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.

AUGUST, 1890.

COMMENCEMENT NUMBER

The Past School Year.

In numbers, in loyalty to the best interests of the School, in progress in the various branches of study, and in true pedagogical work, the record for the year that closed on July 3d is among the first in the history of this great Institution. Nearly 400 students were in attendance during the winter session, and over 650 in the summer session. Large as these numbers are, they probably could have been made larger if the object of the School had not been kept constantly in view—that of fitting persons scholastically and professionally for the profession of teaching. And these numbers do not serve as a measure for the thorough work done in the class-rooms, nor the inspiration and teaching power imparted to the hundreds of earnest, faithful, enthusiastic students who, as teachers, will become centres of influence for good throughout the country.

The outlook for the coming year is very flattering. Large numbers of rooms have been engaged for the winter session, and a great many applications have been made for rooms for the summer session. It will be the sole aim of the management of the School to make it worthy of the esteem in which it is held by the educational public, and to keep it in the forefront as a school for the scholastic and professional preparation of teachers. In the future, as in the past, the "Old Normal" will be an exponent of *rational methods of teaching*.

The Principal has received from school boards and superintendents more than twice as many applications for teachers from this year's graduating class as there are members in the class. A gratifying sign.

Will our friends kindly send us the names and addresses of any of their acquaintances who think of attending a Normal School?

A copy of the catalogue of the School for 1889–'90 has been sent to each member of the Alumni Association.

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

More Improvements.

Nearly $25,000.00 will be spent in new buildings and improvements during the present vacation. The stone-work for the gymnasium is rising above the ground; the steam boiler-house, with its ninety-foot chimney, is well under way; all the buildings are looking new and beautiful under the deft hand of the painter; all the rooms in the ladies' and gentlemen's buildings will be painted; the rooms in the gentlemen's building and all the halls in both buildings will be papered; and other improvements will be made to add to the comfort of those who attend the School. Our buildings have always been considered the most convenient of the kind in the State, as well as the largest: they will now be beautiful, also.

These improvements show that the Trustees spare neither expense nor pains to make the the School a comfortable and pleasant *home* for all who live within its walls.

The readers of THE JOURNAL have learned of the death of William J. Byerly, son of Dr. A. R. Byerly. He was accidentally drowned in the Susquehanna river, on Saturday afternoon, July 12. All the members of the Alumni and other friends of Dr. Byerly deeply sympathize with him and his family in their great bereavement. "Willie" was a bright boy, just entering manhood, with the promise of a bright future. His loss is most keenly felt.

Dr. Albert E. Maltby, who served the School so efficiently during the past year as Superintendent of the Model School, has been elected Principal of the Slippery Rock State Normal School. Dr. Maltby is a gentleman of high character and superior scholarship. We wish him abundant success in his new field of labor.

Prof. F. E. Sanford has resigned the professorship of Literature in this Institution to take charge of the schools of La Grange, Ill. The "Old Normal" is sorry to lose Prof. Sanford. A Christian gentleman, an able scholar, and an excellent teacher, he will win success in the West.

Prof. Marcus White will be Prof. Sanford's successor. Prof. White is a graduate of a Massachusetts Normal School, and of Wesleyan University, Conn. He was at the head of his class in both institutions. He has made a specialty of literature and composition, and has been eminently successful as a teacher.

Prof. J. L. Rhoads will enter a western college this fall as teacher of penmanship. Mr. Rhoads's character as a man and his work as a teacher in his department and as leader of the "Christian Endeavor" Society, won for him a large circle of friends in the School and village.

Mrs. Westlake will return to Florida this fall, but we are not without the hope that the School will again have the benefit of her valuable services in the near future.

Miss Carrie E. Myers will take a year's vacation, to attend Col. Parker's school.

Miss Lavinia J. Coates, a graduate in the scientific course, and a former teacher in the School, will return to Millersville this fall.

The department of drawing will be in charge of Miss Jane L. Graves, of Vermont. Miss Graves is specially prepared in the newer lines of work in this important branch.

To the students who will enter school this fall: Come on Monday, September 1, if possible. Classes will have their first recitations on Tuesday, September 2.

Persons desiring to apply for rooms for the winter session should write at once to the Principal. The session will begin September 1st.

COMMENCEMENT WEEK.

Baccalaureate Sermon.

[From the Lancaster *Examiner* of June 30.]

A very thoughtful and interesting sermon was preached Sunday, in the Normal chapel, by Dr. A. R. Byerly, before the graduating class. The following is a brief extract:

"Thou, therefore, endure hardness as a good soldier of Christ," 2 Tim. 2:3. Paul the great apostle to the Gentiles found, on visiting Lystra a second time, a young man who among others had been converted during his first visit, one who was highly esteemed for excellence of character by the church at Lystra and Iconium.

This young man had already received an excellent education. His name was Timothius. Paul at once took him under his own instruction, received him into his company of laborers in the cause of Christ. To become fellow-laborer was to become also a fellow-sufferer. After a long period of tutelage, under his noble, learned teacher, he was established in the bishopric of Ephesus. To him thus graduated from the school of practical theology, Paul addresses this second letter as a sort of baccalaureate. It is in this letter that he directs Timothy to endure hardness as a good soldier of Christ. These words can, with propriety, be said to apply to every young man and woman, more especially to those who have finished a preliminary course of study and stand in the doorway of public life and are inquiring, "What is there for us to do? What is our work?"

