The Normal Journal.

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

VOLUME II. STATE NORMAL SCHOOL, MILLERSVILLE, PA., AUGUST, 1889. NUMBER 4.

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.

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

THE NORMAL JOURNAL,
Millersville, Pa.

AUGUST, 1889.

COMMENCEMENT NUMBER.

The Past Year.

The school year which ended July 3d was one of the most successful in the history of the Institution. The attendance was very large, the Normal department numbering 25 more in the Winter session and over 40 more in the Summer session, than the preceding year. The balance in the Treasurer's hands is large enough to warrant the Trustees in making some extensive additions to what has been done in the past few years. Among the improvements in contemplation, it may be stated that the recitation rooms will be fully refurnished at once with the most approved furniture.

Most excellent work was done in the various departments of the School, and the high standard of scholarship for which the School has long been justly famous, has been fully maintained.

The prospects for the ensuing school year are very flattering. Large numbers of rooms have been engaged for next session, and the interest which the old students and Alumni have always felt is increasing. It shall be our constant effort to make the School worthy of the confidence reposed in it by the educational public.

SPECIAL examinations will be held on the first Saturday of the session, in political geography, at 8 A. M., and in orthography at 1 P. M.; and on the second Saturday, in physiology at 8 A. M., and in penmanship at 1 P. M. These four studies must be completed before a student is classed as a "Junior." Any one desiring to enter these examinations can do so.

PERSONS desiring to apply for rooms for the Winter session should write at once to the Principal. Present prospects indicate that we shall have a large attendance next session. A number of high school graduates will enter school this fall. The session will begin on Sept. 2.

READ page 7 of this number of THE JOURNAL.

Hon. John M. Stehman.

Hon. John M. Stehman, one of the most active and efficient members of the Board of Trustees of this Institution, died at Rohrerstown, Lancaster County, Pa., on Wednesday, July 17th, 1889. Mr. Stehman had been ill for some time, and his death was not entirely unexpected by his friends, although on the morning of his decease he was rather stronger than usual. He was present at the Commencement exercises on Wednesday, July 3d, and on the following Saturday attended the meeting of the Board of Trustees, and took a lively interest in its proceedings, discussing at considerable length one of the questions that came before the Board for consideration.

Mr. Stehman took a very active interest in the welfare of this Institution, and was one of the Principal's most trusted advisers. His loss will be deeply felt.

At the meeting of the Board of Trustees in August, the President of the Board, Hon. Geo. K. Reed, announced the death of Mr. Stehman, in a very appropriate and feeling address. The following resolutions were prepared by a Committee appointed by him, and adopted by the Board:

RESOLUTIONS.

WHEREAS, Death has removed from our midst Hon. John M. Stehman of Rohrerstown, Lancaster county, Pa., who for many years labored faithfully for the promotion of the best interests of this Institution as a member of this Board, therefore,

Resolved, That we give suitable expression to the sentiment of this Board upon the solemn event which has taken place.

Resolved, That in the death of Mr. Stehman, this Institution has lost a friend who during his connection with its management, at all times, devoted his best efforts to the promotion of its usefulness and prosperity; and in the wider field of labor as a State Senator, his efforts were always exerted in behalf of Normal Schools and other educational interests, and his loss is therefore not confined to this School alone, but will be seriously felt throughout the entire commonwealth.

Resolved, That in view of the faithful and constant watchfulness of the departed member we realize that, by his death, a vacancy is created which it will be difficult to fill.

Resolved, That these proceedings be entered upon the minutes of this meeting and that a copy thereof be sent to the family of the deceased, and that they be published in the August number of THE NORMAL JOURNAL.

ANDREW M. FRANTZ,
CHARLES A. HEINITSH,
H. M. MAYER,
Committee.

(The article on Mr. Stehman, which appears in the "obituary" column of this issue of THE JOURNAL, will be read with interest by all who knew him and all friends of the School.)

A copy of the catalogue of the School for 1888-89 has been sent to each member of the Alumni Association. Any one who has not received the new catalogue will please inform the Principal and it will be sent to him at once.

The "Old Normal" is proud of the great success of her children in every field of intellectual labor.

Dr. B. F. Shaub received a cordial greeting from the Alumni and the faculty and students of the School on "Alumni" day. Everybody was delighted to see him.

Dr. Edward Brooks is always sure of receiving a warm welcome when he comes to Millersville. His brief visit on Commencement day was enjoyed by all. But he should have staid longer.

Prof. W. H. Hartzler has severed his connection with the School after several years' faithful and efficient service as teacher of mathematics. He has entered the ministry, and is doing most acceptable work in his chosen calling.

The many friends of Miss Clyde E. Foster will be pleased to learn that she is rapidly recovering her health at her home in Antwerp, N. Y.

Miss Proctor is at her home in Boston.

Catalogues will be sent to any who are thinking of attending a Normal School. Old students and friends of the School will confer a favor upon us by sending us the names and addresses of persons interested in education and in the work we are doing here.

The music department will next year be in charge of Miss H. May Emory, Bordentown, N. J. Miss Emory was educated in music in the New England Conservatory of Music and in Berlin, and comes to us highly recommended as a lady, musician, and teacher.

Prof. Irving A. Heikes has accepted the prinpalship of the Bedford schools at a salary of $1200.00.

One of the best advertisements of this Institution is its Alumni Association.

COMMENCEMENT WEEK.

Baccalaureate Sermon.

The exercises of Commencement Week began on Sunday, June 30th. A large audience of students and friends of the school assembled in the Chapel at 10 A. M., to listen to the Baccalaureate Sermon by the Rev. N. C. Fetter, '72, New Britain, Pa. Mr. Fetter's sermon was thoughtful, eloquent, and inspiring, and made a deep impression, and we believe a permanent one, on many of his audience. The following "notes" from the "Introduction" will indicate the nature of the sermon. We wish there were space in THE JOURNAL for the entire sermon.

CHRIST'S TRIBUTE TO CULTURED CHARACTER. *Matt. 26:13.* "Verily I say unto you, wheresoever this Gospel shall be preached in the whole world, there shall also this, that this woman hath done, be told for a memorial of her."

It had been only a few days since Mary's brother had been given back to her from the grave, and Jesus in the resurrection of Lazarus had so signally honored the Sisters of Bethany

in this wonderful revelation of his divinity, that they must have formed and felt new and higher conceptions of his infinite tenderness and power. In silence Mary decides to express her throbbing thought through the symbolism of sacrifice, significant, timely, beautiful; and so as Jesus reclines at the table in the house of Simon the leper, she enters, and breaking a costly box of alabaster lovingly anoints her Lord for his burial. She is cruelly rebuked by Judas for what seems to him useless and extravagant, and the other disciples are scarcely less to blame because they joined Judas in the objection. But notice the light in which the Lord looks at the matter. He says with mild but meaningful rebuke, "Let her alone. She hath wrought a good work upon me," and "wheresoever the Gospel shall be preached in the whole world there shall also this, that this woman hath done, be told for a memorial of her," and thus was dedicated one of the most significant monuments of history, a tribute of divine regard for an act which devils would designate as waste and which even disciples deemed unpractical, but in the sight of heaven the deed was grander than the triumphs of genius, and it won for the modest woman of Bethany a name and a place among the worthies of earth whose righteousness shines as the stars forever and ever.

It is to this eternal memorial that I invite you to-day that with deep reverence we may think upon it as a tribute of the Son of God to a spiritually refined and cultured character. Let us study it in the light of the person to whom it is sacred, and in the light of the purpose for which it was given and under the influence of the universal and permanent power it exerts in upbuilding and upholding the kingdom of God. The *person*, the *purpose*, the *power:* these three, but the greatest of these is the power.

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Address Before the Literary Societies.

[From the Lancaster *Intelligencer* of July 2.]

