as a student and teacher.

'02—John Rhea goes back to Bedford county.

'02—Miss Eisenhart will teach at Patton, Pa.

'02—Miss Nisley will return to Penbrook.

- '02—Miss Tillie Elliot will teach near Carlisle Springs, Pa.
- '02—Chas. Martin will accept a school near Mooredale, Pa.
- '02—Helen Diven will teach again at Everett for her third year.
- '02—R. C. Hamil will teach near Ft. Loudon, Pa.
- '03—Miss Marshall returns to Fairfield, Adams county, Pa.
- '01—John Coldsmith will return to his former school, near Scotland.
- '95—Miss Underwood has been teaching at Cheltenham, Pa.
- '01—Owen L. Underwood is Principal of the schools at New Hope, Pa.
- '03—Thomas Hemphill will teach near Oakville, Pa.
- '95—John Hershey graduated from the Columbian Law School, at New York, this spring. He will practice in Philadelphia.
- '96—Miss Elsie Shelton, of the Sophomore class of Dickinson College, took two prizes this spring.
- '98—Raymond Gettel graduated this spring at Ursinus with valedictory honors. He will teach at the Ursinus Academy the coming year.
- '96—Chas. Means graduated at Lafayette with the honor of salutatorian.
- '96—Prof. M. L. Drum has a very delightful fish story which he will relate on request.
- '02—Miss Viola Moyer will attend the summer session at the University of Virginia. Miss Moyer will take work in the department of elocution, which is under the direction of the Emerson School of Boston.
- '91—Prof. Geo. Eckels has been elected as Principal of the High School at Atlantic City.
- '97—Homer Hendricks will return to Lehigh for his Senior year next fall.
- '02—W. S. Fickes will return to his old school at Cummings-town, Pa.
- '02—M. R. Whitcomb will teach the Grammar school at Churchtown.
- '92—W. H. Bard will return as Ward Principal in Altoona, Pa.

### Philo Society.

[GERTRUDE GLESSNER.]

The success of the Philo Literary Society has been partly shown by its reunion. Mr. Fitting, of Elizabethville, and Miss Horton, of Shippensburg, were chosen president and secretary. The president's address was inspiring and encouraging to all literary workers, and was attentively received and appreciated by all present. Applause was not lacking after the delightful vocal solo by Miss Jones, and the same may be said of the instrumental solo by Mr. Griffith. Expressions of pleasure were heard from all sides concerning the recitations of Miss Wier and Miss Edwards. Other delightful and entertaining numbers on the program were the oration delivered by Mr. Uhler, and the vocal solo by Miss Duke.

Although the membership of the Philo Society was not so large as that of her sister society, yet advancement has marked her way. Success is not always obtained through large numbers, but by the steady, zealous work of those seeking this goal.



### Normal Society.

[ANNA DEARDORFF.]

Every individual and nation have their trials and times of adversity. The Normal Literary Society has surmounted its blow of the past year, and appeared at the head. Many hard-working, conscientious students are found within its ranks. Tact and talent have been exhibited in the excellent programs rendered by the members of the society this year. Never before has every one had such a deep interest and well-wishing for the success of Normal Society. Normal Society stands high as an important factor of the institution. The president and secretary of the class of 1904 were both chosen from the members of Normal Society. The present members of the society wish to show to those who are interested in the welfare of the society that they will be ever faithful in upholding the white.



### Useful Trial.

Why comes temptation, but for man to meet  
And master and make crouch beneath his foot?

*Robert Browning.*

### Y. M. C. A.

The Y. M. C. A. has been doing excellent work during the year. The spring campaign has been conducted very successfully, and nearly all of the new men have joined the Association. The courses of Bible study have been completed—"The Life and Works of Jesus According to St. Mark," under the direction of Prof. Heiges, and "Dr. Johnson's Studies for Personal Workers," under the direction of Prof. McCrone. The latter course was completed at the close of the Winter Term, and during the Spring Term the members of this class have been pursuing a course of Bible Marking Studies.

Mr. Morton, the newly elected President, attended the Presidents' Conference at State College, and is now planning the work for next year. He is pursuing this work very earnestly, and if we give him our support the Y. M. C. A. work next year will be a great success.

The records show seventeen conversions during this year. We hope that we may reach every non-Christian man during the next year.

Mr. Morton and Mr. Shuck were sent to Students' Conference at Northfield. The Conference began July 1st. The inspiration which comes from Northfield is never lost. The benefit which comes to the Y. M. C. A. cannot be measured. Several more students would have been sent but for lack of funds.



