

# The Normal Journal.

TEACHING IS THE HIGHEST SCIENCE, THE FINEST ART, THE NOBLEST PROFESSION.

VOLUME I.

STATE NORMAL SCHOOL, MILLERSVILLE, PA., AUGUST, 1888.

NUMBER 3.

## The Normal Journal.

Published quarterly in the months of November, February, May, and August. Designed to afford a means of communication between the Millersville State Normal School and the educational public.

THE JOURNAL will be sent regularly to the members of the Alumni Association of the School, and to Superintendents of Schools and others interested in education.

No subscription price will be charged for THE JOURNAL.

All communications should be addressed to E. Oram Lyte, Editor, or to

THE NORMAL JOURNAL,  
Millersville, Pa.

AUGUST, 1888.

## COMMENCEMENT NUMBER.

### Our School.

The school year which closed June 28th was successful in every respect. The financial balance is on the right side, and this is a source of encouragement to the Trustees, who have made large outlays in the past year for the material improvement of the school. The attendance was large, the enrollment for the winter session being 287, and for the summer session, 526. Efforts were made in the various departments to secure the high standard of scholarship for which the School in former years was justly famous, and which made its graduates a power in whatever field of labor they entered. The work in the pedagogical department was made specially prominent, and with most satisfactory results.

The success of an institution must not be measured by the number of students on its rolls. Large as our enrollment was last year—and it could have been made still larger if we had not endeavored to keep before us the true functions of the School,—it by no means indicates the progress made by the School. Figures will not show the thorough work done in the class-room, nor the skill acquired in the Model School, nor the enthusiasm and power which our students carry into hundreds of school-rooms in town and country.

The prospects of the School for the coming year are unusually good. Large numbers of applications for rooms have been re-

ceived, and the interest awakened in the work done is increasing.

All the good features of our work in the past year will be retained and made more prominent, and one or two new lines of work will be begun. Industrial education, now forcing itself upon the consideration of teachers, will receive attention; and in other respects the "Old Normal" will try to merit the support of its friends and the educational public.

THE thanks of the authorities of the School are due to the members of the Alumni Association for the hearty support they have given to the School. *The best advertisement of this Institution is its Alumni Association.* The graduates of the School are successful in every vocation of life. They are scattered through all the States and territories of the Union, and *they forge to the front* wherever they are. Even without their active efforts to sustain the School, their success would bring it before the public. With the support which they have given to the management, the School can not fail to maintain its place among the educational institutions of the State.

EVERYBODY was delighted to see Dr. Brooks at the meeting of the Alumni Association this year.

DR. WICKERSHAM, always welcome, is doubly so when he visits Millersville during Commencement week.

It is *Doctor Byerly* now, Lafayette College having conferred the degree of Ph. D. on our old friend and co-laborer. But whether Dr., Prof., or plain Mr., Prof. Byerly is always at his post, and always the same modest man, ripe scholar, and enthusiastic, hard-working, thorough teacher.

MISS HEMPERLY, who served the school acceptably as teacher of the piano and French for five years, resigned at the close of the year. When she left Millersville, she spoke of spending the coming year at Ann Arbor, studying music and German. Miss Hemperly will long be remembered here for her musical ability and for her gentle, refined, and cultured character.

If you think of attending a Normal School write to us for a catalogue.

MISS JENNIE DARLINGTON, who was one of the training teachers in our Model School last year, resigned her position here to accept the position of training teacher in the New Britain, Conn., public schools. Miss Darlington is fully equipped for the important work before her and will render the schools of New Britain efficient service.

THE seminary at Allentown, Pa., is fortunate in securing the services of Miss Anna J. Moyer as music teacher. Miss Moyer left many friends here.

PROF. HOWARD E. RANDALL will next winter continue his studies at Hahnemann Medical College, Philadelphia. Mr. Randall is an enthusiastic, skilful teacher, and promises to be equally successful as a physician. He will complete his medical course in the spring of 1889.

PROF. S. M. YUTZY expects to enter Michigan University at Ann Arbor in the fall, for an extended course in chemistry and medicine. He carries with him the best wishes of a host of friends at the "Old Normal."

FROM an interesting article on "Commencement" in the July number of the *National Educator*, written by the editor, Dr. Horne, we copy the following extract:

Commencement is a term applied to the close of the scholastic career. Why that should be called "Commencement," which in reality is the end of the course, has seemed strange to many. The explanation is not difficult. The school year is always regarded as commencing with vacation, and hence, when a class is graduated the term or year ends with the closing exercises and a new one begins. But the common sense view of the matter is that now life and life's duties commence in reality. The time of formal study and theorizing has ended, and the graduate is presumed to be ready and prepared for the duties of active life. School work ended, the earnest realities of life commence. This is "Commencement" in earnest.

When the student, or the professional man, or anybody else falls into the error of supposing that his education is finished, that he is "*ausgelernt*," the greatest blunder is made. To the earnest all seasons must be commencement. Much remains to be done.

THE ladies' building will be refurnished during the present vacation with handsome ash furniture, spring mattresses, etc. The gentlemen's building has been entirely refurnished with oak furniture.

## COMMENCEMENT WEEK.

*Baccalaureate Sermon.*

The exercises of Commencement week began on Sunday, June 24th, with the baccalaureate sermon by Rev. C. H. Harding, '66. Mr. Harding's address was thoughtful, practical, and exceedingly interesting, not only to the graduating class and the School generally, but also to the large numbers of old students and others who came to hear him and who remembered him as professor of mathematics in the "Old Normal."

*Address Before the Literary Societies.*

[From the Lancaster *New Era* of June 28.]

A new feature in the Commencement week programme of the Millersville Normal School is a lecture before the literary societies. In consequence of this pleasant innovation, introduced by Dr. Lyte, the societies on Tuesday evening listened to a delightful account of a trip in the Western part of the United States. The subject of the lecture was "Twelve Thousand Feet High in a Railway Train," and the lecturer was Rev. J. R. T. Gray, of Lancaster. The societies are indebted to Mr. Gray for a genuine literary treat.

The music for the evening was furnished by Misses Mary Bowman and May Byerly, and a vocal music class led by Miss Moyer.

*Class-Day Exercises.*

[From the Lancaster *Daily Examiner* of June 28.]

Wednesday morning broke clear and cool over the campus of the State Normal School where the last exercises of the class of '88 were held. In the grove south of the institution a neat platform was erected supplied with chairs and stands for the officers and representatives, and a piano for the music. A more beautiful day for an open air meeting could neither be wished for nor expected. If the fortunes of the class of '88 continue as their commencement exercises began, a prosperous future and happy life await them all.

To-day they are happy, with the duties and cares of years of study behind and the hopes of a bright future spread out before them. We hope that when a decade has passed and they return to their *alma mater* they may have lost none of the buoyancy of life and their ranks may remain unbroken.

The class song was composed by Mr. A. C. Yingst, of Annville, Lebanon county, and set to the music of "Aulde Lange Syne."

The President, Mr. J. C. Swartley, in a well prepared and well delivered address, welcomed all to the last exercises of the

class of '88 and urged each classmate to so live and act, that the honor and reputation of the old Normal, which has been raised so high by the success of its numerous Alumni, may not only be preserved but carried still higher.

The oration by Mr. S. D. Replogle was delivered in a forcible yet pleasant manner. His theme, "The Teacher," was very appropriate to the occasion. It is seldom that so much thought and timely admonition are crowded into so brief a compass. He thinks that the world will honor and respect every teacher for holding firmly to his opinion, rather than yielding at the first opposition. At the close of this oration a very beautiful duet, entitled "The Planting of the Ivy," was sung by Miss Knight, of Philadelphia, and Mr. Hench, of Perry county, both members of the class of '88. The class then adjourned to another part of the grounds, where they planted an ivy to perpetuate the memory of the Class of '88.