MILLERSVILLE, PA., July 1.—This evening the students and their many friends who have come to enjoy the commencement exercises were entertained by a most interesting and scholarly address. The address was preceded by the Normal Glee club rendering a beautiful piece of music.

Prof. Irving A. Heikes introduced the speaker of the evening, the Rev. J. Max Hark, D.D., of Lancaster, Pa. His subject was "The Development of American Literature." Here are a few excerpts from the address: As Minerva sprang fully clad from the brain of Jove without infancy or youth, so the American people sprang from the British bosom, being at once her equal in civilization and culture. America had no misty age of legend, nymphs and unlettered past. No Iliad was possible. The land and the people did not become cultured together, but a civilized people came to an unbroken forest. During the early colonial period we had no literature. Muses were spinning and hoeing corn. The forest had to be subdued and a home had to be reared. As long as America belonged to England true American literature had no existence. But after the Revolutionary war, when wealth and comfort became more common, its foundations were laid. Washington Irving was the first who fully expressed in his writings the true life of the American people. Fennimore Cooper and William Cullen Bryant were also true representative Americans. These men everywhere show an intense love for nature, a hatred for wrong, injustice and crime. They were the champions of freedom and truth as it was taught by mountain, dale and forest. Then came a change. From natural scenes and feeling aroused by nature, motives and their analysis found expression in the writings of our authors. Puritanism found its voice in Emerson, opposition to slavery in "Uncle Tom's Cabin" and in Whittier's poems. Our nation has been especially fortunate in history and travel. Bancroft's histories are equal to the best in the language.

The speaker paid a glowing tribute to Longfellow and considered him the best representative American of all our poets. James Russell Lowell he considered our best present writer. The future is bright, full of promise and the past can cause no shame.

The concluding exercise was a piece of music by the Page Glee club.

Class-Day Exercises.

[From the Lancaster *Examiner* of July 2.]

On account of the inclement weather the class of '89 was obliged to hold its closing exercises in the Normal Chapel instead of on the campus. The class seems to be rich in new ideas which have found expression in various ways. Among these is the idea of placing a marble block in the wall of their alma mater on which they have carved the words, "Class of 1889." This was prepared and put in place Monday. Near the marble block they have planted an ivy, which was presented by the Principal, Dr. E. O. Lyte, who said: "The relation of Principal to student is much like that of parent to child. At times correction is necessary. If I had had any occasion to correct any of you I would have done so as a part of my duty. I have now the pleasure to present to the class an ivy which I hope will be planted and will grow, and as the ivy ever fresh and green clings to the walls of your alma mater, so may your affections cling to this institution."

The following is the programme: Class Song, words by Mary W. Neel, arranged by Ida M. Hall; Address by President, Mr. Metz; Class Poem, Mr. G. C. Miller; Instrumental Solo, Miss Bricker; Ivy Oration, Mr. P. E. Radle; Recitation, Miss Ada Anderson; Vocal Duett, Misses Garber and Bateman; Class Prophecy, Miss Mabel Haines; Double Quartette, Misses Worth, Garber, Bateman, Danner; Messrs. Sheeley, Bucher, Benson, Cooper; Presentation Oration, Miss Anna Danner; Last Will and Testament, Mr. C. B. Eby; Mantle Oration, Mr. W. M. Benson; Farewell Song, by the Class.

The President of the Class, Mr. W. H. Metz, in a very neat address welcomed all to the last exercises of the Class of '89.

The Class Poem was not read, the author of it, Mr. G. C. Miller, having suddenly been taken ill.

The Ivy Oration, by Mr. P. E. Radle, was short but very good. In it he compared the future of the Class to the growth of the ivy, flushed with life and the hope of victory. But none can be successful to-day in the rush and din of life who do not meet the difficulties with a stout heart.

The Recitation by Miss Anderson, of Lancaster, Pa., was very well rendered, and would have done credit to Commencement day.

Class Prophecy, by Miss Mabell A. Haines, was full of local wit and humor, and elicited a great deal of applause.

Miss Anna Danner, of Manheim, Pa., presented each member of the class with a small gift, which was intended to set forth the chief tendencies and characteristics of the class.

The last Will and Testament was read by Mr. C. B. Eby. It was an essay in which the Class of '89 bequeathed their good will to the Class of '90.

Meetings of the Alumni Association.

The private meeting of the Alumni Association was held on Tuesday afternoon. The meeting was called to order at 2 P. M. On account of the absence of J. Zeamer, Esq., Carlisle, Pa., the President of the Association, John W. Bickel, Esq., Norristown, was elected President. About 200 members were present, from nearly every class graduated by the School. Among the members present were:

Dr. Edw. Brooks, of Philadelphia, Pa.; Dr. B. F. Shaub, '69, Lancaster, Pa.; Dr. C. Lenker, '69, Schuylkill Haven, Pa.; Rev. N. C. Fetter, '72, New Britain, Pa.; A. O. Newpher, Esq., '59, Millersville, Pa.; J. Zeamer, Esq., '68, Carlisle, Pa.; J. H. Bickel, Esq., '64, Norristown, Pa.; Prof. G. W. Krall, '73, St. Louis, Mo.; Miss Elizabeth Doyd, '66, Easton, Md.; Prof. S. J. Barnett, '69, Delta, Pa.; Prof. E. E. McCurdy, '88, Everett, Pa.; Prof. A. Carson LaBarre, '71, Bangor, Pa.; W. D. Weaver, Esq., '68, Lancaster, Pa.; David McMullen, Esq., '68, Lancaster, Pa.; Mr. J. E. Baker, '79, Octoraro, Pa.; Mr. J. W. Eckenrode, '79, Lancaster, Pa.; Prof. G. A. Farrow, '79, Shamokin, Pa.; Prof. R. M. McNeal, Steelton, Pa.; Mr. Harry Strohm, '79, Lancaster, Pa.; Mr. W. W. Griest, Lancaster, Pa.; Miss Marianna Gibbons, Philadelphia, Pa.; Mrs. Emma Kelley, '69, Berthoud, Col.; Rev. I. U. Royer, '81, Manheim, Pa., with a host of others.

The officers elected for the ensuing year are:

President, R. M. McNeal, '70, County Superintendent of Dauphin county; Vice-President, Harry Strohm, '70, Lancaster; Secretary, Sarah H. Gilbert, 77, Millersville; Treasurer, A. R. Byerly, '58, Millersville.

Executive Committee: Dr. G. W. Hull, Millersville; A. O. Newpher, Millersville; W. D. Weaver, Lancaster; Miss Annie L. Hartman, Lancaster; Miss Sarah H. Gilbert, Millersville.

A. F. Hostetter, Esq., Lancaster, was appointed Orator for next year and Miss Rose Stewart, '80, Philadelphia, Essayist.

Class histories were read as follows:

A. O. Newpher, Esq., Class of '59; Dr. B. F. Shaub, Class of '69; Mr. J. E. Baker, Class of '79. These histories were interesting not only to the classes themselves, but to the entire association.

Dr. Lyte, on being called upon for an address, spoke of the improvements that had been made during the year and of the progress of the School scholastically and professionally, and briefly defined the duty of Normal schools in the educational system of the State. Dr. Shaub stated that Dr. Lyte's view of the work of Normal Schools is correct, and spoke of the good work now being done at Millersville. Addresses were also made by Miss Gibbons, Mr. Zeamer, Mr. Fetter and others.

Public Meeting of the Alumni Association.

[From the Lancaster *Intelligencer* of July 2.]

A meeting of the Alumni Association of the Millersville Normal School was held on Tuesday evening, with a large attendance.

The Normal and Page glee clubs sang an introductory chorus, after which Mr. J. Zeamer, '68, of Carlisle, Pa., editor of the Carlisle *Volunteer* and president of the Alumni association, delivered a salutatory address. [For the full text of this address, see page 5 of this number of THE JOURNAL.]

Miss Jenkins of Johnstown, Pa., sang a beautiful vocal solo which was so much enjoyed that she was recalled, and as an encore sang very prettily "Crossing the Stile."