### Y. W. C. A.

The work done by the Y. W. C. A. during the year is interesting and encouraging. Up to this time we have sent only one delegate to the Woman's Conference at Silver Bay on account of our finances. But by hard work we have this year succeeded in making money enough to send our new President, Miss Emma Haar. This was accomplished by subscriptions, by selling candy and by money taken in from entertainments, and we still have a nice little sum for a nest egg.

The Conference is a student confederation held at Silver Bay, from the 24th of June to the 5th of July, for Bible study. One of the most interesting and inspiring subjects discussed is that in

which the development of the Christian work of the College and school is uppermost. We feel that we are sending one who will not only be benefitted herself, but who will bring back a great amount of good to the girls at Normal.



### Obituary.

WHEREAS, In God's perfect wisdom death has been allowed to enter the ranks of the Alumni of the Cumberland Valley State Normal School and to remove therefrom twelve valued and respected members, viz: Carrie W. Harper, '74; Dena K. Tollinger (Geisinger), '75; H. Mary Winters, '78; C. F. Johnson, '78; C. Sheldon Carothers, '82; Elizabeth McCune (Edwards), '91; Bessie Landis (Omwake), '93; Belle Reifsnyder, '93; Anna Schwartz, '94; J. Bruce Kennedy, '95; S. S. Jacks, '97, and A. P. Grove, '98, therefore be it

*Resolved,* That through these deaths the Alumni Association of the C. V. S. N. S. has sustained a severe loss and the school has been deprived of faithful friends and supporters.

*Resolved,* That, while submitting to the will of the Divine Father this Association greatly deplores the loss of these beloved members.

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

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

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



### Precept and Example.

Johnny had come in with a story of a remarkable automobile he had just seen. He declared that it was "as big as a house!"

"Now, Johnny," said his father, severely, "you know it was not as big as a house. Why do you exaggerate things so? I've talked to you a million times about that habit of yours, and it doesn't seem to do a bit of good."—*Youth's Companion*.

### Normal Notes.

The Senior class took a very enjoyable trip to Washington on May 5th, 6th and 7th. Many Alumni and friends of the school joined the party. Many places of interest were visited. A ride in a "Seeing Washington Automobile" was a very pleasant feature of the trip. Dr. Barton and Prof. McCrone accompanied the Seniors.

The first of May was celebrated as the fifteenth anniversary of Dr. Eckels' principalship of the C. V. S. N. S. On behalf of the students Mr. Uhler presented Dr. Eckels with several tokens of appreciation. The Dr. replied by giving a short history of the school and its remarkable growth.

Dr. Meminger, of Lancaster, gave an illustrated lecture June 3d, in the Normal Chapel, on London, Paris, and Switzerland. The lecture was given under the auspices of the Athletic Association.

Many members of the Senior class have already secured positions for the coming year.

On Monday of commencement week Dr. Barton gave an experiment in wireless telegraphy on the campus. The experiment was successful and showed the usefulness of this wonderful invention.

Rev. H. J. Ehret, a former teacher at Normal, was married to Miss Anna May Schireman, of Nazareth, Pa., Thursday, July 7th. The HERALD joins with the various members of the faculty in extending their heartfelt congratulations to their genial former co-worker.

Dr. Barton went to St. Louis July 5th with an excursion numbering 152 persons. They started from Shippensburg over the Reading and Wabash R. R.



### Plenty On Hand.

"You would get along a great deal better if you didn't get so excited," said the calm man to his irascible friend. "Can't you learn to keep your temper?"

"Keep my temper! Well, I like that!" retorted the other. "I'd have you to understand that I keep more temper in one day than you have in your possession during a whole year."

## Commencement Week.

### SATURDAY.

The exercises of Commencement week began Saturday evening, June 25th, with a banquet to the Class of 1904 and the members of the Faculty, by the Board of Trustees of Normal. The tables were spread with an abundance of the choicest delicacies of the season, and suffice it to say that justice was done. Dr. Eckels acted as toastmaster of the occasion. Responses were given by Mr. Bressler, Mr. McPherson, and a number of the Faculty.

### SUNDAY.

On Sunday morning the five classes of the Normal Sunday School assembled in the Chapel for a closing service. Dr. Eckels, in opening, presented for a theme "The Importance of Systematic Bible Study," and Professors McCrone, Heiges, Gordinier and Rife followed with brief addresses in the same line of thought. The exercises closed with Tennyson's "Crossing the Bar," a hymn which became a general favorite during the term.