Miss Lizzie Weeks gave a recitation entitled "Nothing to Wear." This class honor was not unworthily bestowed, for the large audience on the campus gave her the closest attention.

The class prophecies were read by Miss Knight. This was among the most interesting exercises of the day. The prophetess saw in the future the history of each of her classmates, which she set in very interesting and attractive language.

The class poem was written and read by Mr. Helm, of New Providence. The poem was good and full of humor.

Mr. F. S. Dietz, of Hellam, Pa., distributed the presents to the class. This exercise offered great amusement to all present. The gifts were selected to give prominence to some tendency or characteristic of each member of the class.

The valedictory oration was delivered by Mr. Edwin Brown, of Liverpool, Pa. This production was worthy the title. The class is to be congratulated on this selection.

*Meetings of the Alumni Association.*

[The following brief account of the private meetings of the Alumni Association is taken from the Lancaster *Examiner* of June 28.]

The private meeting of the Alumni Association, of the Millersville State Normal School, was held at 2 P. M. on Wednesday, in the model school chapel. Nearly two hundred members were present, representing almost every class since '58. Among the members were: Dr. Brooks, of Philadelphia; Mr. J. A. M. Passmore, of Philadelphia; J. Zeamer, of Carlisle, Pa.; B. C. Rich, of Kansas; J. E. Hurst, of Washington, D. C.; Prof. Frank Albert, of Adams co.,

Pa.; Prof. H. C. Breneman, County Superintendent, of York; Prof. A. D. Eisenhower, of Norristown; Rev. I. M. Gable, of Philadelphia, and others.

The election of officers for the ensuing year resulted as follows:

President—J. Zeamer, editor of the Carlisle *Volunteer*.

Vice-President—Prof. W. H. Hartzler, of the Millersville Normal School.

Secretary—Miss Sarah H. Gilbert, of the Normal School.

Treasurer—Prof. A. R. Byerly, of the Normal School.

Essayist—Miss Lavinia J. Coates, of Chester county.

Orator—A. S. Will, of Pittsburg.

The members were addressed by Dr. Brooks, ex-principal; Dr. Lyte, the principal, and J. A. M. Passmore, of Philadelphia.

Prof. Byerly read the history of the class of '58; Editor Zeamer read the history of the class of '68, and Prof. Hartzler read the history of the class of '78.

*Public Meeting of the Alumni Association.*

[From the Lancaster *Intelligencer* of June 28.]

The public alumni meeting was held in the evening [Wednesday] and was presided over by Watson Cornell, of Philadelphia, in the absence of the president, Dr. Eisenberg. He also read the president's address. The subject was "Renewal of Life." He began by stating that a sound mind can only reside in a sound body, spoke eulogistically of Hygie, whom the Greeks worshipped as the Goddess of health, and accounted for the master minds of the Greeks and their great intellectual power because of the great precaution used to preserve their bodily health. He gave some of the causes of the destruction of health, one of which was the abuse of the digestive apparatus; another, indulgence in habits which tend to imperfect secretion and absorption, and third, the indulgence of passions. He argued that the weakness of body caused weakness of mind. In conclusion he showed that change of occupation was the proper rest of the mind. The address was well written and well received.

The essayist, Mrs. Anna Wilson Whitehill, of Morgantown, West Virginia, took for her subject, "A Retrospect." She referred feelingly to the memory of school days at the Normal, spoke of the trials in the ideal student's life, whose true aim was advancement and perfection. [For the full text of Mrs. Whitehill's essay, see page 4 of this number of THE JOURNAL.]

The orator of the evening was S. J. Barnett, of '69, editor of the *Delta Herald*.

His subject was "The Old Paths," and he treated it in a masterful way. He began his address by referring to the paths made in the primeval forest which were widened as the years passed on, showed that character was formed by simple habits, pointed out what paths should be followed and what should be obliterated. All developments of character, he said, have small beginnings. Chemistry sprang from alchemy; astronomy from astrology, and he gave other illustrations of important results that sprung from small things. He referred to the tenacity with which men clung to old beaten paths; to the tendency in this age to avoid following the true path; how in the olden time an apprentice was bound to serve from five to seven years at a trade, how in this age students are not willing to apply years of study so as to properly fit themselves for life's battle, but all want to rush matters. The secret of success by the old path was duty done through love to country, man and God. The path as followed now has but one objective point—money getting. He spoke of the old path in school discipline, when the birch was freely used, contrasted the manner in which the Sabbath was kept in the olden days with that of to-day, argued that the existence of the country depended upon the proper observance of Sunday, and closed with a strong appeal for prohibition.

**The Exercises of Thursday.**

[From the Lancaster *New Era* of June 28. We regret that a fuller account of Thursday's exercises could not be obtained.]

THE exercises of Commencement proper were held to-day, there being two sessions, the morning session commencing at 9:30 and the afternoon at 2 o'clock. Owing to the inclement weather the crowd was not as large as in former years, but a large number of visitors partook of dinner. The music was especially fine, the pieces rendered by Misses Moyer and Hemperly being especially notable. Following was the programme:

MORNING SESSION—9:30 O'CLOCK.

Prayer.  
 Music—"Pilgrim Chorus," from I. Lombardi, Verdi.  
 Salutatory Oration—"Gods that Kill," Ella G. Burley.  
 Music—"Night," Lassen.....Misses Moyer and Hostetter, Messrs. Hench and Niess.  
 Oration—"The New South".....W. S. Snyder.  
 Oration—"The Lesson of the Hour," A. E. Leaman.  
 Music—Magic Fire Scene from "Die Walkure," Wagner-Brassin.....Miss Amelia Hemperly.  
 Oration—"Strength of Our Nation," John Dale.  
 Music—"Rose of the Desert," Spohr, Miss Grace Wylie.  
 Oration—"Frederick III".....Grace Brewster.  
 Oration—"?".....Henry N. Herr.  
 Music—When Spring Climbs O'er the Mountains.

Heisar.....Misses Wylie and Hostetter.  
 Scientific Oration—"Motive in Science," Elmer E. McCurdy.  
 AFTERNOON SESSION—2 O'CLOCK.  
 Music—"Peasant's Wedding March,".....Soderman.  
 Normal School Choir.  
 Normal Oration—"The Young Man in Politics," Wm. M. Fausset.  
 Oration—"Stand Out of My Sunshine," Grace Wylie.  
 Music—Fantasie in C sharp Minor,.....Chopin.  
 Miss Annie Frantz.  
 Oration—"New Paths,".....Thaddeus G. Helm.  
 Music—"Springtime,".....Becker.  
 Miss Anna Moyer.  
 Oration—"What, Why and How," Eugene G. Floto.  
 Recitation—"St. George and the Dragon," Cora Williams.  
 Music—"The Minstrel Boy,".....Vogrich.  
 Messrs. Hench, Essenwein, Lehman, Yingst.  
 Presentation of Diplomas.  
 Music—Ladies' Chorus, "Charity,".....Rossini.  
 Valedictory Oration—"Use or Lose," Charles E. Berger.  
 Adjournment.

GRADUATING CLASS.