Miss Lavinia J. Coates, '79, of West Grove, Pa., read the essay. Her subject was "Roots and Branches." Her essay was a temperance allegory. Under the figure of trees she represented the virtues and vices of the day. The tree of intemperance in its early stages of growth was dwarfed and spread out over the ground, then a pruning knife called license was applied, which severed the lower branches. The tree thereupon grew taller, more dignified and robust. In time another pruning took place. High license cut away still higher branches and now the tree, deep rooted, tall, stately and protected, bears golden fruit and bids defiance to all measures which tend to uproot it.

Mrs. Taylor, '79, of New York city, sang a vocal solo. She sang a part of "Home Sweet Home," and was very much applauded.

A. Carson LaBarre, esq., '71 of Easton, Pa., delivered the oration. His subject was "Sequence of Deeds," and he showed the power of right action and wrong action. The history of nations show that acts of courage, virtue and manliness have a long train of vigorous, sustaining, life giving followers. He showed how one act leads to another, and how by reason of

the sequence of deeds nations arose and fell, and closed by applying the same course of reasoning to the building of individual character.

At the request of President Zeamer, Dr. Lyte read the list of this year's graduates and recommended them to the friendship and confidence of the association. The President responded for the association, welcomed them to the ranks of the alumni and expressed the wish that they as alumni would never forget their duties to their alma mater.

The Exercises of Wednesday.

[From the Lancaster *Examiner* of July 3.]

The thirty-second annual commencement exercises of the Millersville State Normal School were held to-day, and there was a great gathering of the friends of the Institution at the school. They began coming in yesterday to attend the alumni meeting, and to-day they arrived by the hundred in private conveyances and in the street cars, of which there were three kept running all day. At half past nine o'clock, the chapel was crowded, and the exercises were opened with prayer by the Rev. Dr. Armstrong. At noon the chapel bell summoned the guests to the dining hall, where an excellent dinner was served, and at two o'clock the afternoon exercises began. The programme of exercises for the day was as follows:

Morning Session--9:30 o'clock.

Prayer—Rev. Dr. Armstrong.
Music—Chorus—"The Heavens are Telling," (Haydn.)
Salutatery Oration—Harmony of Color, Miss Alice Bricker.
Music—Violin Solo—"Legende," (Wieniawski), Mr. Stanley Krebs.
Oration—Journalism, M. T. Kendig.
Oration—The Golden Fleece, Miss Alice E. Campbell.
Music—"Maiden, Smile on Me," (Koschat), Messrs. Reindollar, Sheely, Esenwein, and Lehman.
Oration—Education in a Republic, W. H. Metz.
Oration—"A tide in the affairs of men, which, taken at the flood, leads on to fortune," Miss Jennie Hartin.
Music—"Marche Militaire," (Tausig-Schubert), Miss Anna Frantz.
Oration—The Reign of Fiction, C. H. Bucher.
Music—Vocal Solo—"Spring Flowers," (Reinecke), (Violin Obligato, Mr. Krebs), Miss Clyde E. Foster.
Oration—Helen Hunt Jackson. Miss Sara B. Waples.

Afternoon Session—2 o'clock.

Music—"My Love's Like a Red, Red Rose," (Garrett), Misses Tshudy and Weiler, Messrs. Overholser and Grebinger.
Normal Oration—Progress in the Public School, Milton C. Cooper.
Music—Piano Solo—"Barcarolle," (Moszkawski), Miss Gertrude Westlake.
Oration—Dreams, Miss M. Lillie Kready.
Music—"Forget Me Not," (Rotoli), Misses Zercher, Monies, and Miller.
Oration—Russia's Hydra, E. K. Lefever.
Music—Organ Prelude and Fugue—A Minor, (Liszt-Bach), Miss Evelyn Proctor.
Recitation—"The Boat Race," (Holmes), Miss Myra Haverstick.
Music—"When the Wind Blows in from the Sea," (Smart), Miss Tshudy and Mr. Esenwein.
Presentation of Diplomas.
Music—Chorus—"To Thee, O Country," (Eichberg).
Valedictory Oration—The Ebony Problem, Charles Yardley.

The orations were well written and the young ladies and gentlemen who had been selected to represent the class acquitted themselves creditably. As it always is at Millersville commencements, the music was a most enjoyable feature of the exercises.

The diplomas were presented by Dr. E. O. Lyte, the Principal, who delivered an eloquent address. The degree of Bachelor of Science was conferred on the graduate in the scientific course and of Bachelor of Elements on the graduates in the elementary course, as follows:

Scientific Course.

Daniel A. Lehman.....Chambersburg, Pa.

Elementary Course—Ladies.

Ada L. Anderson.....Lancaster, Pa.
Ella M. Bateman.....Lancaster, Pa.
Mary Bowman.....Lampeter, Pa.
Alice H. Bricker.....Lititz, Pa.
Alice E. Campbell.....Millersville, Pa.
Annie M. Danner.....Manheim, Pa.
Mary E. Garber.....Mount Joy, Pa.
Mabell A. Haines.....Pleasant Grove, Pa.
Ida M. Hall.....Lancaster, Pa.
Jennie Hartin.....Philadelphia, Pa.
Myra Haverstick.....Lancaster, Pa.
Ella D. King.....Mahanoy city, Pa.
M. Lillie Kready.....Lancaster, Pa.
Margaret Morgan.....Ashland, Pa.
Margaret Neyman.....Sonora, Pa.
Ella V. Townsend.....Smyrna, Pa.
Sara B. Waples.....Lewes, Del.
Lydia L. Worth.....Colerain, Pa.

Gentlemen.

James J. Behney.....Lickdale, Pa.
William M. Benson.....Trough Creek, Pa.
Caleb H. Bucher.....Cornwall, Pa.
Abraham R. Clymer.....Sellersville, Pa.
Milton C. Cooper.....Bird-in-Hand, Pa.
David F. Detter.....Bermudian, Pa.
Christian B. Eby.....Kinzer's, Pa.
John M. Fry.....Ephrata, Pa.
Maris T. Kendig.....Conestoga, Pa.
Enos K. Lefever.....Lampeter, Pa.
William H. Metz.....Centre, Pa.
Gideon C. Miller.....Strasburg, Pa
Philip E. Radle.....Dalmatia, Pa.
John A. Sheely.....New Oxford, Pa.
William M. Taggart.....Gordonville, Pa.
Charles Yardley.....Stafford, N. Y.

Masters' Degrees Conferred.

The following Masters' Degrees were conferred:

Scientific Course—Lavinia J. Coates, B. S., '87; J. B. Batdorf, B. S., '87; M. W. Metzger, B. S., '86.

Elementary Course—Ladies: Florence N. Bell, B. E., '85; Maud M. Brenneman, B. E., '87; Bertha M. Donovan, B. E., '87; Carrie H. Ely, B. E., '86; Lizzie W. Flanagan, B. E., '87; Jenny Forrer, B. E., '86; Rosa V. Heintzelman, B. E., '87; Alice Hostetter, B. E., '87; Emma V. Huber, B. E., '86; Margaret E. Jones, B. E., '86; Clara D. Marple, B. E., '87; Matilda W. Marple, B. E., '87; Anna J. Matthews, B. E., '76; M. Anna Michener, B. E., '87; Amy E. Miller, B. E., '87; Katharine E. Shaub, B. E., '86; Carrie M. Wheeler, B. E., '86.

Gentlemen: W. B. Brubaker, B. E., '87; A. R. Eshleman, B. E., '87; M. L. Gates, B. E., '87; Irving A. Heikes, B. E., E. M., '81; C. F. Michener, B. E., '84; E. E. Michener, B. E., '87; John C. Mylin, B. E., '87; John L. Schroy, B. E., '87; G. W. Strominger, B. E., '86; J. A. Wagener, B. E., '87; S. B. Wengert, B. E., '87; D. H. Widder, B. E., '85; James G. Zerby, B. E., '85.