### BACCALAUREATE SERMON.

The chief item of the evening service was the Baccalaureate Sermon, by Rev. Frank P. Wheeler, of the Presbyterian Church, Newville, Pa. The text was Matt. xxvii: 22—"What shall I do then with Jesus which is called Christ." After a short review of the life of Christ, the speaker said in part as follows:

This interrogation stands at the close of the human career of Jesus Christ. It is at such a time that men are apt to ask questions. A man whom we knew dies, and although we knew him well, still his end raises the question, Who was he? What has he done? To what purpose did he live? What claim has the truth for which he lived on me? Our time this evening is too short to dwell on processes. We can only indicate results and note their lessons.

The first promise, that Christ would come into the world, was 4,000 years old when he did arrive in Bethlehem, the miraculous child of Joseph and Mary. But during these fourteen centuries God had called to Himself a people whom He educated by prophet and miracle, symbol and providence, so that the Jews might recognize and accept Christ when He should come. Both His personal character and the nature of His mission had been carefully re-



vealed. So strikingly true was this that the Old Testament is a history of Christ in prophecy, as definite and accurate as that found in the four gospels, lacking only the details of the latter. But because Christ did not coincide with their preconceived notions of the Messiah the Jews would not own Him. Christ said, "I am the way, the truth and the life." The Jews would not follow Him. They said He was in league with the Devil, and killed Him. But Christ, like other men, was immortal till His work was done and God's plan in His life carried out. His life's work once accomplished, our interest centers in the question of the text, "What shall I do with Jesus?"

Judas betrayed Him. The Sanhedrin condemned Him to death. But they did not have the power of capital punishment, and appealed to Pilate, the Roman governor and judge—for Palestine was now a Roman province—to give their sentence official sanction. Pilate, from the outset, had an instinctive sense of Christ's innocence, and felt sure that He was the victim of Jewish prejudice and hatred. He resorted to every conceivable expedient to get rid of giving sentence against Christ. Five separate times, after as many inquiries into the truthfulness of their charges, he declared to His accusers that he found no fault in Jesus. If ever Pilate wanted to do the fair thing by a prisoner, it was now. But his bad administrative policy among the Jews made him afraid now to stand by his conscience and sense of justice, and give Christ His civil rights in the face of the clamoring enemies of Christ. He was afraid to have his official career reviewed at Rome. He could not release Jesus and hold his position—so he thought. A man's daily conduct often fits or unfits him for meeting his life's crisis. Pilate's crisis came when Jesus stood before him to be judged. And so the crucial test of every man's life is set forth in the words of the text, "What shall I do with Jesus?" Pilate failed. So does every man who sets Christ at naught. When he offered to release Jesus, his enemies said, "Give us Barabbas," and Pilate delivered Jesus to be crucified.

Pilate had conscientious convictions of duty. He knew what he ought to do with Jesus. He was entreated by his friends to do his duty. His wife urged him to have nothing to do with that "Just Man." He had the power to do his duty. One decisive word from him would have scattered the mob and spared Jesus.

But, alas! his own former life unfitted him for doing his duty. "Their own doings will not suffer them to turn unto their God," said Hosea of Israel.

Sin and human nature are the invariable factors in human life. They are always the same. So like Pilate we may miss life's one great opportunity, and make of life, after all, a dismal failure. "What shall I do with Jesus" is the voice of Providence and revelation to each one of you on the threshold of an active life.

1. You are asked to consider this question in view of man's condition as a sinner. That man's heart is not right in the sight of God and that he needs a Savior from the guilt and power of sin, is confessed by all men. Something has come between God and men. That something is sin, the only thing in this world that God hates. God's very nature compels him to hate sin. But at the same time he loves the sinner, His creature. He hates nothing he has ever made. Man could not in any way save himself. But God in His mercy has provided a way by which He can deal with sin as it deserves to be dealt with, and at the same time save the sinner. He has most effectually dealt with sin in Christ.

2. You are asked to consider the question of the text in view of man's need of a *life model* that embodies in every respect God's ideal of human excellence. Christ is God's ideal man perfected, as well as man's only Savior. The story of His life is told in one word, *service*. "He came not to be ministered unto but to minister." Salvation alone does not give us an ideal life; but salvation linked with service for others, does. Some early Christians made the mistake in retiring from the world. Christ sent His disciples into the world. The world does not need monks and nuns, but missionaries—missionaries in the parlor and kitchen, in the schoolroom and office, behind the counter and on the farm. Asceticism as a means to an end, when that end is uninterrupted communion with God, is necessary. But as an end in itself, it is a sin. It is selfish. It stifles the impulse of benevolence. The "Let us abide here" idea expressed by Peter was natural, but it was wrong. The new vision the disciples just had of Christ was just what they needed for the crisis of the cross. But to think of remaining in the mount was a mistake.