- SCIENTIFIC COURSE.  
 Elmer E. McCurdy,.....Fontana, Pa.  
 ELEMENTARY COURSE.  
 Jennie R. Brennecke.....Altoona, Pa.  
 Grace Brewster.....Huntingdon, Pa.  
 Ella G. Burley.....Altoona, Pa.  
 Louisa M. Kappauf.....Fernwood, Pa.  
 Edith T. Knight.....Bristol, Pa.  
 M. Elizabeth Piper.....Oakville, Pa.  
 Virginia Rhoads.....Lancaster, Pa.  
 Elizabeth Weeks.....Millersville, Pa.  
 Cora Williams.....Millersville, Pa.  
 Grace Wylie.....Lancaster, Pa.  
 Charles E. Berger.....Schuylkill Haven, Pa.  
 Edwin Brown.....Liverpool, Pa.  
 John Dale.....Grahamton, Pa.  
 Abraham E. Dierwechter.....Kleinfeltersville, Pa.  
 Fred. S. Dietz.....Hellam, Pa.  
 William M. Fausset.....Friedensburg, Pa.  
 K. Oren Fink.....Etters, Pa.  
 Eugene R. Floto.....Berlin, Pa.  
 Thaddeus G. Helm.....New Providence, Pa.  
 John K. Hench.....Eschol, Pa.  
 Henry N. Herr.....Wheatland Mills, Pa.  
 Adam E. Leaman.....Lampeter, Pa.  
 Simon L. Replogle.....New Enterprise, Pa.  
 William S. Snyder.....Millerstown, Pa.  
 John C. Swartley.....Norristown, Pa.  
 Adam C. Yingst.....Annville, Pa.

Notes.

NEARLY all the last graduating class obtained good positions with but little trouble.

CONTINUE your studies. We have more applications for teachers for higher positions than we are able to fill.

PERSONS who expect to attend the Normal School during the coming session should write to the Principal for rooms. The winter session opens Sept. 3d.

Miss Mary Emma Harley, '78, is with an uncle of hers on a ranch about twenty miles south of Helena, Montana Territory. Her post-office address is Jefferson City. She says: "I find many comforts and conveniences that I had not expected and anticipate a very pleasant visit."

**Some Interesting Birds about the Normal.**

BY H. JUSTIN RODDY.

[Prof. Roddy, who is an expert ornithologist, devoted part of his time last summer to collecting and mounting a large number of the birds common to this locality. The collection made by him is very valuable, and he will add to it from time to time. This collection is for the use of our students in the class-room.]

It is always a matter of surprise to those who have not studied our birds to learn the number of species found in one locality. Birds like the robin, *Merula migratoria*, the bluebird, *Sialia sialis*, the larks, and the sparrows, that are always about us, and nest quite close to our buildings, are familiar to us all. But there are birds like the chat, *Icteria virens*, the scarlet tanager, *Pyrranga rubra*, the vireos, and the flycatchers just as common. We know much less of them, however, for they elude common observation and in the case of the chat pretty close search.

An experienced ornithologist in the course of a few years, would secure about 210 species. Of course, some of these as the great northern shrike, *Lanius borealis*, the great gray owl, *Urochelidon cinerea*, the snowy owl, *Nyctea scandiaca*, and the little white egret, *Garzetta candidissima*, might not be seen for quite a number of years; for their appearance or disappearance is erratic, being dependent on conditions of food supply which in turn are dependent upon climatic conditions.

As one of the 210, we certainly include the English sparrow, more properly house sparrow, *Pyrgita domestica*. It is ubiquitous in eastern United States, and unless subjected to more vigorous life conditions than it now has, it will succeed in driving off all our familiar song birds.

The Normal in the course of this spring's session has secured at least 75 species of migratory and resident birds. Among these, many will, no doubt, be surprised to learn that the cardinal grosbeak, *Cardinalis virginianus*, or as a cage bird, the corn-cracker, is an all-year resident. His clear, though somewhat monotonous whistle is more ringing and melodious in his natural place (where he belongs) than in his cage.

We have two species of cuckoos: the yellow-billed *Coccyzus americanus* and the black billed, *Cerythrotitholmus*. These usually are not parasitic as is the European cuckoo, *Cuculus canorus*, though they do sometimes slip their eggs into nests not their own.

The cow-bunting *Molothrus ater*, of which there are great numbers here is eminently parasitic. The development of this habit forms a curious phase of the science of avian life.

The great crested flycatcher, *Myiarchus crinitus*, whose curious habit of utilizing cast off snake skins or even dead snakes in building its nests, is quite common.

Our most brilliant bird is the scarlet tanager, *Pyrranga rubra*; our most musical is the wood thrush, *Hylocichla mustelina*, or perhaps the rose-breasted grosbeak, *Zamelodia ludowieiava*.

ONE of the most successful lawyers at the Chambersburg bar is W. U. Brewer, '65.

PROF. J. H. Bechtel, '66, has an able and interesting article in the June *College of Commerce Journal* on the "Importance of Method in Memorizing."

G. W. Flounders, '83, is doing excellent work as Supervising Principal of the Morris City Combined School, 26th and Thompson Sts., Philadelphia.

L. Huber, '77, writes from Rocky Ford, Col.: "My pen is busy in giving it to my fellow professionals the fruits of my labors in relieving suffering and prolonging the life of the race."

## ESSAYS AND ORATIONS.

*A Retrospect.*

BY ANNA WILSON WHITEHILL, '78.

[Read at the public meeting of the Alumni Association, Wednesday evening, June 27th.]

It is the same old Normal still. The ground upon which we tread seems sacred. The very air we breathe revives the memories of former years. The sky does not seem so high, nor the plains so wide, nor the world so distant as in days of yore; but it is the same sky and the same world,—only our hearts have changed in these passing years. "No two summers ever were alike," says the poet, "no summer ever comes back again; times change and people change, and if our hearts do not change as readily, so much the worse for us."

Sometimes ships at sea will come together, compare notes, exchange words of greeting, bid each other "God speed," and then drift apart upon the unknown deep, so we to-night, who have been tossed about upon the great sea of life, pause for a moment in our onward course, exchange greetings with our friends, tell of our past endeavors, our present hopes and our future aims, and then separate, perhaps to meet again before life's journey is ended, perhaps to say the last farewell forever.

There are objects in nature, as there are also in art, which inevitably strike the traveler with impressions that are indelible: a view from some lofty peak or some cathedral tower, a glance at nature in one of her most brilliant and suggestive moods, a symmetrical union of sloping surface, tender tints, accurate perspective and artistic color, a landscape by Turner or a statue by Canova; so there are occasions in the life of every graduate, a return to the old Normal home, a recollection of the rivalries, the triumphs and defeats of school days, which trace themselves indelibly upon our hearts, and become landmarks in the retrospect of personal romances.

Who of us have not in memory taken many a stroll along these same old verandas, and walked at evening beneath these same trees,

"Within whose realms of summer shade

Our dreams, like wanton birds, have strayed."

Who of us gliding over the great stream of life, with our barques fully manned and our sails unfurled, have not in thought come back to the placid Conestoga, that beautiful stream of school-day fancy, its banks fringed with trees of deeply colored foliage, its water set in green and flashing like diamonds set in emeralds? From such associations as these are golden memories of the past,

"Treasured jewels of the mind,

Fairest tendrils of the heart,

That with our beings are entwined

Of our very selves a part."

Can we obliterate the memories of our school days? The lapse of time makes older men and women of us all, but it does not dim the sight that looks back upon the past; and the recollections that are dear to every graduate with all their pleasant surroundings are with us now as if they were fashioned into form but yesterday. Truly may we say with Burns,

"The bridegroom may forget the bride

Was made his wedded wife yestreen;

The monarch may forget the crown

That on his head an hour has been;

The mother may forget the child

That smiles so sweetly on her knee;

But I'll remember thee, Glencairn,

And a' that thou hast done for me!"

As we look about these scenes, roam through these halls, thoughts of the past come crowding upon us. We greet with affectionate remembrance those who pointed out to us the paths of knowledge,

we bring our testimony to the value of the culture here imparted, we speak our vows of homage before these holy altars, and place our gifts of gratitude upon our Alma Mater's shrine. Our mother is the same, yet more prosperous. New friends have been gathered to her support, new officers have been placed in command, new attachments have been formed,

"Love has crowned her brow with beauty,

Tinged it with a hue of joy,

And her smile of hearty pleasure

Blasting time shall ne'er destroy.

