The Normal Journal.

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

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THE NORMAL JOURNAL.

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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.

FEBRUARY, 1890.

EDITORIAL DEPARTMENT.

The State Superintendent.

Prof. D. J. Waller, D.D., Principal of the Bloomsburg State Normal School, has been appointed by Governor Beaver to succeed the late Doctor Higbee as State Superintendent of Public Instruction. He will take charge of the office on the first of March.

Dr. Waller is a graduate of Lafayette College and also of a theological seminary. He filled a Presbyterian pulpit for some time in the State of New York, but failing health compelled him to leave the ministry. He has been Principal of the Bloomsburg Normal School since 1877; and under his administration the School has been more successful than at any previous time in its history. He is in the prime of life, and will bring to the position to which he has been appointed a knowledge of the common school system of the State and of the needs of Normal Schools; and with this preparation for the great task before him, combined with his scholarship and his experience as chief executive officer of the Bloomsburg School and as a lecturer before educational bodies throughout the State, he will be enabled to continue the work left by his distinguished predecessor, and bring our common schools to a still greater degree of proficiency and usefulness.

THE Summer Session of the School will begin March 31, and continue 14 weeks.

A Step in Advance.

A year ago, an effort was made to establish a kindergarten in connection with the model school; but it was found impossible to do so at that time for the reason that a suitable person could not be secured for the work, and we preferred not to begin this branch of primary instruction without being fully equipped for it. This year we expect to introduce this department into our School, and make it an integral part of our model school. No words are needed to convince the educational public of the necessity of affording young persons who are preparing for the teacher's profession, an opportunity of studying the methods employed in the kindergarten; and we are sure that those who come to Millersville will appreciate this *step in advance* taken by the authorities of the School, and avail themselves of the advantages which they here have of learning and practising the most approved methods of teaching.

MISS CARRIE E. MYERS, a graduate of the class of 1884, and for several summer sessions an assistant teacher in the Normal department, has been appointed assistant superintendent in the model school. Miss Myers is an excellent primary teacher, and her appointment to the position she now holds strengthens this department, besides enabling Dr. Maltby to devote more time than formerly to the work of the student-teachers.

THE music class has become so large under Miss Emory's management that it has been found necessary to appoint an additional teacher in that department. The school is fortunate in securing the services of Miss M. Jennette Mott, of Lansingburg, N. Y. Miss Mott is a pupil of Sherwood's, a lady of culture, a fine pianist, and an excellent teacher.

THE Pennsylvania State Teachers' Association will be held in Mauch Chunk, on July 8–10. The Executive Committee have an excellent programme under way. The beautiful town of Mauch Chunk should be filled with Pennsylvania teachers next July. They will receive a cordial welcome from the hospitable people of Mauch Chunk and Carbon county.

A Valuable Document.

A complete set of the catalogues of the Millersville Normal School from its organization in 1855 to the present time is owned by Dr. Lyte. So far as known there are only three sets in existence, Dr. Wickersham and Dr. Brooks possessing the others. The first catalogue, issued in 1855, contains the names of 147 students, among them Messrs. S. G. Behmer, A. P. Frick, I. S. Geist, R. M. Girvin, J. K. Gotwals, T. H. Hershey, M. D. Kendig, Henry Landis, J. V. Montgomery, J. Morrow, A. O. Newpher, J. T. Nitrauer, and many others familiar to a large number of the readers of THE JOURNAL. The first faculty of the School consisted of

J. P. Wickersham, A. M., Principal and Professor of Theory and Practice of Teaching.

J. F. Stoddard, A. M., Professor of Mathematics.

Cornelius Walker, A. M., Professor of Reading and Elocution.

R. T. Cornwall, Professor of Grammar, &c.

Dr. C. C. Cutler, Dr. A. H. Grimshaw, and Prof. James Thompson, Lecturers on Various Objects of Study.

G. C. Hawthorn, Esq., Principal of the Eastern Model School.

Amos Hart, Principal of the Western Model School.

A sketch is published in the catalogue of the work done by the School during its first session, which closes with this interesting paragraph:

"On the whole, the result of that delicate and important experiment, to which the friends of the Common Schools looked with great anxiety in this part of the State, has been both benefical and decisive. It was undertaken with considerable hesitation; for a failure here would have redounded to the serious injury of the cause; while its success was expected to decide public opinion in favor of establishing Normal Schools for the professional training of the Common School teacher. It was completely successful. Every teacher who participated in, and every citizen who witnessed, its instruction feels this to be the case: the wonder now being that the application of means so necessary to the good of the Schools should have been delayed so long."

How fully history has confirmed these words, is shown in the career of the twelve large Normal Schools now established in Pennsylvania.

In the catalogue are published the valedictory address, by Mr. D. G. Tressler, and a Commencement poem entitled *Parting Thoughts*, by Miss Mary H. Shoch.

The valedictory contains the following prophetic words:

"The very name, Normal School, is yet strange to our ears. It sounds like an *exotic* word, and so it is. But exotics may be naturalized, and so shall this word be, and the thing which it represents. The school boy looks puzzled now at the mere mention of it; the sober citizen asks inquiringly, "What does it mean?" The masses are pronouncing it over and over again to see how it sounds; but soon it will be the watchword, thrilling the ranks of the noble army of educationists, echoing all along the branches of the common schools, and floating in broad letters upon the banner under which we march. Pennsylvania, perhaps, has not the honor of being the first State to conceive it, but the good old county of Lancaster, we believe, is the first county in the State which has given a demonstration of its practicability and utility. The little village of Millersville has the proud honor of being a pioneer and a prime leader in the Normal School movement in this State."

These words are so true that it is difficult to realize that they were written *thirty-five years ago*, two years before the passage of the Normal School law of the State. The prophecy of that day is history to-day.