At the foot of the mountain was a man wrestling with the Devil. There was where they were needed to give counsel, and help, and sympathy. So you have been in this mount of privilege taking into your formative lives the best these consecrated teachers of mind and heart could give you. Now a life of service awaits you. Enter upon it as something real and earnest. Give to your generation the best you have. Settle the question before you this evening. Give your young hearts to Christ, and make it the purpose of your life to interpret Him to others in whatever you do. Take Him as your Savior, and your model of ideal living.

#### MONDAY.

##### PRINCIPAL'S ADDRESS.

Dr. Eckels' address to the graduating class was delivered on Monday morning, June 27th. This address is published in full elsewhere in the HERALD. We recommend a careful perusal of it. The reader will find it replete with profound thought and excellent advice for those about to enter upon the active work of teaching. Years of experience in teaching and in the training of young men and women for teaching have made Dr. Eckels a wise counselor and a safe guide.

##### ART EXHIBIT, AND MUSICAL AND LITERARY RECITAL.

On Monday evening the art exhibit was unusually well attended by graduates and friends of the institution. The excellence of the display reflects much credit upon Miss Rechel who has had charge of this department for several years. The value of this work is becoming more and more apparent as the years go by and the demand for a higher standard of excellence in our schools makes it necessary for the public school teacher to receive the best possible training in this department. This exhibit contained specimens of work from every member of the Junior Class and thus showed completely the grade of work done. The department is now doing exactly the kind of work needed for practical use in the school room.

The annual musical and literary recital, under the direction of the Misses Brenner and Harlow, was also held on Monday evening at 8 o'clock, when an excellent programme was given. No special comment would need to be made, for the large audience bore sufficient witness to the growing interest in this work.

The first number on the programme, "Ungarische Tanze," was well rendered and showed careful preparation and reflected the touch of a master hand in the training. Miss Ethel Myers, by her reading, "The Light on Deadman's Bar," delighted her friends by her grace and naturalness. It was a splendid effort. The piano solo, by Miss Nickles, spoke for her no uncertain note of praise. Miss Emma Haar received many compliments for her vocal solos. She possesses a voice of unusual compass and strength. Miss Eva Weir received much applause for the manner in which she gave her reading entitled, "The Second Trial." Miss Weir possesses considerable power in interpretation and expression. The two piano solos of the Misses Hazel and Jean Pearson need no special comment. Their efforts reflected both careful preparation and thorough training. Miss Lena Dunlap recited "The Boy Orator of Zepata City" with the greatest success. The splendid reception of her performance, by the large audience present, is the best comment that can be made. She possesses considerable dramatic and interpretative power. The two-piano performance, "Spanish Tanzes," by the Misses Nickles; the vocal solo, by Mr. Bressler; the dialogue, "Fast Friends;" and the double quartette, "O Holy Father," were all very well received, and reflected the highest praise alike upon performers and teachers.

#### TUESDAY.

#### CLASS DAY.

The exercises of the day began under very auspicious circumstances. The many friends and relatives of the graduates filled the chapel, and with expectant hearts awaited the performance of the various parts. The occasion is always a very happy one and no one was disappointed. The class marched in with dignified steps, clad in fine linen and enveloped by that indefinable spiritual something which always surrounds young people about to leave their Alma Mater and be scattered to the four points of the compass. The occasion was further enlivened by music furnished by Oyler's orchestra of Harrisburg.

Mr. Raymond Bressler, president of the class, delivered a very carefully prepared address with good grace and manly bearing. His subject was Friendship, concerning which he said in part as follows: Friendship, sincere, disinterested and true is

one of the most sacred treasures a man can possess. It is too often used lightly and we call those persons friends who are frequently mere acquaintances. We are not seeking for people who profess to be our friends as long as we are in a prosperous condition. Friendship, like confidence, is a plant of slow growth. The two elements that go to make up the composition of friendship are truth and tenderness. Both are so closely related that we can detect no superiority in either. The only reward for virtue is virtue. The only way to have a friend is to be one. Be slow to choose a friend, be careful in cherishing him, and if he prove true, cling to him.