The commencement exercises were enjoyable throughout, everything passing off smoothly, and they were a fitting end for another successful year at Millersville.

Commencement Notes.

[From the Lancaster papers.]

Lancaster is well represented among the ladies of this graduating class. There are five of our girls in the class and two of them on the programme of speakers. And our good old city may well be proud of her daughters both for their appearance and for the good work they did.

The Millersville Normal School is in a very flourishing condition under the able management of Dr. E. O. Lyte. The catalogue issued for 1888-1889 shows 587 students in attendance at the School.

Four new pianos arrived at the School last week, one of them a concert grand for the chapel.

The campus looks fresh and inviting.

The matting in the halls is a great improvement.

Two Lancaster lawyers, members of the class of '68—District Attorney Weaver and David McMullen—swooped down upon Mr. Zeamer at Carlisle last week, and, in the name of the class of '68, presented him a gold watch as an evidence of the appreciation of the class of his services as historian.

Mr. J. S. Taylor, '78, and Miss Kate M. Johnson, '79, were famous in musical circles at the Normal in their day—the former hailing from Bucks county, the latter from Oxford. They are called Mr. and Mrs. Taylor now, and live in New York City. They showed in their visit to their alma mater that they have lost none of their fondness for music. Mr. Joseph Deems Taylor accompanied them—a gentleman of the mature age of four years, who calls them papa and mamma.

CORRESPONDENCE.

Letter to the Alumni and Old Students of Millersville.

FROM THE REV. N. C. FETTER, '72.

Dear Friends: It was by reason of an irresistibly attractive note from Dr. Lyte that I cut loose from Parish work for a few days and went to Millersville. It had been nearly fourteen years since I had seen the "Old Normal." Time, intense interest here, and other reasons, had well nigh alienated my affections from the place, once the brightest spot on earth to me. I confess that I started with misgiving and was in every way sensitive to impressions. On reaching Lancaster I was at once put in excellent mood by a cordial greeting from Mr. Behmer, who was kindly waiting to meet me at the depot. How he knew I was to arrive on that particular train is a mystery, for no one had told him the day nor the hour. Yet he was there with as loving a welcome as that with which he used to greet some of us who were fond of calling at his rooms to talk over the prayer-meeting. I had an hour or two to wait before the car left for Millersville, which I spent in a most delightful way with Mr. and Mrs. B. at their boarding place. We rapidly compared notes, reviewed Normal history and conversed concerning the what and where of scattered teachers and students. How the ears of such men as Cook, Correll, Singmaster and Taylor must have tingled!

It was 9 p. m., June 29, when I found myself leaving Lancaster for Millersville on a horse car instead of the good old-fashioned "Bus." After all there's something bewitching about some things that have gone forever. How I used to enjoy climbing on top of the "Bus" and riding with "Jake," especially when there was nothing particularly attractive inside. I landed all the same, however, at the ladies' gate, where the first warm hand-clasp was that of Dr. Lyte, the Principal. Think of it; *Doctor* Lyte.

"Has there any *old* fellow got mixed with the boys?" and soon after I met Doctor Hull: "Hang the almanac's cheat!" I was introduced as "The Reverend, What's his name." There's no rubbing it out, each of us carries a paid-for ticket to a seat with the fathers.

I greatly regretted missing one thing that night. As I walked into the building, the chapel chandeliers had just been put out after having shone brilliantly for two hours or more upon the dignified and social festivities of some four or five hundred young ladies and gentlemen whom I had the pleasure of meeting the next day as an audience of the most attractive character. What a Sabbath we had together! What singing, what sympathy! There was nothing particular in the sermon to make the occasion what it was; but there was something in the social and spiritual atmosphere. The very presence and power of God seemed to prevail. That Sunday evening I attended prayer meeting. I shall never forget it; about one hunhred ladies and almost as many gentlemen were present. There was a wonderful and impressive response to each moment of opportunity. The little talks were calm and sweet with simplicity. Doctors Lyte, Hull and Byerly, with several others of the teachers, were there and took part. That young people's meeting was baptized with the power of the Holy Spirit. About thirty who had never before professed an interest in religion inquired what they should do to be saved, of whom four or five at least lovingly received Christ and entered quietly into the joy of a new life.

What shall I now say of other things? Along all lines I marked steps of advance. Improvements in appearance and convenience are at every turn. The old campus, always a faculty of itself, has been greatly beautified and the stupidest student can scarcely fail to get no mean education out of those trees and flowers and fountains.

"Flower in the crannied wall
I pluck you out of the crannies.
Hold you here, root and all, in my hand,
Little flower, but if I could understand
What you are, root and all, and all in all,
I should know what God and man is."

I was amazed in looking into the room for "Manual Training." I little thought there was time for much more than to teach how to drive a nail without splitting the board, but there were specimens of carpentry that would do honor to a master mechanic. There were evidences also of new enterprises and magnificent work in the Model School. The fact is, Millersville has grown and is growing. The catalogue, though greatly improved in arrangement and appearance, does not tell the half.

It is certainly amusing to contrast some things with methods that have been outgrown. There's a naturalness now about going to the dining-room and about the order and looks of things after you get there that is very refreshing. You remember how we used to assemble in the Old Chapel and be tinkled out in rows; and if one of us happened to rise a little late, with collar and necktie in hand, he went from "Young America" to "Independence" at a single step, and from Independence to "Harmony" at another, and from Harmony to the Chapel door at a third, there to be cruelly told "Too late, Too late, Ye cannot enter now."

All that humiliation is past. The students go to meals now as men and women go. What years of culture it takes to make us natural!

Again, the teachers no longer sit

"In a long unending line"

on the platform facing the students in opening or closing exercises for the purpose of awing them into dignity or devotion. There is a pleasant commingling of the faculty with the students as they sit together to hear the word of God and to unite in praise and prayer.

It was my privilege to come into quite intimate social contact with a number of students and new teachers. If any one supposes that the average intelligence or moral force of the Institution has dwindled any since his day it would be worth his while to go honestly back and get acquainted. "Say not thou, what is the cause that the former days were better than these; for thou dost not inquire wisely concerning this."

Many more things might be spoken in praise of our "Alma Mater" that could not have been said when some of us were students. Above all, I was glad to find the same elevated and elevating spiritual tone that marked the years when so many of us were brought into the beginning of a Christian life.

Without the least parade of ecclesiasticism, without an axious bench or an inquiry room, souls are led to the Saviour through the council and example of true Christian characters both in the faculty and out of it. Let us correct wherever we can the ignorance that calls our Normal Schools "crossless and Christless." There are hundreds of us whose affections were first turned Godward in them; and should the "crossless, Christless" charge continue to be spoken may the strong right arm of a just and general indignation smite the slanderer silent.

It has been a month now since the Commencement and pleasant Reunion, but the vision of my visit haunts me still and seems like a sort of celestial dream. But it was not a dream.

Very truly,

N. C. FETTER.

New Britain, Pa., Aug. 3. 1889.

Millersville Normal School.

Correspondence of the *Oxford Press.*

This is an age of progress in every department of human activity. An educational institution that should stand still for ten years would be antiquated. So many improvements have science and art contributed to the physical comforts and powers of the world, to the intellectual and moral improvement of the race, that conservatism in the adoption of these things is synonymous with retrogression and failure. Eleven years have passed since the writer received his diploma from the Millersville State Normal School. A comparison of the school as it then was with the school as it now is, furnishes an accurate measure of the progress of educational methods and appliances for a decade; for the alumni of the well-known institution mark with pleasure that it still maintains its character as a pioneer in normal school work.

The improvements that have been made for the health, comfort and pleasure of students and instructors can not be enumerated here for want of space, but they have cost many thousand dollars and added immensely to the attractiveness and usefulness of the institution. There is not a spot in the buildings or on the grounds that does not show evidences of this progress.