On the last page of the catalogue is a series of resolutions thanking Prof. J. P. Wickersham "for the establishment of this Normal School," the different professors "for their untiring labors," the Trustees of the Millersville Academy for "the use of their buildings," the citizens for their hospitality, etc., etc. The prospect of an extension of the buildings is favorably mentioned in the resolutions. The last resolution is worthy of adoption to-day by every body of progressive teachers:

"*Resolved*, That as teachers of the public schools, we will exert ourselves to the utmost to raise the business of teaching to its proper position among the other professions."

The foregoing extracts from the first catalogue issued by this School—and the first one issued by any Normal School in the State—show that the Normal School system in Pennsylvania had a good beginning, and its marvellous growth throughout the State is an evidence that it sprang from good seed planted in a fertile soil. It may be truly said that the Normal Schools of Pennsylvania belong to the people. They have the confidence of the masses, and they strive to be worthy of the confidence reposed in them by doing conscientious work for the common schools.

A Lesson in Psychology.

While the Senior class in Psychology were studying the reasoning powers, they were directed to write a brief description of some process of reasoning which they observed used by the children they were teaching in the model school. The following descriptions are selected from a number of papers handed to the Principal. It may be added that this lesson is one of a number that have been given for the purpose of leading the student-teacher to study the mind of the child.

EXAMPLE OF INDUCTIVE REASONING.

Third Grade.

REPORTED BY JACOB CRESSMAN.

We were studying the angles of a triangle formed by folding a square along its diagonal. The pupils saw that the triangle contained a right angle and two acute angles. By examining the acute angles closely, they found they were halves of right angles; and that they would make one right angle. From this they saw that the three angles were equal to two right angles. We examined a number of differently shaped right triangles. We measured the angles, placed them together, and found them to equal two right angles. The same was done with the obtuse triangle. The pupils inferred from these examples that the three angles of right and obtuse triangles are equal to two right angles. (We have not yet studied the acute triangles.)

INDUCTION.

ADELAIDE PALLIS, TEACHER.

The seventh grade in the model school had been writing about different kinds of birds. The birds which happened to be brought before the class for their lesson were birds of prey, and observing that several birds of this class have long, sharp talons, they inferred that all birds of prey have long, sharp talons.

DEDUCTIVE REASONING.

BLANCHE MCNEAL, TEACHER.

In the Geography class, in the seventh grade, we were discussing the climate of the western section of the United States. I asked what influence the Rocky Mountains have on the climate. One of the pupils gave a correct answer, and said that one of the former teachers told them the influence of high mountains upon the climate.

The teacher had given the pupil the general truth, and from that the pupil had derived the particular truth.

INDUCTION.

B. F. HEIGES, TEACHER.

Yesterday our lesson on Geography, in the fourth grade, was the subject of peninsulas. We examined the peninsula of Florida, and the pupils soon saw that it was a portion of land almost surrounded by water. Then we examined Yucatan and Lower California; and by a process of Induction the pupils reached the general conclusion that all peninsulas are portions of land nearly surrounded by water.

EXAMPLE OF INDUCTION AND DEDUCTION.

REPORTED BY S. W. MINNICH.

The children in the sixth grade wrote the following words on the blackboard: *sight, might, fight, hight, light, might, right, tight, sigh, high, nigh*, and a few others with *gh* silent. I then told them to cancel the silent letters in the first word. They did this. I then told them to do the same with the second word, and then with all the words.

Some of the pupils cancelled *gh* in each word apparently without pronouncing the word, while others hesitated at each word. Those who cancelled *gh* in the words without first pronouncing the words reasoned both inductively and deductively. They noticed that *gh* is silent in the first and second words, and no doubt they tested the third word to see whether *gh* is silent in it also. When they saw that *gh* was cancelled in the first three words they inferred that it (*gh*) must be cancelled in all the words, and they acted accordingly.

WHILE the Principal of the Millersville Normal School uniformly discouraged the mention of his name for the place made vacant by the sudden death of the lamented Doctor Higbee, he would not be human if he did not feel gratified at the many expressions of opinion he received from different sources with respect to his appointment as State Superintendent of Public Instruction. But he felt—and feels—that his work is with the School with which he has been identified for nearly a quarter of a century, and whose success as a school for the training of teachers is his highest ambition; and consequently he was unwilling to be a candidate for the high position to which Governor Beaver has just appointed the efficient Principal of the Bloomsburg Normal School.

The Summer session of the School will begin on Monday, March 31st. Large numbers of applications for rooms have already been received, and the prospects point to one of the largest enrollments in the history of the School. Fortunately, the School is abundantly supplied with recitation-rooms, apparatus, and all other necessary appliances, and we can therefore accommodate all who come. Arrangements have already been made for increasing the teaching force of the School, and with the special advantages that will be afforded, we shall have a profitable session.

The kindergarten to be established in connection with our model school will be in charge of one of the leading graduates of one of the best kindergarten training schools in New York City. A special class of kindergartners will be organized, and opportunity will also be given to others who may wish to visit this department.

Prof. W. H. Shelley, of York, is arranging for a trip from St. Paul to the Pacific coast and Alaska after the meeting of the N. E. A. at St. Paul. If any of our readers are thinking of taking this delightful excursion, Prof. Shelley will be glad to give them all the information he can upon the subject.

Dr. Lyte, as director and manager of transportation of the National Educational Association for Pennsylvania, will take pleasure in giving information concerning the trip to any persons who wish to attend the N. E. A. meeting at St. Paul next July.

All who think of attending a Normal School should write to us for a catalogue. Those who wish rooms should apply early.

Form-Work.