Till our loving hearts are rested

From their beating in the tomb,

They shall throb in quicker measures

Thinking of our Normal home."

It is said by scientists that thought like matter is indestructible, that once originated, it may lie dormant in the brain for years, but there it remains, if not correlated into some other form of energy, until called into action by some chance remark or particular occasion. Often in after years the meeting of a friend, a familiar air, or a passing event, will revive the memories of early days, and bring us once more in thought to the familiar scenes of school life. Then it is that the heart beats faster, if we think of time well spent, of discipline acquired and knowledge gained; then it is that tears rush forth if memory tells us of opportunities neglected, of words hastily spoken, of wrongs intentionally done. Oh! that the school life may be a resting place for the mind in after years; a place where the flowers of youth will retain their freshness, where joy and peace will always bloom, where beauty and holiness will exhale a perfume more fragrant than that of the heliotrope or violet, and more delicious and lasting than that of the rose of song and story.

Our school days have long since passed. The tide of years has drifted us on, so that the time for preparation has long since passed into that of activity and life. Years of active study and gain, years of mutual pleasure and joy, all, all are gone, and we stand to-night in the midst of an active life, our boy-home and our girl-home passed away forever,—like a song that has been sung, like a shadow that has fallen on the evening of a summer's day!

"Tears are showers that fertilize the world;

And memory of things precious keepeth warm

The heart that once did hold them.

They are poor

That have lost nothing; they are poorer far

Who, losing, have forgotten; they most poor

Of all who lose and wish they *might* forget,

For life is one, and in its warp and woof

There runs a thread of gold that glitters fair,

And sometimes in the pattern shows most sweet

Where they are sombre colors. It is true that

We have wept. But O! this thread of gold

We would not have it tarnish; let us turn

Off and look back upon the ponderous web,

And when it shineth sometimes we shall know

That memory is possession."

The ideal path of the graduate is not one of continual sunshine and gladness, rather it is beset with the severest trials. As Bunyan's Pilgrim pursued his way to the Heavenly City, he found himself ever opposed by the strongest giants and sternest foes, so in aspiring to the loftiest development of personal character, the student is ever surrounded by difficulties and trials. But as Pilgrim was animated in his deepest sufferings by visions of unfading glory, so the ideal student will have laid up for him a crown of righteousness which the Lord, the righteous Judge, shall give and which shall be the true reward of an earnest life.

Let the student then go forth to the world's great

struggle, constant in his devotion to truth, full of aspirations for the high dignity of perfect manhood and womanhood, seeking to attain such beauty and symmetry of character as will lift him into a higher sphere, bring him nearer to the ideal of the Divine mind, and give to his eternity its highest beauty and crowning glory.

In closing our retrospect may we not place a flower upon the graves of our departed comrades? We call the roll of the Normal graduates, and there is no response when familiar names are heard. Our band is broken. There are gaps in our ranks which will never be filled. There are wounds in our hearts which will never be healed. The silver cord has been loosed, the golden bowl has been broken, the dust has returned to the earth as it was, and the spirit unto God who gave it. Hands which were clasped here in by gone days in the vigor of life and strength will be clasped here no more forever, and tears, hot gushing tears come forth when the bitterness of life is remembered. Gone are our departed comrades! Aye, too truly gone—gone into that silent land—that old, old land, that land which mortal eye has never seen, nor mortal foot explored, that land of joy, of peace, of love and blessing, that land of rest when life's journey is ended. Gone are our comrades,

"Into the silent land!

Ah! who shall lead us thither?

Clouds in the evening sky more darkly gather,  
And shattered wrecks lie thicker on the strand.

Who leads us with a gentle hand

Thither, O, thither,

Into the silent, silent land?

O land! O silent land!

To you, ye boundless regions

Of all perfection! Tender morning visions

Of beauteous souls! The future's pledge and band!

Who in life's battle firm doth stand,

Shall bear hope's tender blossoms

Into the silent, silent land!"

*Use or Lose.*

BY CHARLES E. BERGER.

[Valedictory Oration, delivered on Commencement Day, June 28th.]

The Supreme Court of God in nature has confirmed as the law of all development, "Use and improve, or lose." The natives of India, in their blind fanaticism and devotion, worship their gods with uplifted arms until they are as devoid of motion as their gods are of the power to move. The athlete of the present, by the constant exercise of his physical nature, becomes the type of physical manhood. The Pyramids of Egypt stand as a monument to her early intellectual development. Her progress is stayed. The Egyptian mind is confined within a narrow circle of investigation by the authority and bigotry of her priests. And now the nation that two thousand years before Christ erected an everlasting monument, to her development, is grovelling in ignorance and superstition. The United States, discovered over 3000 years after Egypt had reached the zenith of her growth, is now the ideal of development for all the nations on the globe. The only limit of investigation and development recognized by her citizens, is the limit set by God in nature.

All nature is our teacher. The astronomer, as he views the stars in the heavens moving in harmony with the "music of the spheres," discerns in their rhythmic movement the guidance of the hand that made them. The geologist, as he studies the structure of the earth, by the unfolding of his nature, comes into close sympathy with his Maker, and discerns in the formation of the earth the Divine design. Byron's poetic nature was developed by

his solitary views of the morning sunrise from the summits of lofty mountains. From mountain peaks unscathed but by him, he saw the sky unfolding, shade above shade, paler at the edge, and glowing at the centre like the petals of a rose. The stars in the heavens, the mountains upon the earth, the birds in the trees, the flowers in the fields, our sorrows and our joys, our disappointments and our triumphs—are all our teachers. With all nature offering opportunities for development, we ought to become "larger, deeper, higher, nobler."

Even though the tendency of all nature is toward the development of man, yet there is no development, unless all these forces of nature are directed by our wills toward the realization of a lofty ideal. For our development we must have an ideal which goes above and beyond self. The invigorating atmosphere, when confined within walls, loses its purity and becomes the breeder of disease, so the powers of man, when confined within the narrow walls of self, lose their purity, and become the breeders of crime.

The undeveloped man is the plantlet in the seed, the diamond in the rough, the flower in the bud. As the zephyrs of spring unfold the rose in the bud, so that the pale light of its petals becomes visible to the beholder, so nature, by its influence on the human soul causes it to unfold and glow with an ever brightening light. The flower blooms, fades, withers, brings forth the seed by which its species is perpetuated and then, forever, dies. The human soul blooms, gathers light about itself, and then, as it is about to pass from the realm of the known to the unknown, dims to the eye, as though its present splendor was viewed by the side of its splendor in the realm of the spirits.

Developed man is the flower in bloom, the growing plant, the flashing diamond. Around him there is a halo of light in which the giants of mankind are scorched. Around him also is an irresistible force which carries intelligent mankind with him. The soldiers of Cæsar knew no will but his. Whither Napoleon bid, there also did his soldiers follow. Twice during our nation's great peril—once by Washington, again by Lincoln—our nation's trials and perils were all borne by them—our nation's only hope centered in them.

The developed man is not only powerful and symmetrical to the eye of the beholder, but he is conscious of his power and symmetry. When he recognizes no power above himself, when he has not been so educated as to perceive in the beauty and infinite variety of nature that there is a God, he becomes a power for evil instead of good.

This is an age of development and progress. Our greatest minds are discerning new truths beyond the horizon of the present. These truths they instinctively seek, and as they gain a clearer view of them, the exalting conviction that they can elevate themselves within their realm, dawns upon them. In the light of modern civilization we look not to the past for inspiration, but we rush forward to meet the future. We keep the present above and beyond the past by ever snatching a new present from across the confines of the future. He who does not look widely about himself, as well as inwardly and upwardly, leaves untenanted the most beautiful recesses of his heart. As humanity surges onward, he who remains at a stand-still is an Egyptian mummy, representing the manners and customs of the past times in the progress of which he should be a factor.