Robert McPherson, orator of the class, pronounced his oration on General John Brown Gordon; and said in substance: General Gordon so conducted himself during the civil war that he gained the respect and love of the southerners. After the war he strove to obliterate the animosity between the sections and gained the love and admiration of the American people. In some respects his life is paralleled by Washington's. The fame of each rests upon a military career. As a soldier and leader Gordon was characterized by military genius, quickness of decision, dash, bravery and faithfulness. These traits were displayed again and again on the battlefield. He was devoted to his commissions. Gordons are needed in the church, politics, and in the school.

Miss Jessie Wright read the class history. She showed in true colors the weakness and doings of her classmates. With the illustrious (?) deeds of the class, which will no doubt live in the annals of future ages, the idiosyncrasies of various of the faculty were connected.

The Mantle Oration on "The Ideals of Life" was delivered by Mr. Roy Starry, who said in part: Man's life is what he makes it. One of the essentials to a successful life is a strong, healthy body. To the physical add the intellectual ideal. The intellect is the motive power which impels to activity. Morality is the third ideal which insures success; but far above these three ideals is the religious ideal, the ideal which gives us peace and hope.

Mr. Bortner of the Middle Class responded as the mantle was placed upon his shoulders, assuming the responsibility and dignity which comes to Seniors.

The Ladies' Class Roll was called by Miss Anna Jones.

With bright hits and witty sayings Miss Jones brought out the most striking characteristics of each lady member of the class. The Gentlemen's Class Roll was called by Mr. Ira Yohe, who set forth the tricks and weaknesses of the gentlemen.

At this point Mr. Bressler directed a few words of farewell to the people of Shippensburg, the Board of Trustees, the members of the Faculty, and Dr. Eckels. The words of Mr. Bressler showed plainly the tender feeling and high regard which the students have for Dr. Eckels.

The exercises closed by the singing of the Class Song, which was written by Miss Maude Mason.

#### ALUMNI ASSOCIATION.

##### REUNION OF CLASS OF '02.

The Class of 1902 rendered a very creditable program at their reunion Tuesday afternoon. Mr. Frank C. Myers, president of the class, made the opening address. He handled the subject of "True Success" with the greatest ease and ability. Miss Clara Potter followed with a piano solo. She played with grace and precision. Mr. O. M. Billow delivered an oration upon the subject, "Know Thyself." He presented his thoughts with clearness and expression. Miss Minnie McCloskey recited in a very pleasing and touching manner. In the name of the class, Mr. Ralph Jacoby presented the school, through Dr. Eckels, a donation in money, to be used in purchasing portraits of well-known men and women.

The Class of '94 did not have a regular program. They met together, however, and had a good time talking over the old days.

The Alumni held their annual business meeting Tuesday afternoon. Dr. Barton acted as temporary chairman. Mr. I. W. Huntzberger was elected president of the Alumni Association for the coming year. Superintendent Roth presented the school, in the name of the classes of '87, '88 and '89, a handsome portrait of Prof. John F. McCreary, who was principal of the Normal at that time. Dr. Eckels received the portrait, and gave a short history of the noble life and character of Prof. McCreary.

Instead of the ordinary program at the Annual Reunion of the Alumni, Mr. Spillman Riggs lectured on "Musical Fits and Misfits." Mr. Riggs is a well-known lecturer and impersonator, and delighted the large audience with his splendid eloquence.

## COMMENCEMENT DAY.

The final and long-expected day arrived on time, with an evident contest on between Old Sol and Jupiter Pluvius as to which should control weather conditions.

At the breakfast table suppressed yawns and a dreamy look about the eyes indicated that many had, the night before, sacrificed their own beauty sleep, and that of others, upon the altar of social intercourse, occasioned by the meeting of old friends and classmates.

Although visitors had been much in evidence during the preceding days, the list was largely increased by those arriving on early morning trains, and by a constant procession of carriages winding up the beautiful drives of the campus, escorted by large numbers on foot from the town.

At ten o'clock the dispute between the weather gods had apparently been settled in favor of Sol, and he beamed through the stained glass windows of the Chapel upon a beautiful and attractive scene. After the entrance of the Faculty in a body, the Seniors filed in and took their places upon the stage on the tiers of seats, so arranged that all could be seen, the beautiful white gowns of the young ladies furnishing a pleasing contrast to the conventional black of the gentlemen.