"Of good heed-taking springeth chiefly knowledge," says old Roger Ascham, the tutor of queen Elizabeth; and it is certain that anything which will tend to develop the power of actively directing the mind toward a given object must exercise a helpful influence upon the general faculties of the child. Among those subjects which tend most truly toward the development of the power of accurate perception, the study of Form is undoubtedly one of the most important. Lessons in this subject should be given from the first year in school, and should include paper-folding, pea-work, etc. The materials are very simple and are easily obtained. Common scratch-book leaves make excellent strips when folded and separated lengthwise. Squares should be cut from these strips, and the stimulant of color added if possible. The peas used in the pea-work should be soaked in water for five or six hours before the time when they are wanted for use. In order to illustrate the method of giving such lessons, we give plans for two consecutive lessons suited to the second grade—children aged from six to eight years. There was no lack of interest shown in the class while these lessons were given, and the results were excellent.

Feb. 7, 1890—Friday.....Kathryn S. Hostetter.

SECOND GRADE.—FORM.

I. Preparation by Pupil.
   Write on paper names of forms folded or made.
II. Preparation by Teacher.
   1. Preparation of Plan.
   2. Preparation of Material for work.
III. Matter.
   Pea-work.—Make a parallelopipedon, or, as we shall call it, a block.
IV. Method.

I shall give each child eight peas, four long wires and eight shorter ones.

I shall have them take up a pea and make a hole in the centre with a piercer.

After the holes are made as directed, I shall tell them to place a long wire in the hole; then take up another pea and make a hole in its centre and place it on the other end of the wire.

I shall have the children work in unison according to directions until the form is completed.

I shall then teach the words.

Feb. 10, 1890—Monday..Kathryn S. Hostetter.

SECOND GRADE.—FORM.

I. Preparation by Pupils.
   Study of new form folded or made.
II. Preparation by Teacher.
   Preparation of Plan.
III. Matter.
   Oblong block—Corners.
IV. Method.

I shall have the children place these blocks with the longest edge horizontal on the desk, and have them name the corner according to position.

I shall strive to get the names front upper right-hand corner, front lower right-hand corner, front upper left-hand corner, front lower left-hand corner, back upper right-hand corner, back lower right-hand corner, etc.

I shall write the names on the board, and after the children have named all the corners, shall teach the words.

I shall have them name the different corners as I point to them, and have them point to the different corners as I name them. I shall have them draw the form and write the words on paper.

PERSONAL ITEMS.

[Items for this column should be sent to Miss Lyle.]

On January 29th, 1890, Miss Ida Stewart, '81, became Mrs. Dr. George D. Green. The home of Dr. and Mrs. Green is in Philadelphia, Pa.

At home after December 10th, Buda, Ill. Thus reads a card inclosed in a marriage notice—Olive Frances Webb to Francis Edwin Lark, Thursday, November Twenty-eighth, 1889. Mr. Lark belongs to '81, and is at present principal of the schools of Buda, Ill.

MARRIED—June 19th, 1889, at Smithville, Lancaster County, Pa., Miss Mary Boyer and Mr. W. A. Shrader. Miss Boyer was a student during the sessions of '87 and '88, and Mr. Shrader during '83.

MARRIED—On December 23d, 1889, Miss Elizabeth Newsanger to Mr. F. A. Currier. Miss Newsanger belongs to the class of '81. Her home is now at Aiken, Md.

MARRIED—On Christmas day, 1889, at Strasburg, Lancaster County, Pa., Miss Annie Maynard and Mr. Edwin Brown. The latter graduated from our school with the class of '88.

On December 23, 1889, Miss Anna Wise of Gap, Lancaster County, Pa., and Mr. H. K. Palmer of Quarryville, Pa., were married at the home of the bride. Both belong to the class of '86. Their residence is at present at Punxutawney, Pa. Mr. Palmer is employed as mail agent in the railway company's service.

Hon. Marriott Brosius, at present Lancaster County's Representative in the Fifty-first Congress, was a student of the School in '65 and '66. For many years Mr. Brosius has been a prominent member of the Lancaster Bar, and we are confident that he will prove himself worthy of the place he has been called upon to fill.

Miss Annie Allen, '76, is achieving success as a teacher in Russellville, Arkansas.

Theodore C. Search delivered an interesting lecture before a large audience in the Franklin Institute, Philadelphia, February 14th, on the subject "Wool from the card to the fabric." Mr. Search was one of the students at Millersville in '61 and '62. He has been engaged in the wool business in Philadelphia for a number of years, and has now a conspicuous place there as a man of affairs.

D. C. Eichnor, '87, is one of the successful members of that class. He is now in Salt Lake City, Utah Territory. He was in the employ of the Committee of the Liberal Party—anti-Mormon—to secure a change in the administration of the municipal government of Salt Lake City.

Jas. M. Snyder, '78, may now be found at 409 Chestnut Street, Philadelphia. He is agent of the Life and Trust Co., of Philadelphia.

J. Harvey Miller, '84, writes that he is assistant Principal in the schools of Lykens, Pa. He writes kindly of his Alma Mater, and she cherishes most pleasant memories of the "little boy" of '84.

Ella Kaufman writes from Lincoln, Nebraska. 425 South 14th street is her address. Teaching seems to be her vocation. Miss Kaufman was with us in '81 and '82.

Oliver F. Lenhardt, Apothecary, corner Swede and Airy streets, Norristown, Pa. Many of our readers will recognize Mr. Lenhardt as a student at Millersville in '81 and '82.

H. L. Moyer, Breckinridge, Col. Mr. Moyer was with us during the summers of '85 and '86.

W. M. Fausset, '88, is one of the successful teachers of Pottsville, Pa.

John Dale, '88, is now in Eastern Tennessee. His position is that of time-keeper and clerk to a large railroad contractor who is connected with the Chicago, Cincinnati, and Charleston railroad. Mr. Dale thinks that Tennessee offers superior advantages to young men with pluck and courage.

Klosbachstrosse—30, Zurich, Switzerland, is the address of Lilian Welsh, '75. She writes kindly about THE JOURNAL, and says she is sure the last number was read nowhere with more interest than in the Chemical Laboratory of Zurich. "I read every word of it, advertisements and all," she writes. These are pleasant words to read.