Recognizing this fact, you, members of the Board of Trustees, by unremitting toil and a sacrifice to your own pecuniary interests, have fostered this institution until it occupies a place second to none among similar institutions in this Commonwealth. In your wisdom you have provided for our intellec-

tual development by sustaining a faculty that represents the progressive element in education. For our physical comfort you have provided by procuring for us the modern conveniences of civilized life. To you, as we are about to leave this beloved institution, we tender our heartfelt thanks, and hope that in the future your zeal in behalf of our Alma Mater may increase with advancing years.

To our friends, whose hope has been our hope, and who now share the pleasures of this day with us, we hope to acknowledge our indebtedness by becoming truer sons and daughters, kinder brothers and sisters, and more devoted companions.

Schoolmates, to you, to whom we are indebted for many little acts of kindness, and for the inspiration which your familiar and approving faces have lent us this day, we express our gratitude by unwillingly bidding you farewell.

Respected teachers, it is only at this sad parting moment, that the full appreciation of your services to us sinks deep into our hearts. For two years you have guided and directed our actions. For two years you have been watching our development and progress with deep solicitude. And now as we are about to enter the broad field of life, we carry with us sacred thoughts instilled into our bosoms by you which will enable us to fight manfully and nobly the battle of life. As a parting wish we pray that you may be inspired by the result of your past efforts, and enter again upon your work with renewed zeal and energy.

Beloved Principal, at this moment we would fain express our gratitude to you for the opportunities which you have given us for the preparation of our life work. To you we are indebted for grasping the idea that the object of the Normal School is to train the successful teacher. To you we are indebted for the selection of teachers in whose hands this sacred trust might safely be placed. With a tender and fatherly care you have watched the progress of this, your first class, you have shared with us our joys and sorrows. And now, were it possible, we would bid you farewell, but in the secret chamber of our heart, your presence will ever linger.

Dear classmates, in the pursuit of one common object, we have become as a band of brothers and sisters. We have won. And now, as we stand on the brink of life, ready to enter on whatever field the path of duty may lead us, we must of necessity part. We part, but fond memories will often reunite us here on earth, and when our work is done we hope to be again reunited, and merit the blessing "well done, thou good and faithful servant."

Trustees, friends, schoolmates, teachers, Principal, classmates, farewell!

### Gods that Kill.

BY ELLA G. BURLEY.

[Salutatory Oration, delivered on Commencement Day, June 28th.]

"Religious nations' sure and blest abodes,  
Where every orchard is o'er run with gods."

So an old Roman poet said as he gazed upon the innumerable temples and countless shrines of Egypt's gods. But had he been a philosopher instead of a poet, he might have seen that they were the cause and not the effect of a "religious nation." Egypt's crocodile and sacred bull correctly represent the nature and tastes of her people, not because of their god-like influence, but because the gods as such, are the creation and outgrowth of the Egyptian mind.

So the mind of the Grecian found expression in the war-like Mars and gentle wisdom of Minerva. Swift Mercury darting from place to place with messages of eloquence, Jupiter shaking the earth with his thunder-bolts, and Venus swaying over

all her scepter of beauty and love are only the poetry of the Grecian mind.

The Norwegian, who is himself the lightning, worships Thor, the god of thunder. So the Indian's "Great Spirit" is a hunter because he is the reflection of the Indian himself.

But the heathen gods are not all dead, nor are they all in heathen lands. The Hindoo juggernaut, whose massive wheels crush the victims of self-sacrifice, trundles to-day more greedy than ever, even before our own doors. We call this god Mammon, and before his shrine men offer their sacrifices. For the sake of accumulating wealth, many have renounced everything else, honor, justice, and principle. They have devoted every energy to this one object, they have concentrated every power to accomplish their purpose, they have denied themselves social pleasures, they have scarcely taken time to become acquainted with their own families, knowing little or nothing of the mental or moral development of their children, and they have deprived themselves of leisure to devote to their own culture, in order to amass a fortune which must be left for others to enjoy.

Ambition, too, is a god that kills. It was his ambition that slew Julius Cæsar. It was the overpowering ambition of Napoleon that led to his exile and death. Alexander the Great led the largest army ever offered at ambition's shrine and then died himself upon the altar. These examples are striking only because they are familiar. Hundreds of others, less known, are to-day devoting their lives and resources to the service of this god. For the sake of political preferment many have sacrificed their property to scheming and selfish politicians; in the pressure of temptation, character has given way and they have solved the problem, "What shall a man give in exchange for his soul?"

"Ambition has but one reward for all,  
A little power, a little transient fame,  
A grave to rest in and a fading name."

A young man of promise and ability, a cashier in a large wholesale house in one of our cities, has just been sentenced to the penitentiary for stealing from his employers. Have you not heard of him? He was a bright young fellow, a model of integrity and industry, held a position of great trust and responsibility, received a good salary, married a beautiful and loving girl from one of the first families of the city, and was respected and honored by all. But his salary was not sufficient to pay the demands of the society in which they moved, and so, unknown to his employer or his wife, he took a little money, intending to repay. Ah, it is the old story! Sacrificed at the altar of fashion!

No heathen god is more exacting, none more heartless. Think of the mothers, wives, and daughters whose time and talents have all been wasted at fashion's shrine. Contrast them with the devotion to humanity and to a high sense of duty which controlled such women as Florence Nightingale, Grace Darling, and our own Frances Willard. Not mere butterflies of fashion they, but earnest, true hearted women striving to lighten the woes and alleviate the sufferings of their fellow-men.

Babylon, Egypt, Greece, and Rome have passed away. He who said "Thou shalt have no other god before me," has written in their ruin the everlasting destruction of every nation that keeps not His law. To-day the strongest and most prosperous countries are those that are sending out the most missionaries of the cross. As with nations, so with individuals; when riches, ambition, or fashion becomes the aim of life, their history is written. All around us we see men and women laboring earnestly to make their lives a grand success, and if we have worshipped foolish idols, remember:

"A sacred burden is the life ye bear,  
Look on it, lift it solemnly,  
Stand up and walk beneath it steadfastly,  
Fail not for sorrow, falter not for sin,  
But onward, upward, till the goal ye win."

And now it becomes my pleasant duty extend to you a most cordial welcome to the Commencement exercises of the class of '88. We well know with what interest you have watched the progress of our school life, our probation as it were; we fully appreciate your cordial greetings and heart-felt congratulations when you learned of the success of our efforts; we feel deeply the kindly sympathy and cheer which lightened our task and encouraged us to go forward, undaunted by failure, undismayed by obstacles, and again we bid you welcome to a share in the joys of this happy day. We have now reached the summit of our school-day journey. For one year we have had the proud distinction of being the "senior class," and we have tried to prove worthy successors of preceding classes. Our school work is now over, and only pleasant memories of it now remain. The "final" battle has been fought; to-day we celebrate our triumph, and it is with feelings of gratification that we notice the interest which you manifest in us by your presence here. Some of you once stood in the places which we occupy to-day, and, faithful to your Alma Mater, have come to visit her once more. Some of you come as strangers, but you are none the less welcome. To each of you we extend the hand of greeting. To our fellow-students, who have shared many of the joys and sorrows of our school life; to the trustees, who have tried in so many ways to add to our comfort and opportunities; to the faculty, who have been not only our teachers, but our kind and sympathizing friends, we say, welcome to the exercises which mark the close of our school-days. To one and all present here to-day, we say, we are glad to see you, and may we have your sympathy and good wishes, both to-day and hereafter.

### *The Strength of our Nation.*

BY JOHN DALE.

[Oration delivered on Commencement Day.]

Horace Mann was not wrong when he said, "The bulwarks of our Nation are the public schools." Germany may rely upon her standing army, England, upon her wealth and the strength of her navy, but the United States must depend upon her public schools to resist both external and internal foes. The strength of a republic is the general intelligence and morality of her citizens.