In the methods of instruction, especially in the professional department, changes have been no less radical and universal. The course has been enlarged by the addition of educational history, and greatly improved by the reorganization of the model school, with a manual training department including all the appliances that art has devised.

Finally it must be said, with no disparagement to the great renown of Dr. Brooks, that the spirit of the institution, that atmosphere which to a stranger is an unmistakable index of the moral character of the institution, certainly never was more admirable than now. Dr. Lyte, in days gone gone by, never made himself conspicuous by the profession of religion. He has never posed as a pietist and perfectionist, and I believe does not now; yet there is an atmosphere distinctly religious pervading the school. This is seen, first, in the fact that the discipline never was more easy and satisfactory. The memory of old students will testify to the fact that the last night of a term was always the scene of confusion and frequently of riotous conduct. This year the place was as quiet as a prayer-meeting. The students had a sociable in the chapel, a sort of farewell love feast, which disclosed the serious character of the students by the fact that it ended with the beautiful hymn "God be with you till we meet again."

Rev. N. C. Fetter, of New Britain, preached the baccalaureate sermon, and made so deep an impression that in a subsequent prayer-meeting some seventy-five students publicly expressed a desire to be prayed for. I mention these things because in my view the moral and religious training is by far the most important part of an education. Without this moral character the educational process is simply sharpening an instrument of evil. In the case of a Normal School it is doubly important that moral elevation should keep pace with intellectual development; for here are teachers of mankind, and the most effective teaching in morals is the unconscious teaching by character and conduct.

JOSEPH S. TAYLOR.

Millersville, Pa., July 3, 1889.

OBITUARY.

Hon. John M. Stehman.

BY ANDREW M. FRANTZ, ESQ.

Secretary of the Board of Trustees.

The many students and friends of the Normal School will learn with deep sorrow that one of the most active members of the Board of Trustees of the Institution is dead. Calmly, on the morning of the 17th of July, 1889, Hon. John M. Stehman departed for "the undiscovered country, from whose bourn no traveler returns." His life was marked with many acts of usefulness. Having been endowed with singular activity and energy of character, as well as varied ability, his efforts were applied to the support of many objects, but to no one so devotedly as to the cause of education, and especially to the policy of liberality in the treatment of Normal Schools by the State. It is indeed pleasant to be remembered as a friend of the people; and there is perhaps no way of showing friendship for the people better than by laboring to promote their educational advantages. This Mr. Stehman did with assiduity unequalled. The best evidence of a man's faithful devotion to a cause is, that he labors for it until death, that his last feeble thoughts flicker around the loved object of his labors and his last words enshrine it. It may truly be said of John M. Stehman that he labored until death for the cause of education and for the good of the Normal School system.

Little did our students know, as they would see his stalwart form moving about among them, of the great interest he had in the Institution and in the comfort and success of all connected with it. In his intense devotion to the school he was indefatigable in working for its welfare. In the sixteen years or more during which he was a member of the Board of Trustees—from 1873 to his death—he spared no efforts that might promote the good of the Institution; and no joy was more precious to him than that which he derived from the knowledge of work done for the benefit of our Normal School and the comfort of its faculty and students. The loss of such a friend and patron may well be said to be irreparable. As State Senator he was Chairman of the Committee on Education. This position afforded him a special opportunity to do efficient work in his favorite field.

Mr. Stehman was born in Manheim township, Lancaster county, March 31, 1830. He received a common school education in a rural district. He was first a farmer, and afterwards joined also in the business of banking and dealing in leaf tobacco. He was a member of the House of Representatives in 1861–67–68, was a member of the Electoral College of 1880, and elected State Senator for the Northern district of Lancaster county in 1882, and re-elected in 1886. His last term being unexpired, he died as State Senator, thereby making the loss, by his death, felt over the entire commonwealth.

The career of Mr. Stehman sets an example worthy of emulation. To the young worker it is very encouraging. It shows what may be accomplished by activity, energy and persevering, untiring labor. With very ordinary school advantages when young, he raised himself up to prominence in his neighborhood and county, and his name is known throughout the State. While we deeply deplore his loss we indulge in the hope that the memory of his example may serve to keep alive, in part at least, the inspiration which his life imparted.

Mr. A. S. Scheetz.

From the Lancaster Examiner of Aug. 8.

The very sad and unexpected intelligence reached S. B. Urban, of Washington borough, that his son-in-law, Prof. A. S. Scheetz, died after a very short illness, at Central, Pickens county, S. C., where he was located. The Professor had been quite recently elected principal of the High School at Bishopsvil e, S. C., where he had the coming year intended to locate. His young bereaved widow left Wednesday, the 7th, for the home of her parents. Prof. Scheetz was a native of Bucks county, Penna., and a graduate of Millersville Normal School. He has been teaching in South Carolina with much success for the last three years.

Mr. Scheetz was an earnest, faithful student while here, and an upright, conscientious young man. He was a member of the class of 1877. The cause of his death was consumption.

Mrs. Beam.

Miss Clara McPherran, afterward Mrs. Dr. Beam, a student of '67, was a victim of the Johnstown flood. She, with her husband and oldest child, is among the "lost.". Mrs. Beam was a sister of Miss E. Hattie McPherran, (afterwards Mrs. Keller), and when at School, was a bright, attractive girl. Her loss is mourned by a large circle of friends.

ORATIONS.

Obstructions to Progress.

Salutatory Address of J. Zeamer, '68, President of the Millersville State Normal School Alumni Association.

The world is rapidly approaching the close of the nineteenth century. In a little over a decade from now we shall be dating our correspondence in the year of our Lord 1900 without feeling surprise at making the figures, which, as a date, seemed so remote to us when we were students at the Millersville Normal School. Those of us then living will be more deliberate in action and speech; and, perhaps, more dignified. We shall have grayer locks, if we have locks, and be sober enough to realize that much of life lies behind us, and sufficiently subdued by experience to pass judgment upon what lies behind us. But we don't want to wait until the century is closed and we are old and jaded in body and spirit to take a retrospect of the part of life which is behind us. We should know now whether we are in the right, with the right motive, and working for the right by the right methods. The world's material progress in the part of the nineteenth century that is past is the admiration of every intelligent person. We are all impressed with it, boast of it, and wonder what unheard-of feats it will have accomplished by the end of the century. Man has now more ease, more comfort, more enjoyment, more money, and he fares more sumptuously, and dresses more elegantly than at any time before in the history of the human race. He is more generally intelligent and knows more about the earth, the sky, and the sea, and what they contain than man ever knew before. As the years roll by, students come forth from our educational institutions with more knowledge, and more highly trained, and more thoroughly disciplined inside than those who came before. Colleges and Normal Schools are constantly advancing their standards; and it is fortunate for some of us Alumni that we graduated twenty and more years ago, for if we were to try it under the present requirements, we would probaably not rise to the graduating level. These are gratifying indications, for they argue progress. But when man forges ahead so eagerly he sometimes overlooks things which are more essential than those he strives for, and when the books are balanced his operations, upon the whole, show no progress. The question, then, naturally follows, are we making progress? The close of the grandest of the past centuries will call for a statement of our stewardship, and the nearness of the event behooves the members of this body to begin work on a trial balance, so, when the time arrives, our work may be ready for the auditors.

Physical progress there is. All around us is evidence of that. Intellectual progress there is. The rapid multiplication of institutions of learning throughout the length and the breadth of the land, the exacting nature of their curricula and the large number of graduates they annually send forth, are satisfactory proofs of that. Notwithstanding the heavy influx of ignorant foreigners, there is to-day a greater *pro rata* of intelligence in our land than there was twenty, or even ten, years ago. There is no doubt upon that point. But there is a doubt whether we have a greater *pro rata* of honesty and integrity. We have been so absorbed in educating the head and the hand that we have neglected the education of the heart. "Honesty is the best policy," we hang as a motto upon our schoolroom walls, while by lecture and text-books we teach the science of accounts and every morning awake to find one more American bank cashier gone to Canada, for the sake of policy. We affectedly proclaim that figures can not lie, yet when a bank, or an insurance company, is wrecked it is almost invariably the case that some sanctimonious "trusted employe" kept the institution's true condition—and often his own stealings—hidden from the knowledge of the directors through the manipulation of figures.