After a very pleasing selection by Oyler's Orchestra, of Harrisburg, which throughout the Commencement week furnished most excellent music, prayer was offered by Rev. J. O. Reagle; it was earnest, and especially appropriate to the occasion. After another musical selection, the oration was given by Mr. D. Leslie Stamy, the first honor student of the class.

Mr. Stamy had chosen "Tours" as his subject, and the line of thought presented by him showed extensive historical research, and no inconsiderable amount of original thinking. It was brief yet comprehensive, well delivered and well received.

This was followed by a ladies' chorus, "What the Chimney Sang," which elicited hearty applause from the audience. The voices of the twenty-four young ladies composing the chorus harmonized unusually well, and the careful modulations and correct expression bore evidence of the thorough work of their trainer, Miss Josephine Duke.

The next number, a recitation, "The Heavenly Guest," by

Miss Gertrude Glessner, an honor student, received the careful attention of her hearers, and called forth some very complimentary remarks. The subject was well suited to Miss Glessner's voice, her gestures were easy and graceful, and the effect of the whole was very pleasing. Such selections are much more acceptable to the general audience than the more pretentious and more nerve-racking efforts frequently heard on similar occasions.

Miss Mabel Ruthrauff, an honor student, next read a very carefully prepared essay on William Cullent Bryant. We are glad Miss Ruthrauff had the good judgment to select a subject of this kind rather than to attempt to deal with the good old ones such as Success, Hitch Your Wagon to a Star, Perseverance, and a host of such to which a long suffering American public has had to smile approval for these many years, and applaud the sweet girl graduate, as she told her parents and grand parents how to win success in life. Miss Ruthrauff's paper showed close study, comprising a brief biography of the noted author, an able critique of his works, and closing with a high tribute to the great nature poet of America.

Then followed an overture by the orchestra which was bound to be pleasing, comprising, as it did, a fantasia of the popular national airs.

The Commencement Address was delivered by Rev. Wilford P. Shriner, D. D., of Carlisle, subject, "The Mystery and Mission of Life." Dr. Shriner won his audience at the start, and for an hour held their closest attention. What is Life? A question asked from the beginning, and a valuable one, stimulating thought and giving rise to many theories. Space forbids a full review of this most logical and interesting address, but a few points will be suggestive of the whole. Scientists have theorized as to the origin of life, but not everything that bears the mark of a scientist is true. Many men have all kinds of sense except common sense. The speaker then attacked the theory of auto-genesis, and argued in behalf of the Bible statement,—that all things were created in the beginning by the Creator. He paid a high tribute to that great scientist, Herbert Spencer, who denied the possibility of such a thing as a spontaneous generation. He cited the famous experiment in New York some years ago, when scientists thought they had produced an artificial egg, or rather a natural egg by artificial means; they also thought they had



produced a seed. The egg and the seed stood the close test of chemical analysis, but unfortunately for the scientists, the one refused to bring forth a chicken, and the other could not be induced to germinate under most favorable conditions. This leads to but one conclusion—that the only rational account of the beginning of life is that account found in the Bible. Dr. Shriner then took up the mission of life, which is not to get rich, not to acquire culture or fame, not to be a good citizen, a good father, a loving mother or a beautiful child. Why? Because these in themselves do not go high enough to take in God, who must be the beginning, the end and the inspiration of every life. We must understand truth\* in its proper relation; the trouble is, it is too often taken out of its natural setting. The means must not be confounded with the end. Man is not born into life to be only a teacher, a preacher, but to know the correct beginning and end of life, God. Make the divine the ideal and the stimulus; our mission is to honor God. The speaker then briefly addressed the class, congratulating them on the honors achieved, referring to the effect of influence, and stating that it is more serious to live than to die. The address as a whole was a masterly effort, showing an intimate knowledge with the best literature on the subject, and epitomizing the best thought of the scholars of all time.

After an overture by the orchestra, Dr. Eckels in a few well chosen words granted diplomas to members of this year's class, and also second diplomas to the class of 1902.

The mixed chorus, "The Revel of the Leaves," was of high order, and its rendition showed the high grade of work done in the musical department of the Shippensburg Normal.

The benediction was pronounced by Rev. H. A. Straub, and the thirty-first Commencement of the Cumberland Valley State Normal School passed into history.

The afternoon was given up to social pleasures, and the tables at supper showed that many had been compelled to leave on outgoing trains.

At seven o'clock a very enjoyable concert was given on the campus by the orchestra, and national and popular songs by the students whiled away a very brief hour.