The ideas and methods of a republic and an aristocracy are in sharp contrast. A republic seeks the education of the masses; an aristocracy from its very nature, seeks to confine education to the few, well knowing that privilege dies as knowledge spreads. I do not hesitate, then, to say that the foundation of our republic and the support of our political institutions is our public school system.

The author already quoted, says: "As an innovation upon all pre-existing policies and usages the establishment of free schools was the boldest ever promulgated since the commencement of the Christian era."

Whether or not the sturdy Pilgrim Fathers were conversant with the conceptions of the Greek thinkers who were filled with projects for universal education, it is certain they were imbued with the spirit which animated Luther and Pestalozzi in regard to the education of the masses. Scarcely had they landed when they began to lay the foundation for a public school system. The first government of Massachusetts made the most careful regulations for popular education, and a charter granted by William Penn laid the foundation of

the public school system of Pennsylvania of which we are justly proud. A system of popular education is now in operation in every State and Territory in the Union.

Since public schools are the invention of the State, it follows that they should be operated in the interest of the State. A private school may teach anything that the pupil cares to learn, provided the teacher and the parent are agreed; but a public school supported by public money can justly aim only at public ends.

The great feature of education to day, is that it aims at the development of the individual. But the individual should be developed not only to his own interest but to the interest of the State. When we understand the true end of personal liberty and the highest glory of our civilization, it is easy to state in general terms what sphere our public schools ought to occupy, and within what limits their operations ought to be confined.

The State has no proper concern for individuals except in so far as it judges their good to effect its own interests. It is bound to respect personal good only to the degree in which it can make it contribute to the common good.

Says Humboldt, "Whatever we wish to see introduced into the life of a nation must first be introduced into its schools." Our schools should therefore aim to teach thought, industry, morality, and patriotism.

This is a nation of individuals and not of masses. Independent and individual thought is the need of our country to-day. Whether in a mill pond or in the stream of life it is a man's head that must be kept above water if the whole body be saved from drowning. Brains have the ascendancy. Wit will win. Intelligent people will feed upon the ignorant; keenness will be at the top until we have gained far more than our present approach to the millennium. People must pay for being stupid. If the oil is out of their lamps they cannot burn.

Unenlightened goodness can have little show in this world, whatever may be its show for the next. Knowledge is power. Money can not make brains, but brains can make money.

This argument seems carnal and material, but this world is carnal and material. However beautiful wings may be, fins are more serviceable for a fish so long as he is obliged to live in the water. People would live longer if they were better stocked with sensible and servicable ideas.

Public schools ought to teach children industry. We have now to deal with the subject of industrial education. In our country a pronounced sentiment in its behalf is appearing. To those in doubt, I would say that industrial education is surely coming and it only remains for our Normal Schools to determine how it shall be applied in our public schools.

The reason for the rise of this question is a natural one and founded upon psychological principles. Education of the hands is one of readiest means of mental discipline. Action induces mental energy and concentration. A boy who is working with his mind and hands both, will think faster and harder than when he is working with his head alone. A boy would rather do something than think something. If, therefore, he be induced to do something with his hands, his mind will be coaxed along and soon both will be found pulling together.

Besides its greater value as a means of mental discipline, industrial education trains the hand and eye and prepares children for practical life. The ability to earn an honest living should be one of the first things aimed at in the training of children. The accumulated wealth of the world, if nothing were added to it would keep us in existence about

three years at the most. He, therefore, who takes from this scanty store, and while able to do it, puts nothing in, whether he be king or beggar, is a thief. The world owes every man a living, provided he earns it.

In the third place, public schools should teach children morality. It is quite as much to the interest of the State that men and women should be good as that they should be intelligent. It has little interest in saintliness, but it is interested in morality for the reason that morality is the only guarantee of national stability. Nations do not fall because they are poor, but because they are corrupt. It was Roman virtue that conquered Greek luxury and effeminacy. The brighter the boy the worse the rascal, unless he has a conscience. Pluck from an archangel his moral sense and you have another Satan. The trouble with the devil is, he is so astute. Some one has said, "Integrity puts a yoke on the neck of genius and bits between his teeth."

Honesty must be the rule of business, as much as the plumb line has to be the rule of architecture and much for the same reason, because everything would go to pieces if it were not.

Morality is not to be trusted without the support of a religious basis. The State will not survive its own morality, and morality is a corpse as soon as the spiritual life and divine fire have gone out of it. The question of religious instruction is sometimes perplexing to the teacher. But one thing is evident. Our schools should not be pagan because we are sectarian.

Public schools should teach children to love their country. This obligation is particularly urgent at such a time as this, when there are so many coming among us whose interests are not the interests of the country. One of the most solemn questions an American can ask himself is whether we have sufficient national vitality to assimilate all the adventitious material that is now being thrown into our nation. If ever a nation is in danger of dying of dyspepsia, ours is. An adult foreigner is not easily masticated and digested. Our hope must centre in the children. Our public schools must be the nurseries of patriotism.

It is imperative, then, that each State should see to it that her public school system meets the demands of the Nation, that each succeeding generation shall be prepared for the constantly increasing responsibilities of her citizens.

It is imperative that the Nation should guard well her "ramparts," strengthen weak places by wise appropriations, and give aid to the South, whether it be by means of a Blair Educational Bill or by means of better legislation.

Her grand army of teachers should be well trained in good Normal Schools. They should receive the laurels due them for successful work. For they are the builders of the nation. They constitute the power behind the throne.

## PERSONAL ITEMS.

### *Normal Notes.*

[The Lancaster *Inquirer*, in its issue of June 30, published the following interesting column of "Normal Notes" with its account of our Commencement exercises.]

No happier crowd was in attendance than the 17 of 31 surviving members of the class of '68, of which Principal Lyte is a member. Gray hairs are to be seen on many a head that was dark two decades ago, but their owners seemed to feel as youthful as when Professor Brooks handed over their diplomas three years after the close of the Rebellion. Besides Dr. Lyte these were present: Ben. C. Rich, Farmer, Ellis, Kansas; Jerry Zeamer, Editor

*American Volunteer*, Carlisle; District Attorney Weaver, Attorney David McMullen, of this city; Mrs. Laura Brewer Praether, Greencastle; Harriet I. Bruckhart, Blairstown, N. J.; Isabel Johnson, Leetsdale; Mrs. Nancy Johnston Douglass, Shirley, Ill.; Mrs. Mary Serrill Verlenden, Darby; Fannie D. James, Baltimore; Margaret S. Davis, Philadelphia; Mrs. Margaret Steacy Dungan, Marietta; Prof. Watson Cornell and Rev. I. M. Gable, Philadelphia; Prof. A. D. Eisenhower, Norristown; W. S. McPherran, Titusville. Three of this class are deceased. Editor Zeamer was continued historian and will exercise his humorous faculty again in description of another decade of real life.

Professor Byerly's class history had to record the death of exactly one-half the class of six who were the first to receive diplomas at Millersville. They were graduated in the scientific course in '58, and the three surviving members all live in this vicinity, Miss Anna E. Hartman and Mr. D. H. Herr, both of this city, being the other two. Professor Byerly has signed every diploma that has been granted there in the thirty years since that time.

The class of '78 held its first re-union, and twelve of thirty-four members were in attendance, Geo. Faerster and Mrs. Hannah Fairlamb Faerster, Harrisburg; Dr. J. R. Lehman, Mountville; Dr. A. E. Frantz, Wilmington, Del.; J. M. Snyder, Philadelphia; Miss Emma M. Harley, Clifton Heights; Mrs. Anna Wilson Whitehill, Morgantown, W. Va.; W. H. Hartzler, Millersville; Frank Shibley, Harry M. Herr and I. K. Witmer, Lancaster; H. D. Gise, Schuylkill Haven. The class history was presented in printed form, and Messrs. Hartzler and Witmer were chosen historians. One member is dead,—Thomas M. Bacon, late a teacher in East Donegal township.