A lucky speculator amasses a great fortune by means no more honorable than throwing dice or playing at cards, and when he is about done with his millions, and he realizes that he must die and go where wealth will avail him nothing, he founds a college, or endows some public charity. The act is announced to the world in the newspapers in great display head-lines; graduation addresses teem with praise of the philanthropy and the pulpit echoes with long and fervent prayers for blessings upon the soul that showed such great liberality. The young collegian becomes infatuated with gush and he resolves to be rich, so in the evening of life he also can be grandly liberal and win the plaudits and benedictions of mankind. But one man's meat is another man's poison, and the collegian fails as signally as the speculator succeeded and is as heartily damned by the world as the speculator was blessed.

Statesmanship is a great thing. Every American youth has drilled into him, from the time he enters the school to the time his college diploma is handed him, that the end and essence of his ambition should be the Presidency of the United States, and with no reference to the means that are justifiable in its attainment. Acting upon the principle that nothing succeeds like success, practical politicians direct their henchmen to get success, and their directions are generally followed. They do get it—get it honestly if they can, but they get it. The practice occasionally gets a rogue into the penitentiary, but as ninety-nine guilty ones escape to every one that is caught and punished, there remains sufficient encouragement to keep up the business of defrauding the ballot in this government of the people.

The press is a mighty influence. It has done more to bring about the liberation of the human race and to establish equal and exact justice among men than the combined power of all the armies and navies of the world.

> The click of type hath more of might
> Than fortress grim or castle wall;
> And it can batter towers to dust
> That laugh at siege and cannon ball.

I stood one night in the press-room of one of our leading metropolitan daily newspapers. There were nine presses, each with a capacity of 400 complete papers a minute; and when they were all in operation the noise was deafening, and the printed sheets fell so fast that with mechanical appliances it required a large force of workmen to take them away. Think of the great circulation of that newspaper, and the influence it represents. And it is only one of the many newspapers in the land. The great sum of them and the influence of that great sum staggers human comprehension. Pervert that influence and you will enslave man and endanger the best progress of the century.

Developing the brain and neglecting the conscience is not progress. A learned man who lacks truth and honesty is a monstrosity and retards progress. His example is demoralizing, for his intelligence gilds his faults into the semblance of virtues, and persons in the circle of his influence are misled by him. One of the darkest reproaches heaped upon the American character to-day is the very common betrayal of trusts. From day to day and from week to week our newspapers teem with accounts of defalcations committed by men of good repute, men who are leaders of society, and often pillars of the church and officers in the Sunday-school. It makes the heart sick to contemplate the alarming frequency of them! "Defalcation" is the polite term our language has for the act, and it is politeness misplaced. Name it as you will, it is ranker robbery than that committed by the professional burglar or public highwayman and of more harm to the church and to society. And what is there to cause people to steal so much in this way? It almost seems that our education is at fault, but it will hardly do to insinuate so much. Certainly spurring the ambition of pupils by extolling examples of great wealth; teaching them to believe that life and education are given them for the purpose of acquiring fortunes, and measuring success by the number of dollars accumulated, are practices too generally followed in and out of our schools. Such a course is better calculated to make men rich than to make them honest, and it may be that in it lies the cause of much of the defalcation that prevails. There is in this land a growing demand for honest men, for men who would rather be right than be popular and prosperous; and it is more important that schools shape their course to supplying this quality in the young men they graduate than to aim at a high degree of scholarship.

The spirit of speculation rife in our land retards both the physical and moral progress of the century. Legislation has failed to check it and its mad whirl goes on demoralizing and destroying legitimate trade, and the hope for its ultimate control lies in the education of the public conscience upon the subject. We need men who are strong enough to resist the seductions of speculation and courageous and self-sacrificing enough to condemn it even when they find it in a friend. But for the schools and the pulpit and the press to extol the stock gambler, the railroad wrecker, or grain corner manipulator, when he endows a public institution with money that should buy a potter's field instead, is not calculated to raise up that kind of men. Sycophancy is dishonest and it breeds dishonesty.

Political power is almost as seductive as speculation. Nearly every man with sufficient knowledge to be a school director aspires to become President of the United States, and our population is now estimated at over 60,000,000. It is a creditable ambition, and not one of the candidates should be persuaded to forego his aspirations, but for the sake of true progress each should be taught that the way to succeed is to do *right;* that it is a grander and nobler thing to be right than to be President. Once upon a time there came to a man in this country the Presidency "tainted by the suspicion of illegal or false returns." Had he, because of that suspicion, declined it, he would have won imperishable renown, and become one of the sublimest characters in history, a shining example that would have taught American youth honesty and patriotism for a thousand years. Notwithstanding the declaration of his predecessor that "no man worthy the office of President should be willing to hold it if counted in," that man accepted the Presidency of doubtful title, but then sank into an obscurity from which even his own political party declines to resurrect him. And the American people, actuated as it were by one great, common impulse, treat him with an indifference and silence no retired President ever suffered at their hands. That event of the nineteenth century was not progress, for the influence of its example annually yields us a crop of election frauds and perjury and ballot-box stuffing and vote-buying, that makes honest men sick at heart. This nation needs men so steeled in the sense of right and honor that they will not touch an office, high or low, that comes to them tainted with fraud.

The progress of the century has been largely stimulated by the influence of the public press. All the activities of the world have been invigorated and accelerated by it. It has come to be regarded as a matter of course that very little can be accomplished without the aid of well-edited and well-printed newspapers, and but very little is attempted without their aid. And they are an agency that the development of the world has evolved without any special line of training save that of experience. There are no schools of journalism, nor have any of our educational institutions a department in which men and women can receive the head and heart culture which persons entrusted with the direction of so great a power as that of the public press should have.

Consequently many engaged in the high calling have very little appreciation of its importance and sanctity, and it does not give to true progress the full measure of its power. Nowhere can corruption command so much influence with so little bribe money as in journalism, and there is not another field wherein it is so common and dangerous. The cause which has the money is always the popular cause with the newspapers;

and so is the rich candidate, even though, like Midas, he have ears like an ass. This great influence can not be prostituted to base purposes without reversing the wheels of progress. It should therefore be directed by persons of high character and great moral courage, by men who dread black-mail as they would pestilence and who will not advocate a wrong cause even were the kingdoms of the earth the subsidy offered for the service.

These are some of the obstructions I have found in the way of human progress since I left this Institution to battle with the world, and I respectfully submit them for your intelligent consideration. Knowledge is power, but twenty-one year's experience has convinced me that knowledge alone will not work out the problem of life. With knowledge is required a sense of right, a love of truth, and a spirit of pious consecration.

Harmony of Color.

BY ALICE H. BRICKER.

Salutatory Oration, delivered on Commencement Day, July 3d.

"But, look, the morn in russet mantle clad,
Walks o'er the dew of yon high eastern hill."