The Alumni Sociable in the evening, under the able manage-

ment of the ever genial and popular Dr. Barton, was well attended by the beauty and the chivalry of school and town, and continued till the striking of the midnight hour. *Sic Transiit* Commencement Day.



### Base Ball.

The baseball season at Normal began April 10th with a game against the Chambersburg Academy. Our team was largely made up of new material. All our contests were played against the best teams in our class. A table of the scores is appended :

April 10. At Shippensburg,

Normal . . . . .	0	0	1	2	0	6	0	3	X	=	12
Academy . . . . .	0	0	2	0	0	0	2	0	0	=	4

April 13. At Mercersburg,

Mercersburg 2nd . . . . .	0	0	1	0	6	0	0	0	0	=	7
Normal . . . . .	0	0	0	0	0	0	1	0	0	=	1

April 30. At Shippensburg,

Normal . . . . .	0	0	1	0	0	0	0	0	1	=	2
Chambersburg Academy . .	0	1	0	1	0	0	0	1	X	=	3

May 14. At Shippensburg,

Dickinson 2nd . . . . .	0	1	0	0	0	0	0	0	0	=	1
Normal . . . . .	1	0	0	0	0	3	3	2	0	=	9

May 21. At Shippensburg,

Normal . . . . .	0	0	1	0	0	0	0	0	3	0	=	4
Mercersburg 2nd. . . . .	0	0	0	1	2	0	1	0	0	1	=	5

May 28. At Shippensburg,

Normal . . . . .	3	3	0	2	5	1	1	0	0	=	15
Steelton High School. . .	0	0	0	0	1	0	0	0	0	=	1

May 30. At Shippensburg.

Carlisle A. A. . . . .	0	0	2	4	0	1	0	0	0	=	7
Normal . . . . .	0	0	0	0	1	0	0	3	1	=	5

June 4. At Shippensburg.

The best game of the season was played at Shippensburg against the Millersville Normal team. The Millersville team failed to hit Reese, who had 13 strike-outs.



BASEBALL TEAM—1904

C. V. S. N. S.					M. S. N. S.						
	R.	H.	O.	A.	E.		R.	H.	O.	A.	E.
Gray, 2b .....	1	0	2	1	2	Snyder, c.....	0	1	9	1	1
Starry, 3b.....	0	0	3	3	1	G. Eby, 2b.....	0	0	1	3	1
Bressler, c.....	0	3	14	4	0	Goodling, 1b.....	0	0	9	0	0
Berry, lf.....	0	0	0	0	0	Heim, rf.....	0	0	0	0	0
McLaughlin, 1b.....	0	1	7	1	0	Fleck, lf.....	0	0	1	0	0
Bortner, ss.....	0	0	0	0	0	Moyer, 3b.....	0	0	0	0	0
Ogle, cf.....	0	1	1	1	0	R. Eby, cf.....	0	1	1	0	0
Noftsker, rf.....	0	0	0	0	0	Kraybill, ss.....	0	0	0	4	0
Reese, p.....	0	0	0	1	0	Miller, p.....	0	0	3	1	0
<hr/>					<hr/>						
Totals.....	1	5	27	11	3	Totals.....	0	2	24	9	2

INNINGS.

Cumberland Valley S. N. S.....	0	0	2	0	0	0	0	0	0	0	0 = 2
Millersville S. N. S.....	0	0	0	0	0	0	0	0	0	0	0 = 0

June 11. At Millersville.

C. V. S. N. S. . . . . .	o	o	o	o	o	o	o	o	o	o	= 0
M. S. N. S. . . . . .	o	o	1	1	o	o	2	o	x		= 4

June 18. At Shippensburg.

Normal. . . . .	o	o	1	o	o	o	o	o	3		= 4
Capital City . . . . .	o	2	o	o	o	1	o	1	2		= 6