Cards are out for the marriage, on the 27th inst., of Miss Evelyn Westlake to Mr. Samuel G. Wilmer, of Baltimore. Many good wishes will be wafted from the old Normal to the fair bride.

Mr. E. J. Stanton, who spent '87 and '88 with us as a pupil, subsequently took a business college course and holds now a responsible clerkship in the Philadelphia Post Office.

N. C. Fetter, '72, pastor of the Baptist Church at New Britain, Bucks Co., Pa., has recently accepted a call to the pastorate of a Baptist Church at Spokane, Washington.

Heber McHugh, '80, sent us a pleasant letter and photographs of his two little girls, Katharine and Ruth, recently. We gladly and gratefully received them. Mr. McHugh's address is Farrington, Foster Co., N. Dakota. His position is that of District Attorney.

Mrs. M. Amanda Humphrey, '85, who has been teaching in Lancaster Co. since her graduation, has recently obtained a position in the schools of Greely, Kansas.

On the 26th of November, 1865—Thanksgiving day—four young ladies—Mary S. Miller, Fannie Calhoun, Hannah Thompson, and Nannie J. Alexander—who were attending school here, agreed each to write to the other three on the 26th of November in each year. For twenty-four years this promise has been faithfully kept. All except Miss Calhoun—now Mrs. Silas Wright, Newport, Pa.—graduated in 1866. Miss Alexander became Mrs. Twitmire, of Bellefonte, Pa., and her oldest daughter has been attending the Normal for some time.

Some of the folks at the Normal had the pleasure of tasting oranges from Mr. Westlake's grove in Florida, this week. Mr. W. seems to be as successful in raising oranges as he was in teaching literature and rhetoric.

E. Ella Mauger is teaching in a private family near Philadelphia. Though she has never fully recovered her health, she fills her responsible position with ability and greatly enjoys her work. Like all true teachers, she finds time to study. She says, "THE NORMAL JOURNAL is received and read with deep interest."

Mrs. Cora E. Campbell Gyger, '76, says, "THE NORMAL JOURNAL is as welcome as a sunbeam."

Mr. W. F. Porter, '81, is bringing the White Haven schools up to a high standard of excellence. Good work is done in all departments, especially in the useful art of sewing.

H. K. Hoy, '71, is a prominent physician in Bellefonte.

THE LITERARY SOCIETIES.

The Normal Society.

[The usual account of the proceedings of the Normal Literary Society is omitted, for the purpose of making room for the following interesting report of the anniversary exercises, published in the Lancaster *New Era* of January 31.]

Normal Anniversary is one of the red letter days in the calendar of the Millersville Normal School. Besides the entertainment of the evening, the students enjoy a half holiday in the afternoon and have the pleasure of welcoming many of their friends who come to enjoy the anniversary with them. Friday evening the exercises of the thirty-third anniversary of the Normal Literary Society drew such an audience that the large chapel could not contain them, though every foot of space was filled. The rostrum was a scene of beauty. Graceful palms and tropical plants, the beautiful banner of the society, a handsome new piano lamp, a lovely floral design representing the badge of the society, flowers, and prominent among these upon an easel, a handsome crayon portrait of Dr. Brooks, the founder of the society, formed the decorations. The anniversary officers were Prof. M. G. Brumbaugh, of Huntingdon, President; Miss Carrie M. Custer, Adamstown, Secretary; with Dr. G. W. Hull, John L. Schroy, J. L. Campbell, Kathryn S. Hostetter and Ethel Brown as Committee on Arrangements.

The President, in a short but happy speech, welcomed the audience and opened the exercises. Next came two selections, "The Moorland Ride," by Hering, and "In Young May," by Abt, by a ladies' trio, consisting of Misses Emory, Twitmire and Hostetter. The audience showed their appreciation by continued applause, and the ladies gave "The Daisy," by Curschman.

The Actual and the Ideal.

Miss Anna V. Potts, of Philadelphia, then read an essay on "The Actual and the Ideal." The essay was full of good and suggestive thoughts very well expressed. A few of the many good thoughts may perhaps give an idea of the manner in which the essayist handled the subject: Many of the mistakes of life are made by separating things that should be forever united. If we would have truth, we must welcome both the actual and the ideal. Cut the tie that binds them, and we have mere parts which if united give a rounded whole. This is true in every station, in every pursuit in life. The internal grace and beauty in the artist's mind idealizes the actual he portrays. Science has her ideals which beckon upward and onward. As she tries and proves them she finds the truth. And so with the business man, the laborer, the mechanic, the teacher, the mother. All must attend to the details of the actual and enrich it with the ideal glowing in mind and heart.

Idealism has made the world what it is. We must have an ideal republic before we can have a real one. Our fathers mingled the ideal and the real. Their aim was high and they accomplished much. We can do much by setting our ideal still higher and working up to it. Just as fast as the actual absorbs the ideal does the ideal rise and expand.

The essay was followed by a quartette for four violins from Dorn, by Messrs. Thorbahn and Royer and Misses Fahnestock and Peoples, the last three being Prof. Thorbahn's pupils. This was a very attractive number of the programme and was encored.

Prof. Geo. B. Hynson, of Philadelphia, next gave a recitation, "Fra Giacamo," by Robert Buchanan, simple in manner, and true and strong in expression. His rendition of the poem was followed by an enthusiastic recall, to which he responded by giving "In the Usual Way."

Miss Fannie Twitmire, the Normal Society's favorite vocalist, sang in delightful style Arditi's "Daisy Song."

Mr. Claude G. Whetstone, editor of *The Miner's Journal*, of Pottsville, was to deliver the Normal Oration, but was prevented by sickness. When a student at school Mr. Whetstone won quite a name as an orator, and was noted for the fire and fervor of his speeches.