Thus spoke one of four watchers on the platform of a kingly castle, years ago. They look. And as the morn approaches, behold her magic mantle. Far off on the hill-side it is russet, but as she advances it changes to a pink which grows brighter until she stands revealed in all her gorgeousness of deep red, with streaks of yellow and blue. Pushed on by the hours she disappears and her daughter, the Day, takes her place. The guards, looking out over the valley, see the Day in a robe of the deepest, purest blue, shading imperceptibly to a gray where it meets the earth. They note the harmony of this back-ground with the warm green of the trees and fields in the valley. Even while they gaze, a change comes over the sky. The color of the horizon becomes darker. It seems to rise and spread over the heavens. Now the blue is gone and only the fierce dark gray remains. It deepens until it is almost black. The leaves on the trees show their light under sides. The air is ominously still. Suddenly the darkness is relieved by a flash of lightning, followed by another and another. The mutter of thunder sounds in the distance, growing in intensity every moment, until, with a deafening crash, there comes a peal which seems to roll under foot and shake the very earth. Now there is a silence. Then with an unequalled display of electricity and a chorus of thunders which renders speech useless, the rain descends in torrents. Gradually the lightnings cease. The thunder dies away. The rain still falls, but more gently. The sky becomes lighter. As the Day grows older, the gray mass breaks and bits of blue appear. The sun, which was hidden, shows his face at his setting. And behold the mantle of the Eve. There are the gray clouds, now lined with red gold. Above them are the blue and below them a mass of red streaked with yellow. And the hearts of the watchers are made glad by the glorious sunset, for is it not a type of their lives? It tells them that although there must be storms, yet the end is most glorious after a life spent in earnest-hearted strife. Dreading hardships, yet not avoiding them, their souls, filled with the light shed by honest living, are in harmony with the bright colors of the evening sky. Their minds turn toward a companion who is watching the same sky from the other side of the castle. One of them breaks a long silence by saying, "Think ye not that the life of Paulus resembleth this day? He, knowing nothing of the true meaning of living, for a long time painted his life canvas with the bright, beautiful hues of careless, childlike existence. Then came troubles. The picture of his life changed in color to a gray like in kind to the dark sky of the storm. But as the sun finally dispelled the clouds, so the fervor of his desire to do right, while it sustained him, at last scattered his cares. He walketh among his fellows as before. Although on the canvas on which he portrayeth his life he putteth first the dark colors of the trials and temptations which yet assail him, yet over these he painteth the bright hues of victory over temptation, faithfulness in trial and happiness in living. Even in his face there seemeth to be the reflection of the great harmony in the colors of this sky, for truly his face shined as it were the face of an angel."

But another watched the storm. As the sky darkened and the voice of the thunders rose higher, his face became brighter. For within him there is a darkness so great that mind can not grasp it. The gloomy heavens, in harmony with his heart, cause his face to light up. The tints of the clear sky, not blending with his feelings, grate on him and make him harsher and sterner. He paints his life canvas without lifting his eyes. On the picture we see only the dark, inharmonious colors of dishonesty, envy, broken compacts, discontent. His face, too, reflects the colors he uses. It is the face of a man fleeing from himself.

There is yet another who has scarcely noticed either the storm or the sunset. He looks heavenward only at times and then stealthily and timidly. As he plies his brush we see only the dull hues of the earth copied as the shades and tints of selfishness and pride. But he looks up into the heavens. See the outcome. He dips his brush in colors whose richness and beauty far surpass our guesses of his power, and on the canvass we see the glowing red of an infinite desire for love and confidence. Again he dips his brush and now is portrayed the warm brown of a love for his fellows and an understanding and appreciation of their trials and their exhausting struggles, heartfelt joy in their victories and a longing to aid them far surpassing anything of which we can form any conception, in the face of which we can only stand back and wonder. And his face softens, and into his hard, stern eyes come tears. And again he dips his brush. As we press eagerly forward to welcome the beauty which we are confident will appear, lo, he paints again in the dark hues of the earth. And again his face is hard and cold and unapproachable. We turn away sorrowful, yet thankful for this one glimpse of his power.

As we ponder on these pictures, we catch a glimpse of the great design, in which the colors blend and harmonize throughout. As in the perfect picture there is the blending of the high lights and shadows, so the design will consist of both the light and the dark pictures, so skillfully placed that only beauty can result. As we ask ourselves the use of the hard, cold nature, we seem to see the mountains, stern and rocky, yet the life of the globe. We begin to understand how that unapproachable character may yet in its harshness and strength be of the utmost importance in the great plan.

And now, for the first time, we see clearly how much depends upon the painter of the life canvas. There are primary colors given to each one, and as he understands well or ill the art of mixing them, so will be their harmony in his picture. His colors will, unknown to himself, resemble those which he observes around him. If he notices not the bright and beautful hues, but fixes his eye on the dark ones, the gloomy picture he paints will depress whoever sees it. If he looks for the bright colors, yet does not avoid those which are dull, his picture will be harmonious. But it is only by long and patient practice and a steady turning upward of the face, only after many failures, many spoiled pictures and many more blotched and streaked ones, that he may at last produce a picture which shall exhibit perfect harmony in color, and shall serve as a model to his struggling fellow-men.

"But, look, the morn, in russet mantle clad,
Walks o'er the dew of yon high eastern hill."

And now let us, with the guard, finish the sentence by saying

"Break we our watch up."

At the end of our school life we turn to each other with this greeting. But the breaking up of the watch, to them a small matter, is to us a very momentous one. Thus far we have painted our pictures under the supervision of some one else. Now we are to take our brushes on our own responsibility. Although some of our older friends and our teachers regard this venture with not a little anxiety, yet by us there is felt no fear. This occasion, therefore, which marks the transition, is to us a day of rejoicing. And as it is not in human nature to rejoice alone, we have asked our friends to come and be glad with us. How kindly they have responded to the call is shown by a glance at the many faces here. It only remains for us to tell you publicly how happy we are to see you and what an inspiration your presence is to us. In the name of the class, I extend to you our heartiest greetings. In our life-paintings, this, our last day here, shall stand out among the dark days that may come with a brightness not to be dimmed by time. Its gay colors harmonize well with the more somber ones of the hard work which we have done. It shall be our endeavor to let the colors which we shall handle in the future blend even better than these. And when we come to show our paintings after they are finished, we hope again to be able to say to all of you, "We are glad to see you."

Personal Items.

Miss Lilian McGarry, '76, though one of the survivors of the Johnstown disaster, is one of the sufferers by that dismal event. Her home, property and business were destroyed. The Normal students who attended the State Association at Altoona, recently, speak of her kindness and courtesy to them during the brief visit they made to the desolated Conemaugh valley.

Miss Kate D. Jenkins, '81, was a teacher in the public schools of that ill-fated city. Together with her father she was rescued after hours of anxious suffering.

Mr. George Marsden, '68, and his wife, formerly Miss Fannie Woodward, were residents of Johnstown at the time of its destruction. He and his family were saved.

R. R. Thomas, '77, is one of the greatest losers by the terrible flood. Besides losing much, if not all, of his property, his little five-year old daughter was swept away by the raging waters.

The class of '79 had a notable representation at their re-union this year. Here were Miss Lavinia J. Coates, its mathematician; Mrs. Gertrude Shaw Price, its elocutionist; Mrs. Kate Johnson Taylor, its sweet singer; Mrs. Ida Torbert McMillan, who set its fashions; Mrs. Elizabeth Smith Greist, its gentle demure member; Mrs. Elizabeth Leeds Simpson, its devout member; Miss Lydia A. Wiles, the discreet; Mr. Farrow, the eloquent; Mr. Eckenrode, the dignified; Mr. Lansinger, the good-natured, and Mr. Harry Strohm, the witty man. We were glad to see them all here, and hope they had as good a time as they seemed to have.

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

PRINCIPALS:

J. P. WICKERSHAM, LL.D., 1855—1866.
EDWARD BROOKS, A.M., Ph.D., 1866—1883.
B. F. SHAUB, A.M., Ph.D., 1883—1887.
E. ORAM LYTE, A.M., Ph.D., 1887——

MILLERSVILLE.

THE MILLERSVILLE STATE NORMAL SCHOOL is the pioneer of Normal Schools in Pennsylvania. Established in 1855, two years before the Normal School law was passed, this School determined the general nature of the Normal School system of the State, and became the model for many successful institutions throughout the country. It is a source of pride to its thousands of friends that it maintains its rank among the great training schools of the United States. The support given to its younger graduates by its older students, the regard in which its diploma is held in other States as well as in Pennsylvania, and the almost invariable success of the members of its Alumni in every field of intellectual labor, are recommendations of the School that thinking young men and women who are seeking an education, are not slow to appreciate.