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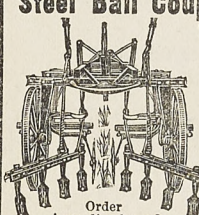
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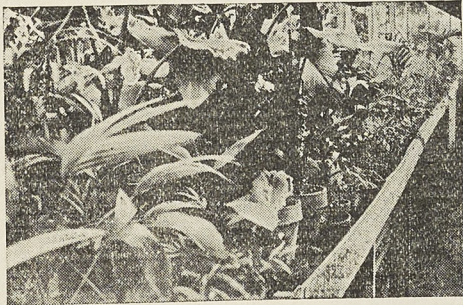
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DOWN	12	2	4	6	8	10	110
LEAVE	† a m	* a m	† a m	† a m	* p m	† p m	* p m
Winch'st'r	.....	.....	7 25	.....	2 10	6 30	.....
M'tins'b'g.	.....	.....	8 12	.....	2 57	7 14	.....
Hagerst'n..	4 05	6 42	8 55	12 20	3 45	8 00	10 15
Gr'ncastle.	4 24	7 03	9 16	12 41	4 08	8 21	10 34
Merc'rsb'g	.....	.....	8 00	10 30	3 30	.....	.....
Chmb'sb'g	4 45	7 29	9 40	1 05	4 40	8 45	10 58
Way'sboro	.....	.....	7 00	.....	12 00	3 35	.....
Shipp'sb'g	5 05	7 49	10 00	1 25	5 02	9 0	11 18
Newville...	5 23	8 07	10 18	1 42	5 21	9 24	11 39
Carlisle....	5 45	8 28	10 39	2 03	5 48	9 45	12 02
Dillsburg..	.....	.....	10 00	.....	5 23	.....	.....
M'ch'csb'g	6 09	8 48	11 00	2 23	6 10	10 07	12 21
Arr. H'bg...	6 30	9 05	11 20	2 40	6 30	10 25	12 40
	a m	a m	p m	p m	p m	p m	a m
Arr. Phila.	9 37	11 48	3 17	5 47	9 28	4 33	4 23
Arr. N. Y..	11 53	2 13	5 53	8 08	12 33	7 13	7 13
Arr. Balto.	10 11	12 10	3 11	6 00	9 45	2 20	7 15
	a m	p m	p m	p m	p m	p m	a m

Additional east-bound local trains will run daily, except Sunday as follows: Leave Carlisle 7.05 a. m., 12.30 p. m., 3.15 p. m., leave Mechanicsburg at 5.54 a. m., 7.29 a. m., 12.52 p. m., 3.36 p. m., Leave Dillsburg 5.35 a. m., 10.00 a. m., 5.23 p. m.

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LEAVE	p m	a m	a m	a m		p m	p m
Baltimore.	11 55	4 44	8 52	12 00	.....	4 35	8 30
New York.	7 55	12 10	.....	8 55	.....	2 55	5 55
Phila.....	11 40	4 25	8 40	11 40	.....	15 30	8 25
	* a m	* a m	† a m	† p m	† p m	† p m	* p m
Harrisb'g..	5 00	7 55	11 45	3 20	5 15	8 30	11 05
M'ch'csb'g	5 19	8 15	12 05	3 37	5 37	8 51	11 23
Dillsburg..	.....	8 50	.....	4 02	.....	.....	.....
Carlisle....	5 40	8 37	12 27	3 57	6 00	9 13	11 42
Newville...	6 02	9 00	12 51	4 16	6 27	9 34	12 02
Shipp'sb'g	6 20	9 18	1 10	4 32	6 50	9 52	12 18
Way'sboro	.....	10 32	2 05	5 38	.....	.....	.....
Chmb'sb'g	6 40	9 36	1 32	4 50	7 10	10 12	12 36
Merc'rsb'g	8 15	10 30	.....	5 48	.....	.....	.....
Gr'ncastle.	7 05	10 01	1 56	5 14	7 36	10 36	12 56
Hagerst'n..	7 27	10 22	2 17	5 37	7 57	10 57	1 15
M'tins'b'g..	8 24	11 10	.....	6 24	.....	.....	.....
Ar. Winc'r.	9 10	11 55	.....	7 10	.....	.....	.....
	a m	a m	p m	p m	p m	p m	a m

Additional local trains will leave Harrisburg as follows: For Carlisle and intermediate stations, at 9.37 a. m., 2.00 p. m., and 6.30 p. m., also for Mechanicsburg, Dillsburg and intermediate stations 7.30 a. m. and 3.10 and 6.30 p. m.

Trains Nos. 1, 3 and 109 run daily between Harrisburg and Hagerstown.

Pullman Palace Sleeping Cars between New York and Knoxville, Tenn., on Trains 1 west and 110 east and between Philadelphia and Welsh on N. & W. railway on trains 109 west and 12 east except that on Sunday the Philadelphia sleeper will run east on No. 2.

Through coaches to and from Philadelphia on Trains 2, 4 and 6 east and 5, 7 and 9 west.

\*Daily. † Daily except Sunday.

H. A. RIDDLE,

GEO. W. MARTIN.

Gen'l. Pass. Agt.

Supt.



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