Prof. Carl Thorbahn played a clarinet solo—5th Air Varie, F. Beer. His fine execution and clear tone are well known to the people of Lancaster and highly appreciated at the Normal School.

President's Reed's Address.

Great things were expected of the honorary orator, Dr. George E. Reed, President of Dickinson College, of Carlisle, and the expectations were not disappointed. His oration was entertaining, impressive and inspiring. His fine presence adds much to the impression made by his words.

His subject was "Qualities that Win," and from this subject much sound wisdom and sober sense were evolved, illumined by flashes and sparkles of wit and humor, that kept his audience pleased and interested all the time, and made them sorry when he stopped. A few thoughts are appended.

Never did the human mind have a grander survey than at present, never were there better chances for winning a place in life than at present. There is room in the world to-day for every man who is a competent man. And the same is true of woman, thank God!

Positions are to be won. I say it earnestly and emphatically, *won*. And among the first requisites to success is a good physical basis—a good strong body for the habitation of a good strong soul.

The second quality is concentration. Many men fail because they try to do too many things.

Next, exercise persistency, dogged determination. This was a prominent characteristic of that great man—Grant.

Hold on to your youthful enthusiasms. Let your heart power have expression as well as your intellectual culture. Don't be afraid of getting excited over things worth getting excited about. The fanatic is excited over a little matter, the enthusiast over a great one. There never has been a movement that has swept the world with power that had not back of it some mighty enthusiasm for God and man.

A song, "Angel's Serenade," from Braga, was sung by Miss H. May Emory, with violin obligata by Prof Thorbahn. Miss Emory's voice is beautiful and her expression very good, and the solo was rendered still more attractive by the fine tones of the violin. For an encore Miss Emory gave a charming little ballad, "Cause I'd Nothing Else to Do," which was received with delight.

Prof. Hynson came next on the programme and gave "Mark Twain and the Interviewer." It is a very funny selection and was very well given. The audience enjoyed it thoroughly, and Prof. Hynson received a hearty encore, in response to which he gave "The Gobble-uns," by J. W. Riley.

This was followed by a pretty ladies' chorus, "Invitation to the Dance," and adjournment. And thus ended one of the most successful anniversaries in the history of the School.

The Page Society.

BY ANNA LYLE.

That which the great writer of history says of nations may be equally true of literary organizations: "Happy are those which have no history."

There is little, perhaps, of the nature of events to record of the Page in this month's JOURNAL.

The Society seems to be entirely devoid of factions, for which reason its tranquillity has been undisturbed during the present session. Members seem to realize keenly the benefit to be derived by participation in its exercises, and a united effort to make the meetings good, appears to be their object.

On Feb. 1, the exercises were of a specially interesting character. The printed programme announced "An Evening with Ireland." All the exercises, therefore, pertained to that country and that people whose history abounds in pages made dismal by annals of injustice, oppression and crime. The programme for the evening was as follows:

1. MUSIC, ... CHORUS
   PAGE GLEE CLUB.
2. REFERRED QUESTION—Why do we celebrate St. Patrick's Day?....MISS HARRIS.
3. MUSIC ..... QUARTET
   MISSES SPRAGUE AND MORRIS,
   MESSRS. BAILEY AND GREBINGER.
4. ORATION—Robert Emmett's Last Speech,
   MR. MANN.
5. MUSIC—Believe Me, if All those Endearing Young Charms .... *Moore*
   MISS GRACE WYLIE.
6. REGULAR DEBATE—Resolved, That Home Rule Should be Established in Ireland.—*Affirmative*, MISS NEEL, MR. GOCHENOUR. *Negative*, MISS ALBERTA GAMBER, MR. TIFFANY.
7. MUSIC—Katleen Mavourneen, . MISS EMORY.
8. EULOGY—Daniel O'Connell,
   Mr. H. F. ESHLEMAN.
9. MUSIC—The Two Roses,..THE SONS OF ERIN.
10. RECITATION, ... *Connor*
    GERTRUDE BROSIUS.
11. MUSIC .....PIANO SOLO
    MISS M. MAE BYERLY.
12.. Reading of the Page Weekly,
    MR. GABLE.
13. MUSIC.....IRISH SONG
    MR. BAILEY.
14. CRITIC'S REMARKS,..... MR. KEYLOR.
15. MUSIC, ... PAGE GLEE CLUB.
16. ADJOURNMENT.

We cannot as yet announce the names of all who will appear on the programme at the May anniversary. The following, however, we take pleasure in giving to our readers:

J. A. M. Passmore, Esq., Philadelphia, '60, will be President; Miss Josephine Engle, Chester, a student of 1883–4, Secretary; Prof. T. A. Snyder, '77, Superintendent of Schools, Carbon Co., will be Page Orator; and Miss Jessie Dalrymple, Philadelphia, reciter.

We hope to have a meeting that will do honor to the Society, one that will meet its hearty approval; and we think the names we have given above furnish the fullest assurance of this.

OBITUARY.

Christian B. Herr, Esq.

BY ANDREW M. FRANTZ, ESQ.

[Secretary of the Board of Trustees.]

In the death of C. B. Herr, for many years a member of the Board of Trustees of the Millersville Normal School, we are forcibly reminded of the saying that "In the midst of life we are in death." His death occurred in Lancaster on February 11th, and was almost instantaneous—no sickness, no disease to remind him that the messenger was at hand. Though the summons was unexpected and without warning, he was nevertheless found ready. It is seldom that a person is so calm, so composed and peaceful, in all his relations in life, so utterly unobtrusive as was the deceased. Having known him intimately for more than a quarter of a century, I never saw him manifest anything but a spirit of kindness and brotherly love and affection towards every one he met. His inner life was deeply religious. The manifestation of his love for all his fellow men—habitually calling every one brother—was love springing from his soul and reaching out for the company of other loving souls.