Mr. Ben C. Rich made one of the biggest trips to reach the commencement, it being 1,560 miles from his Kansas ranch of 900 acres to Millersville. Mr. Rich was County Superintendent of Trego county, in that state, for two years, and after a cyclone had smashed his new house into kindling wood some years ago, together with all his furniture, both he and his wife went to teaching for a few years. He now runs a cow ranch. "I love the life I lead out there," was his enthusiastic remark repeated a number of times, and the fact that he can talk "like a house a-fire" for two hours at a time about politics, education, farming and social pleasures in Kansas proves that he means it.

Miss Bertha Collins, '80, made a longer trip than Mr. Rich, for she left the Pacific Slope five weeks ago to visit her old home near Quarryville. She wants to return to California to teach, but probably not before spring. Miss Collins insists that she mailed to *The Inquirer* a letter for publication six weeks ago, and the fact that it failed to appear here is our readers' loss. From a hard shell Democrat she has "flopped" into the ranks of the cold water political party advocates.

The most venerable alumnus in appearance and the most youthful in feelings is J. A. M. Passmore, of Philadelphia, whose long, grey beard is a familiar sight out at M. during such seasons, and its wearer has as many friends there as anyone else.

Prof. Frank Albert, for years the head of the department of mathematics, was also on hand, and many a surprised exclamation, "Why there's Frank Albert" was followed by a rush toward that individual and a hearty grip. Mr. Albert, like the porcupine, wore his needles on the outside when in the class-room, but despite his apparent gruffness everybody was his friend.

"I'm going to write to the 23 Millersville graduates in Kansas and Nebraska and get them to organize a branch of the Alumni Association, with headquarters at Topeka," said Mr. Ben Rich. "If

the Missouri, Colorado and Iowa people want to join us, so much the better."

A quartette of horns furnished excellent music from the balcony in front of the Principal's office, on Wednesday evening. They were led by J. L. Schroy, of Strasburg, who knows how to dig out music as well as he understands how to dig out knowledge and teach school.

Fifteen gentlemen of the '78 class are married, and they are the parents of fifteen girls and fifteen boys. Four of the ladies are married and six little folks call them "Mamma."

WE received from Rev. John R. Hykes, '70, the "Report of the Nineteenth Annual Meeting of the Central China Mission of the M. E. Church" held at Kiu Kiang City, October 21-25, 1887. Mr. Hykes has charge of the Shiu Chang Circuit. He says: "In the Shiu Chang Circuit, the year just closed has been marked by steady and gratifying success. \* \* \* The interest in Christianity is spreading and deepening and we hope and pray for still greater things in the near future."

E. H. CARVER, '79, has been a special Examiner for the Pension Bureau for several years. He is now located at Washington, and expects to graduate this summer as B. L. at the Columbia University of that city. He says: "I can look back upon the last year that I spent at the Normal as the most profitable in my short career."

"THE Pennsylvania teachers held a re-union in the parlor of the Occidental Hotel last evening, at which more than 100 people were in attendance. State Superintendent Higbee of Pennsylvania called the meeting to order, and City Superintendent Luckey, of Pittsburgh, was selected as chairman. Normal School Principals Lyte, Schaeffer, and Philips, Supt. Buehrle, Prof. Stout and others made short speeches. Mr. Cornell, of Philadelphia, ['68] sang a solo. Dr. Lyte offered a resolution thanking the teachers of San Francisco for their kindness and hospitality, which was adopted amid energetic applause.—*San Francisco Chronicle* (July 20th).

MILLERSVILLE

STATE NORMAL SCHOOL.

The oldest and best equipped Normal School in the State. Value of buildings and grounds over \$225,000.

RATES FOR WINTER SESSION.

Tuition and Boarding,.....	\$140.00
"    "    per week,.....	5.25
Tuition for Winter Session,.....	40.00
"    per week,.....	1.50

Full State appropriation of 50 cents a week deducted from the above amounts for all students who are members of a "Teaching" class twelve weeks.

Fifty Dollars appropriation to graduates.

RAILROAD NOTICE TO STUDENTS.

Purchase tickets to Lancaster. On the Reading railroad, leave the cars at King Street station.

Street cars for Millersville leave the Pennsylvania railroad station at 7, 9, and 11:30 A. M., and 2, 4, 6, and 8:30 P. M., and pass within half a square of King Street station. Cars are marked "Lancaster and Millersville R. R." Hand check for trunk to Street car conductor. Fare, 15 cents. Charge for trunk, 15 cents.

Winter Session of twenty-eight weeks begins Sept. 3d.

For Catalogue and full information, address the Principal,

E. ORAM LYTE,  
Millersville, Pa.

MILLERSVILLE

State Normal School.

Established, 1855. Recognized as the First State Normal School in Pennsylvania, 1859.

FACULTY.

ELIPHALET ORAM LYTE, A. M., Ph.D.,

PRINCIPAL.

Mental and Moral Science and the Science and Art of Teaching.

A. R. BYERLY, A. M., Ph. D.,

Latin and Greek.

GEO. W. HULL, A. M., Ph.D.,

Mathematics.

HENRY F. BITNER, A. M.,

Physics and Chemistry.

F. E. SANFORD, Ph. B.,

English Literature and Teaching.

J. W. LANSINGER, M. S.,

Book-keeping.

W. H. HARTZLER, M. S.,

Mathematics.

E. J. READ, B. P.,

Drawing and Penmanship.

HOWARD E. RANDALL, B. S.,

Literature, History, and Teaching.

S. M. YUTZY, M. E.,

Mathematics and Physiology.

H. JUSTIN RODDY, M. E.,

Mathematics.

MISS ANNA LYLE, M. E.,

PRECEPTRESS.

History and Civil Government.

MRS. MARY McJ. LYTE, M. E.,

Geography.

MISS MATHILDE E. COFFIN,

Superintendent of the Model School.

MISS SARAH H. GILBERT, M. S.,

English Grammar and Latin.

MISS AMANDA LANDES, M. E.,

Reading and Elocution.

MISS M. AMELIA HEMPERLY, A. B.,

Organ, Piano, and French.

MISS ANNA J. MOYER,

Vocal Music and Piano.

MISS JENNIE DARLINGTON,

Assistant in Model School.

MISS CARRIE E. MYERS, M. E.,

Grammar and Arithmetic.