In an article on Normal Schools, Dr. Wickersham writes: "Soon after the passage of the Normal School law of 1857, preparation was begun at Millersville to bring the school up to its requirements, * * * * and on the second day of December, 1859, amid great rejoicing, it became the first State Normal School in Pennsylvania, and the model after which all the others were patterned."—*History of Education in Pennsylvania.*

SCHOLASTIC DEPARTMENTS.

The financial standing of the School enables the management to place the various departments in charge of *experienced instructors*, with special aptitude for their work and in full sympathy with the most approved methods of teaching. The advantages of pursuing a course of study under specialists are obvious. Every department is fully supplied with apparatus, and is well equipped in every respect.

PROFESSIONAL DEPARTMENT.—Theory.

The crowning work of this Institution is its *professional department.* Every effort is put forth to make our students skilled teachers. In the Intermediate and Junior years, the students are organized into "Methods" classes, to study the mind, the principles and methods of teaching, and the best ways of managing schools. In the Senior year psychology and pedagogics are among the most prominent studies.

PROFESSIONAL DEPARTMENT.—Practice.

The *Model School* is one of the leading schools of the kind in the United States. It is in charge of skilled teachers of wide experience, who have made the science and art of teaching a specialty. Here the principles of education are daily put into actual practice in the best and most approved methods of teaching. The members of the Senior class teach in the Model School daily under close and constant supervision. The Junior classes visit the Model School regularly and observe the work done by the teachers in charge and the Senior class.

MANUAL TRAINING.

A large room has been supplied with the necessary work-benches and tools for a course in woodwork. The classes of this department are in charge of an experienced teacher and skilled mechanic; and students have an opportunity of acquiring a knowledge of the elements of manual training and also of preparing a number of simple pieces of philosophical and chemical apparatus, geometrical blocks, etc.

READING ROOM.

In addition to the libraries of the flourishing literary societies, which contain about 6,000 volumes, a large and pleasant room has been set apart for a reading room and reference library. This room is open several hours each day. It is supplied with the *Encyclopædia Britannica*, the *New American Cyclopædia*, the *Annual Cyclopædia*, and many other valuable books of reference, together with a large number of the leading magazines and reviews, daily and weekly newspapers, religious periodicals, educational journals, etc. These literary facilities are afforded to all students without extra charge.

SPECIAL COURSES.

While we always bear in mind that the aim of the Normal School is to prepare teachers, we at the same time offer good opportunities in the following courses:

College preparatory course. This course aims to prepare students for admission to the freshman classes in our leading colleges.

Business. This course gives thorough, practical training in the following subjects: Business, penmanship, commercial arithmetic, business papers, single and double entry book-keeping, type-writing, business correspondence, etc.

Vocal and instrumental music, including daily lessons in vocal music; private instruction and practice on the piano, organ, violin, flute, etc.; private instruction and practice in voice culture, public recitals, chorus singing, etc.

Course in chemistry—preparation for the study of medicine.

LOCATION.

The MILLERSVILLE STATE NORMAL SCHOOL is located in a quiet village, four miles from Lancaster city, in one of the most beautiful and most healthful parts of the "Garden of Pennsylvania." The School is consequently removed from the attractions and temptations common to cities and large towns. This fact *reduces the incidental expenses* of students considerably, and makes the discipline of the School comparatively easy.

THE BUILDINGS.

The Normal School buildings are the *largest and most convenient buildings* of the kind in the State. The chapel will seat 1,200 persons; the recitation rooms are large and commodious; and the students' rooms are neatly furnished and well heated and lighted.

According to the State Report for 1888, the value of the property belonging to the Millersville State Normal School is over a quarter of a million of dollars—in exact figures, $252,986.44.

THE GROUNDS.

The grounds surrounding the Normal School are *large, beautiful, and attractive*, affording abundant shade and good opportunities for recreation and exercise. They have been in charge of a landscape gardener for some time, and for beauty are equalled by few school or college grounds in the country. The base ball ground is excelled only by the grounds of professional clubs.

A lady visitor thus describes the campus to a friend: "Fountains playing, flowers blooming, birds singing, trees waving their leafy branches to the breeze, a velvety carpet of nature's richest green covering the whole lawn—what more beautiful picture can be found than the Millersville Normal School? I was charmed, and could not help envying the groups of busy students who are spending the happiest years of their lives in the shadow of that great school."—THE NORMAL JOURNAL (May, 1888).

LATE IMPROVEMENTS.

Among the *late additions and improvements* made in the buildings and surroundings are—

Enlarging and supplying the Model School with every appliance that is needed in that department: furniture, apparatus, supplementary reading, material for manual training, kindergarten supplies, etc.

A large microscope.

Eight new pianos.

Furnishing a room with work-benches and tools for a course in manual training.

A large collection of ornithological specimens.

Complete refurnishing of the dining-room, including new silver-ware, tables, chairs, etc.

Steam-cooking apparatus.

Large reservoir, supplied with a stream of water flowing upwards into the reservoir at the rate of 100 gallons or more a minute.

Standpipe, 80 feet high, with a capacity of 50,000 gallons.

New bath-rooms, with hot and cold water.

Hot water in the ladies' and the gentlemen's buildings.

New water closets, supplied with running water.

Running water on every floor in both buildings.

A perfect system of sewerage.

Apparatus for extinguishing fires, fire escapes, etc.

Telephone connection with Lancaster. (For the free use of students and others connected with the School.)

Large additions to the reading room and reference-library, unabridged dictionaries in the class-rooms, etc.

Papering the rooms in the ladies' building, and furnishing them with handsome ash furniture, spring mattresses, etc.

Refurnishing the gentlemen's building with solid oak furniture, spring mattresses, etc.

Improving the campus by the addition of fountains and flower-beds, and in many other ways, thus making the large lawn surrounding the buildings one of the most beautiful in the country.

New barn and other outbuildings.

These improvements cost about $30,000. They will be followed by others, whenever and wherever needed, the authorities of the School being determined to do all that can be done to promote the ends for which it was established, and to add to the comfort and convenience of all connected with it.

VISITORS.

Large numbers of school superintendents, teachers, and friends of education, come to inspect our work in all its departments. *Visitors are always welcome.* As we never do anything simply for exhibition, *every school day is visitors' day.* Come to see us.

SESSIONS, TERMS, Etc.

The Winter Session of 1889–'90 will begin on the first Monday in September, and continue twenty-eight weeks. The Summer Session of 1890 will begin on the last Monday in March, and continue fourteen weeks.

Tuition and boarding, including heat, light, washing, and school privileges, for the Winter Session of twenty-eight weeks, $140.00; for the Summer Session of fourteen weeks, $70.00. Tuition and privileges, without boarding, for the Winter Session, $40.00; for the Summer Session, $20.00.

The State appropriation of fifty cents a week is deducted from the bills of students who are preparing to teach, thus making the total cost for tuition and boarding for the winter session, $126.00; for the summer session, $63.00; tuition for the winter session, $26.00; for the summer session, $13.00.

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.

FURTHER INFORMATION.

Full information concerning the School can be obtained from the Principal. Persons desiring to engage rooms for the coming session should apply early. *Catalogues sent free on application.*

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BOOKS ESPECIALLY SUITED FOR PUBLIC SCHOOLS.

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Begins with oral exercises and object lessons, intended to develop the intuitive knowledge of pupils.		
BROOKS'S NORMAL UNION ARITHMETIC (Complete),.....	.70	.45
This is a complete and thorough treatise on Arithmetic, containing many helps and suggestions to teachers.		
The same in two Parts—Parts II. and III., each,.....	.35	.25
BROOKS'S NEW NORMAL MENTAL ARITHMETIC,.....	.25	.15
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.		

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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.

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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.

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