His mind was dwelling almost constantly upon the things of the spirit; and the attainments in his spiritual life were acquired, in a great measure, by a constant reading and study of those beautiful passages in the book of Psalms, Job and Proverbs, written by inspired men of old. So devoted was his study of these inspired authors, that he could repeat, word for word, whole chapters, and would do so when a suitable opportunity offered itself. When engaged in this edifying work his countenance glowed with the radiant beams of heavenly light. To such a one death could be no surprise. He was ever ready, and in a moment, in the twinkling of an eye, he left us, to join the heavenly host above. There in the full expansion of that holy nature, his joys and pleasures must now be unspeakably great. He is gone away from us; we will meet him no more on earth; but if we will listen to his friendly admonitions, given freely and without fear, we shall meet him again in the hereafter.

The Normal, by his death, has lost one of its first and constant friends. Whenever a question of importance to the growth and development of the Normal arose, he was always found on the right side. Having been present at the meeting of the Board of Trustees for January, 1890, he favored the project for constructing a gymnasium and also for affording additional library facilities by erecting a separate library building. He was permitted to dwell in God's lesser glory here on earth, beyond the allotted term, being in his eighty-first year when he died. It may be said that he faithfully performed his full share of earthly labor and at a ripe age—full of years and good works—departed to receive his reward.

T. A. Neupert.

Mr. T. A. Neupert, who was with us as a student during the years '86 and '87, died at the Tressler Orphan's Home, Saturday, January 4th, 1890. Mr. Neupert was in the employ of the Adams Express Co. at Millway, and afterwards became a teacher in the Orphan's Home.

The following is taken from the *Lutheran Observer:*

"As a teacher his whole heart was in his work, and he labored earnestly and successfully for the good of the children. His life, though short, was full of acts which will have an influence for good upon those with whom he labored, and was associated."

THE JOURNAL regrets most deeply the death of one who was at one time a faithful student of our School, and sends heartfelt sympathy to Mr. Neupert's friends in their bereavement.

CONTRIBUTIONS.

Biographical Sketch of James P. Wickersham, LL.D.

BY A. R. BYERLY,

[Professor of Latin and Greek.]

In 1855 James P. Wickersham opened a three months' Summer School for Teachers at Millersville, to which, as superintendent of schools in Lancaster County, he gave his time and labor gratuitously. He had come from Chester County, at the age of twenty, with an experience of four years' teaching in the common schools of that, his native county, to Marietta, where from 1845 to 1854 he had charge of the Marietta Academy, a school for both sexes, meeting with eminent success, both in its business management and its educational work, the older people of Marietta still pointing with pride to the old Academy building where Wickersham taught. We learn by articles in public journals and by reports of discussions in educational meetings, that during these years he felt a deep interest in school matters generally, and took a prominent part in all the efforts of the times to advance the cause of education in the county and the State.

The work of the school year of 1854–5, the first year in his office of first superintendent of schools in Lancaster County, must have been prodigious, the work of originating plans of examinations and forms and grades of certificates, of examining teachers, of visiting schools, of holding evening meetings and discussing the various phases of the then odious school law, encouraging those who favored and winning over the perhaps much greater number of those who opposed the execution of the law. The result was a demand among directors for a better class of teachers, and among teachers for better facilities to qualify themselves for their work, and on the part of the Superintendent a purpose to meet this demand. Hence, as an outgrowth of this hard year's work sprang the school at Millersville for the training of teachers. At the close of a second year's work in the Superintendency, he resigned that office and assumed the Principalship of the School.

The school was a success from the very start. By reason of his fostering care and admirable management as principal, his own able work as a teacher of the branches and especially as a lecturer on pedagogics, then a comparatively new department of instruction requiring to be worked up from its very alphabet almost, and by reason of the zealous and earnest work of the able corps of teachers he was able as well as judicious enough to call to his assistance, the school soon gained a wide notoriety, and men and women came flocking from all parts of the State to Millersville, seeking to avail themselves of the opportunity here afforded of preparing themselves for the special work of their profession.

The success of the school in its work as a County Normal School, together with Wickersham's able advocacy of the scheme, contributed largely to the passage of the State Normal School law, a law which through frequent conferences with the State Superintendent and with educational committees of the Legislature, he did more to give final shape to and to secure the passage of, than perhaps any other man in the State. A glad, proud day it was to him and the friends of the School, when on December 2, 1859, after a two days' visit of an eminent body of inspectors appointed under the Law by State Superintendent Hickok, the School was recommended by them to be forthwith recognized as a State Normal School, the first in the State—all the gladder and prouder because the buildings and appointments of the School and the facilities for instruction had been secured and paid for without any pecuniary aid from the State.

Wickersham continued Principal of the School until the close of the school year 1865–66. During those years he put into it his best thought and his mightiest energy. By his work at institutes in all parts of the State, by the prominent part he took in the organization and work of teachers' associations, State and National, by able papers read before these associations, and by serving as their president, by his able and valuable works on pedagogics, "School Economy," and "Methods of Instruction," which were the outgrowth of his lectures on teaching in the School, as well as by the good work done by himself in managing, teaching, and professional training, by the model school department which he devised and efficiently organized, he had given the School a reputation that reached far beyond the bounds of Pennsylvania, having made it in fact and in truth a Normal School of the highest grade.

Leaving the School in able hands to continue its career of usefulness and progress, by appointment of Gov. Curtin, as State Superintendent, he took hold of the school system of the State and for more than fifteen years made himself felt in the better organization of the work of the Department, in perfecting all the machinery of public instruction, in advancing the interest and enhancing the efficiency of Common Schools, High Schools, Normal Schools, Soldiers' Orphan Schools, and even of Academies and Colleges, in infusing into teachers and school officers everywhere by lectures and talks at institutes and other educational meetings much of his own enthusiasm and indefatigable zeal. It was an era of growth, of pruning, nurturing, directing, maturing and of abundant fruitage. He put the State fairly in the forefront in the ranks of educational training schools of our country and the world.