# Books Especially Suited for Public Schools.

## BROOKS'S SHORTER COURSE OF ARITHMETIC.

	INTROD.	EXCH.
BROOKS'S UNION.—PART I. The Child's First Book in Numbers:..... Begins with oral exercises and object lessons, intended to develop the intuitive knowledge of pupils.	.20	.12
BROOKS'S NORMAL UNION ARITHMETIC (Complete.) ..... This is a complete and thorough treatise on Arithmetic, containing many helps and suggestions to teachers.	.70	.45
The same in two Parts—Parts II. and III., each.....	.35	.25
BROOKS'S NEW NORMAL MENTAL ARITHMETIC..... A priceless gem to all teachers and students of Arithmetic. On account of the many suggestions on the best methods of teaching arithmetic, this book is invaluable to young teachers.	.25	.15
<b>BROOKS'S STANDARD OR GRADED COURSE IN ARITHMETIC.</b>		
BROOKS'S NEW NORMAL PRIMARY ARITHMETIC.....	.17	.12
“     NORMAL MENTAL ARITHMETIC.....	.25	.15
“     “     ELEMENTARY ARITHMETIC.....	.33	.20
“     “     WRITTEN ARITHMETIC.....	.63	.40
“     HIGHER ARITHMETIC..... A thorough treatise on the Science of Arithmetic, and suited for Academies and Colleges. Prominent New England educators complain that the tendency in the text-books on Arithmetic generally used there has been to abridge, weaken and emasculate the study on the pretext of “making it easy,” and that in Pennsylvania a broader and more practical knowledge of the science is obtained than in New England. (See “Education” for May, 1877, a monthly published in Boston.) This result in Pennsylvania is acknowledged to be due to the universal use of Dr. Brooks's Arithmetics. It will not do to take out indispensable practical business because it may be “difficult,” and send pupils into the world entirely unprepared to meet the difficulties they are certain to encounter.		
BROOKS'S NORMAL ELEMENTARY ALGEBRA.....	.84	.60
This unique book has been enlarged to meet the wants of those wishing to pass the examination of admission to the highest universities.		
BROOKS'S NORMAL GEOMETRY AND TRIGONOMETRY.....	.84	.60
A number of new theorems have been added, and the book has been otherwise enlarged and improved.		
BROOKS'S GEOMETRY (Separate)..... Dr. Brooks has been for twenty-five years a teacher of teachers, and is acknowledged as one of the ablest mathematicians in the country.		
BROOKS'S PHILOSOPHY OF ARITHMETIC.....	\$2.25	
“     MENTAL PHILOSOPHY.....	1.75	
“     METHODS OF TEACHING.....	1.75	
These are not sent for examination except on receipt of price.		
WESTLAKE'S HOW TO WRITE LETTERS.....	.67	
A work which ought to be on every table.		
WESTLAKE'S COMMON SCHOOL LITERATURE.....	.40	
This little book gives a thorough knowledge of the few fundamental facts in each branch of literature.		
LYTE'S PRACTICAL BOOK-KEEPING.....	.60	
This little book gives a practical and thorough knowledge of the science of accounts in half the space other books occupy. It includes both Single and Double Entry, showing principles and practice in both. Not only every young man, but every lady also should understand Book-keeping and accounts, for at some period of their lives they are sure to find it necessary or be under obligation to others who are not always trustworthy, to look after their property and business.		
MONTGOMERY'S INDUSTRIAL DRAWING, PRIMARY NUMBERS.....	.10	
“     DRAWING, INTERMEDIATE NUMBERS.....	.25	
“     “     GRAMMAR SCHOOL NUMBERS.....	.25	
FEWSMITH'S ELEMENTARY GRAMMAR.....	.30	
“     ENGLISH GRAMMAR.....	.42	
GRIFFIN'S NATURAL PHILOSOPHY.....	.84	
This book contains the latest discoveries in electricity, units of measurement, etc.		
PETERSON'S FAMILIAR SCIENCE, 18mo.....	.50	
“     “     “     12mo.....	1.00	
SHEPPARD'S UNITED STATES CONSTITUTION.....	.50	
TOPICAL OUTLINES IN THE HISTORY AND CONSTITUTION.....	.20	
This is a capital little work, intending to save teachers labor in writing on the black-board, and pupils in copying, topics in history, etc., for future examinations.		
PELTON'S OUTLINE MAPS..... For particulars, terms, and circulars, address		

**CHRISTOPHER SOWER COMPANY, Publishers,**  
SUCCESSOR TO SOWER, POTTS & CO.,  
530 Market Street, Philadelphia, Pa.

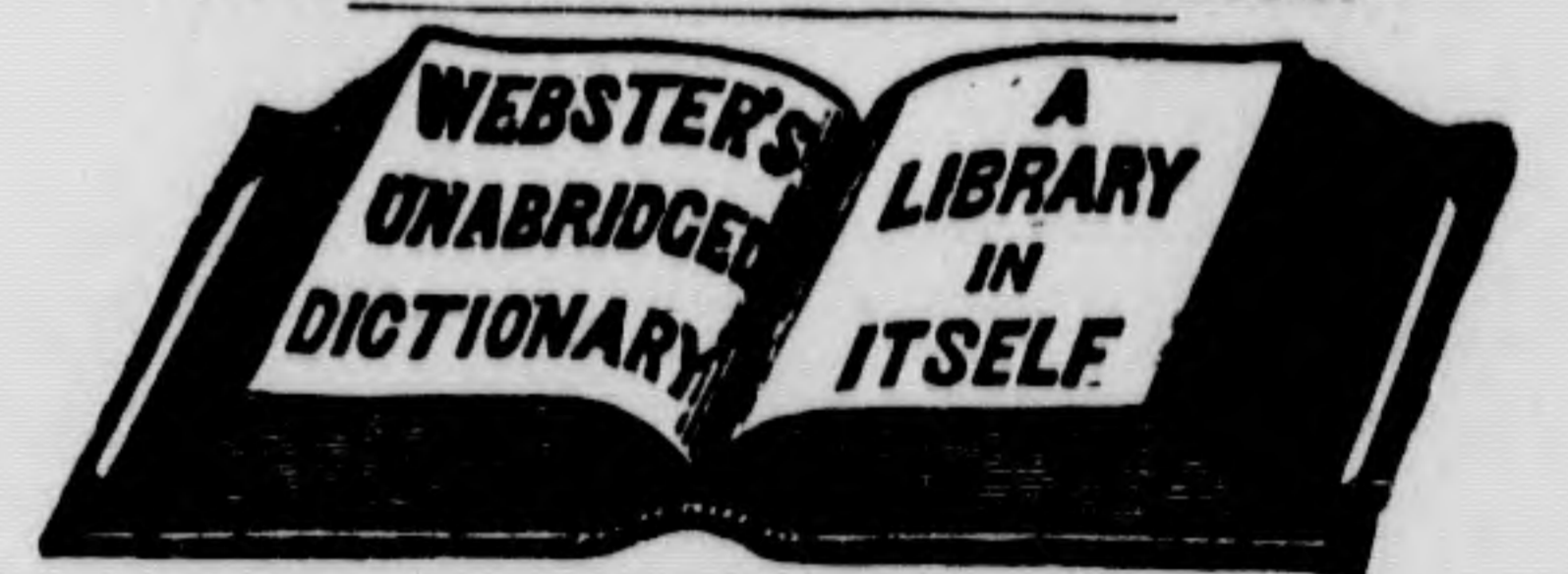
## HERR'S BOOK STORE.

Miscellaneous and Educational Literature,  
Latest Scientific and Religious Works,  
POETRY AND FICTION,  
SELECT STOCK OF SCHOOL STATIONERY.  
**L. B. HERR,**  
53 North Queen St., Lancaster, Pa.

**MONEY CAN BE  
SAVED!**  
By sending for our price on any book, no matter by whom published or where advertised. Book RECORD tells about books new and old. A sample together with our catalogue on application  
**WILBUR B. KETCHAM,**  
PUBLISHER AND BOOKSELLER,  
71 BIBLE HOUSE, NEW YORK. **FREE**

## WEBSTER'S UNABRIDGED

With or without Patent Index.



Your Attention is invited to the fact that in purchasing the latest issue of this work, you get

### A Dictionary

containing 3000 more words and nearly 2000 more illustrations than any other American Dictionary.

### A Gazetteer of the World

containing over 25,000 Titles, with their pronunciation and a vast amount of other information, (recently added,) and

### A Biographical Dictionary

giving pronunciation of names and brief facts concerning nearly 10,000 Noted Persons; also various tables giving valuable information.

### All in One Book.

Webster's Unabridged Dictionary is recommended by the State Superintendents of Schools in 36 States, and by leading College Presidents of the United States and Canada. It is Standard Authority with the United States Supreme Court, and in the Government Printing Office. It has been selected in every case where State Purchases have been made for Schools, and is the Dictionary upon which nearly all the school books are based.

### Get the Latest and Best.

It is an invaluable companion in every School, and at every Fireside. Specimen pages and testimonials sent prepaid on application.  
Published by G. & C. MERRIAM & CO.,  
Springfield, Mass., U. S. A.