In 1881 he gave over into the hands of his able and illustrious but now deeply lamented successor a noble work, mighty in its far reaching influences, but smooth and easy in all the nice adjustments of its perfected machinery. A short term as Minister to Denmark ended his public career. He now lives in Lancaster City,

active in many local enterprises, a Director of Common Schools, a Trustee of Franklin and Marshall College, a Grand Army Man, greatly loved by the veterans for his warm-hearted friendship. In his retirement he has made a valuable contribution to the Historical literature of our State in his work entitled "History of Education of Pennsylvania."

As warm-hearted, whole-souled and genial as in days of yore, at the age of 67, we sometimes find him reckoning himself yet one of the young men, at other times admitting that he is growing old, but growing old—to use his own word—"gracefully."

An Active Volcano.

BY ALBERT E. MALTBY.

[Superintendent of the Model School.]

Some teachers may be interested in learning exactly how to place before the children a very concrete illustration of volcanic action. To all such the following general directions are given:

Procure from your druggist half an ounce of pulverized chlorate of potash and a small quantity of sulphuric acid. Mix thoroughly with the chlorate of potash an equal quantity of white sugar.

Heap up a cone of dampened sand, and then scoop out from the top a part of the sand, making a round cavity. Put a piece of paper into this, and place the mixture upon it. Now thrust a lead pencil through a round piece of paper, and press the paper down over the mixture of chlorate and sugar. Pack the moist sand around the pencil and over the last paper until the cone is restored. Move the pencil round and round in the hole, and finally draw it out, leaving an opening down to the mixture. Take up a drop or two of sulphuric acid upon a little stick or straw and let the drops fall into the hole; an eruption accompanied by fire and smoke takes place very soon. *Do not look into the crater!* You may, if necessary, put in another drop of acid.

The Fishing Eagle.

BY H. JUSTIN RODDY.

[Professor of Geography.]

The large Fishing Eagle, *Paudion haliaetus*, which attracts so much attention in the Principal's office, is nearly cosmopolitan in its distribution. But only isolated individuals or pairs are observed along our inland waters and lakes. Few birds are better known on our coasts than this industrious fisherman. This is perhaps because he is so often the purveyor perforce of the white-headed eagle, and also the subject among coast-sailors of some curious superstitions.

Very few individuals are summer residents here, and the one occupying "the place of honor" on the book-case in the Principal's office is one of the largest of its species. It was shot on the Conestoga only a half mile from the school-buildings and was one of a pair that came every summer for the last few years. The pair evidently were breeding in the vicinity somewhere, for the condition of plumage as well as the time and manner of fishing seemed to indicate it.

One afternoon while out for a study of avian life, I observed this bird fishing at the bend of the Conestoga. After a few unsuccessful attempts, it succeeded in securing a very large fish which was carried to a dead tree on the top of the adjoining hill. I floated down the stream slowly and when directly opposite the bird, landed and crept, or perhaps crawled would be better, on hands and feet to within about twenty-five yards of the bird. It was so intent upon the enjoyment of its meal that my stealthy approach was not observed. Knowing when at this distance that I could get no closer without attracting the attention of the bird, and fearing to rise from my recumbent position, I risked a shot. The bird dropped the fish and sailed off apparently unhurt, but it was mortally wounded, and true to its proclivities sought the water to die. It was shot through the brain in such a manner that it had not lost control of voluntary motion. The distance from the tree to the water was fully two hundred yards.

It measured about six feet from tip to tip, and showed its capability of powerful flight by the large masses of muscle on the breast and on each three feet of wing.

NORMAL NOTE-BOOK.

[Items for this column should be given to Miss Gilbert.]

The new class in algebra, formed after the holidays, is in charge of Mr. John L. Schroy, '87, a scientific student. There are now five algebra classes in the school.

Mr Chas. H. Yardley, 89, is in charge of the beginning class in Latin formed recently.

Dr. Maltby has attended county institutes in Centre, Bedford and Butler counties since the last issue of THE JOURNAL, and local institutes at Christiana, Marietta, New Providence, and Spring Grove. That he has stirred up an interest in lessons in color is shown by the numerous letters of inquiry he receives.

Miss Landes acted as school master at a recent spelling bee in Lancaster. The spellers and the audience expressed their pleasure in having a teacher who pronounced correctly and could be heard.

Prof. Bitner took the Senior class to visit the observatory at Franklin and Marshall College on the evening of the 6th. They had a good time.

The Senior class in manual training is doing useful work in making flower presses for their botany work next summer.

Miss Landes has some interesting classes in reading. The Juniors have been studying lately the expression of the sublime. The B Intermediates deserve praise for their excellent platform work.

The Seniors are making pretty relief-maps of the continents as part of their work in Methods. The Juniors will also be required to make maps.

There are ninety-nine students in the model school. This gives our Seniors a fine field of labor. Each student-teacher on giving up a class prepares a chart, showing specimens of the work done during the time he held the class.

Mr. Mann's reading class in the third grade is using the Nature Series of text-books. There's beautiful work done in that class.

Miss Grove's class is investigating the nature of seeds, preparatory to the study of botany. The eager little folks were crowding around a test-tube to-day, making the iodine test for starch in the pea. An old alchemist could scarcely have been more pleased had he found the elixir of life than those children were when that "cooked pea-water" turned blue.

H. Frank Eshleman has number work in the second grade and is getting good results.

The Y. W. C. T. U. had a Demorest elocutionary contest on the evening of February 21st. The contestants were Misses Brosnahan, Kauffman, McNeal, Monies, Sprague, and Tripple, and Messrs. Hoff and Tiffany. The judges of this contest were the Rev. J. W. Meminger, Miss Jennie Potts, and Mr. Elmer H. Frantz. They awarded the prize—a silver medal—to Miss Tripple.

A liberal collection was taken up at the Normal for the Higbee Memorial Fund.

Our Christmas vacation was long enough this term to allow nearly all to go home. Only ten students remained, and they reported a good time and the best of Christmas fare.

"Aunt Lizzie" received sixty-two letters on Dec. 17th from her Normal nieces. It is an open secret that there was a special meaning in that number of letters on that particular date. May she live to see a hundred birthdays.

Of course the Normal had the grip. The Principal sneezed first and soon there were a hundred echoes along the halls. Not more than fifty were sick at one time and all the cases were comparatively light. Few of the teachers were incapacitated from work and a majority of the students escaped. Over thirty dinners were ordered to be sent up one day. Probably a hundred in all were affected.

The Lancaster *New Era*, in speaking of the State Superintendency, had this to say of the Principal:

"The *Miners' Journal* grasped the situation in the true metropolitan spirit when it suggested Dr. E. O. Lyte, Principal of the State Normal School, at Millersville, as one well qualified to fill the position with credit to himself and satisfaction to the school men of the State, among whom he is well known as a thorough and accomplished educator and a man of untiring energy, who has his whole heart in the work to which he has devoted his life. Governor Beaver would make no mistake in tendering the position to him. He is a man who would grow with his work in the larger field to which he would thus be transferred. The most serious objection that could be urged against the appointment of Dr. Lyte is that he could not well be spared from the responsible position he now so creditably fills in the leading Normal institution of the State, and he might be loth to give up that congenial work."

A large number of visitors attended the Normal Anniversary. Many old graduates and friends remained over night, and several staid until Monday. John A. Sullivan, Esq., Pottsville, a student of nineteen years ago, was among the number. Mrs. Emma Hendel Spang, of Reading, revisited the scenes where she spent four years of her girlhood. County Supt. McNeal, of Dauphin Co., took advantage of the occasion to see his Alma Mater, his old Society, and his daughter. Mrs. Dungan, who as Miss Steacy, taught geography here some years ago, came over from Marietta, where her husband is minister of the M. E. Church. Among the graduates of recent years were Misses Edith Knight, Mary Garber, Mary Bowman, Sarah Waples, Lizzie Wise, Mr. Herr and Mr. Floto.

"English as She is Writ" in Normal Examinations—"A number of men were founded together. They were called the Transcendental Club."—*Literature Ex.*

Senior Methods—Question (not written legibly). What are the primary tools? Miss C., whose zeal, haste, and ingenuity outrun her eyesight and discretion, devises an ingenious reply about primary *fools*, "whose abstract and deductive methods arrest child-growth, etc."

Our School is larger this winter than it has been during any winter session since 1878.

MILLERSVILLE

STATE NORMAL SCHOOL,

MILLERSVILLE, Lancaster Co., Pa.

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 1889, the value of the property belonging to the Millersville State Normal School is over a quarter of a million of dollars—in exact figures, $257,262.00.

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.

Refurnishing the class-rooms with cherry and maple furniture of the most approved kind.

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.*

E. ORAM LYTE, PRINCIPAL,
Millersville, Lancaster Co., Pa.

The · Normal · Educational · Series · of · Text · Books.

Brooks's Shorter Course in Arithmetic.

Especially adapted to the new methods of instruction. It combines Mental and Written Exercises, and is a complete series in two books.

Teachers Delighted. Scholars Pleased. Parents and School Boards Satisfied.

Brooks's Normal Union Arithmetic. *Part 1.*

This book begins with oral exercises and object lessons. Every new topic opens with Mental and Written Exercises which are combined on every page and have a close relation to each other. Addition and Subtraction are taught each step together, as reverse processes, and Multiplication and Division are taken together in the same way.

The introduction of Fractions is easy and natural and the exercises are of such a character as to attract the child and impart the information needed. The book is plain and practical, and is not overloaded with such fanciful novelties as waste time and weary pupils and teachers.

Brooks's Normal Union Arithmetic Complete.

This is a Common School Arithmetic combining Mental and Written Exercises in one book. This combination gives the book its name, "The Union Arithmetic." This union will be found not a mere nominal one, but a reality.

The treatment is both Inductive and Deductive, embracing Analysis and Synthesis. The arrangement of the work is strictly logical, and at the same time practical, being adapted to the natural growth and development of the pupil. The Educational maxims—"From the easy to the difficult," "From the simple to the complex," "From the known to the unknown," are carefully observed throughout the entire work. The solutions and demonstrations are so simple and clear, that they can be understood by very young, and even dull pupils, yet they are expressed in concise form. The reading and writing of dollars and cents are taught in numeration and notation. This permits practical problems to be given early in theapplication of the primary rules.

The book is eminently practical, this being one of its most prominent features. The applications of the science are not the theories of the scholar as to what business may be, but represent the actual business of the day. In the study of the work the pupil obtains a thorough course in Arithmetical Analysis while he is becoming familiar with the art of computation, and the application of the art to business.

This book is also divided and bound in two parts, numbered 2 and 3, so that the work can be used at the same time by two pupils, or by two classes, or in different grades in school.

Brooks's Normal Algebra.

Recently enlarged to prepare pupils for admission to the highest universities.

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New theorems have lately been added and the book enlarged.

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Intended for schools where Mental Arithmetic is made a separate study.

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A short treatise for pupils whose time and needs are limited.

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Single and Double Entry. This excellent work, which is neither too large or too small for general use in Common Schools and Academies, is used in the State Normal Schools of Pennsylvania with the best results. It is especially adapted to impart a clear understanding of the principles of Book-keeping and accounts, so that ladies, to whom this knowledge is often so important, may easily comprehend them.

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