Life is hardship. In the physical world we encounter hardness on all sides. In her operations, nature is not always the most gentle or kind. She can be a hard-hearted, hard-fisted mother and in her sulky, surly moods, strikes hard her destructive blows, caring little for cries and tears, contortions and wailings. Intellectual life is involved in hardship. Every grain of truth seems to be encased in hardness, embedded beneath thick granite strata of difficulty. Would you know God? By no searching of the finite mind can the infinite be found out to perfection.

What are we to do then if hardness walls us in closely all around? Perhaps it would be best not to stir at all! Ease, there is no ease. This hard world of ours holds out no promises of ease. It is not to be found in the life of single blessedness, nor upon the stream of true love, nor in the sea of matrimony. It is not in any of the avocations of life. As by mere passivity we expose ourselves to the crushing weight of circumstances; so by an effort to escape hardship we get into greater difficulty. To stand still is to be crushed, to run away is to go down an incline plane to irretrievable ruin. To go on is to encounter mountains of apparent impossibilities and of massive troubles.

But when truth and duty call, the best thing to do is to go, and if it is through hardships, to endure them. Duty requires us to seize our work vigorously and to hold on with bulldog tenacity.

Address Before the Literary Societies.

BY J. FREEMAN HENDRICKS.

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

A fine, instructive and enjoyable lecture was delivered last evening, July 1, before the Literary Societies, by J. Freeman Hendricks, Esq., of Doylestown, Pa., member of the class of '76. His subject was "Walks and Talks with Our Girls and Boys."

Among many other valuable things he said: Be sure you are completely equipped for the work of life. In the race of the Olympic games the contestants were obliged to make thorough preparation. In the race of life, great thoroughness in training is indispensable to success. Life is growing more difficult every year. The time to train is before the race begins, and not afterwards. The time to mend a mistake is before it is made.

In the second place, mere living is not success. A successful life consists in making others nobler, better. Life is a failure to him who does not create some new idea or inspire some mind with a nobler aim and a finer purpose. A fool may inherit, but to earn requires a nobler heart. Life is an anvil on which we may forge success, but it must be accomplished by continued effort.

In the third place, if you wish to get on in the world, you must rely on yourself. A young bird may be well fed by the parent bird, but it will never learn to fly unless it puts forth its own efforts. So a youth may be reared by a kind hand, but if successful he must carve out his own destiny.

In the fourth place, to succeed you must concentrate your effort upon some one object. The range of human thought is so wide that no one can cover all. Select one line of thought and leave the many undone.

A fifth element to success is good health. We need men of strong, robust constitutions to endure and conquer. Not men afraid to eat pie and live on stale bread; afraid of a breath of fresh air.

Class Day Exercises.

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

The exercises of the class of '90, that were to have taken place on the campus, were, on account of the rain, held in the chapel yesterday. A chorus entitled "Happy and Light," sung by a portion of the class, opened the exercises of the day. The President of the class, Mr. G. L. Hoff, in a short and neat address, welcomed the audience to the day's festivities. He also spoke of the duty, responsibility and honor connected with the profession of teaching.

An oration having for its subject the class motto, "Perseverance, Integrity, Truth," was delivered by Miss Jennie McCarty, of Lewisburg, Pa. She showed the value of each of these virtues as elements of character and admonished the class not to neglect their cultivation.

The class poem, by Miss Mary Neel, described in verse a talk among flowers. Each member of the class was represented by an appropriate flower and his peculiarities described or hinted at in such a way as to call forth much applause.

Mr. Simon S. Mann delivered the Ivy oration. In an easy and natural manner he showed how well the ivy symbolized friendship, and how the growing plant would in after years recall the fond memories of these school days; and finally point out, by its straight, upward course, the glorious final destiny of all.

Miss Kathryn S. Hostetter, in a very well delivered recitation, described how Grandfather Watts celebrated the Fourth of July. This exercise was very entertaining and the reciter was vigorously applauded.

The class day oration, by Mr. Arthur Lewis, was a well written discourse on "American Morals."

Education is a subject that never grows old; it is immortal and will never be exhausted in the great school of time.

Intellectual progress has a reflex influence upon material prosperity. It brings with it the benefits of invention, new methods and better means for the accomplishment of purposes.

Wealth and intelligence are insignificant when viewed by the side of moral worth. This age requires an education not for the acquiring of wealth, but for the development of the moral faculties.

The individual must be elevated morally and then the highest civilization and enlightenment of the nation becomes possible.

The greatest renown a nation can have is that it contains a people ennobled by virtue and moral excellence.

A very humorous song, entitled "Wake, Juniors, Wake," was sung by Messrs. McCulloch, Mann, Eshleman and Heiges.

The statistician of the class, Mr. Charles McMullen, read a carefully prepared paper pretending to give correct statistics of the class. The manner in which it was read, together with the almost perfect caricatures, and burlesque, made the most enjoyable exercise of the day

The prophetess of the class, Miss Edith Cassavant, foretold the future occupation and success of each. This was another occasion for showing the characteristic bias of the individual minds of the class. They were made to do that for which they have shown an aptitude or the exact contrary.

Mr. Samuel L. Donovan presented each member of the class with a present which was to represent some trait in his character and also serve as a memento of his school days at the Normal.

The class song, composed by Mr. John L. Schroy, and sung by the entire class, concluded the exercises of the forenoon.

THE IVY PLANTED.

After the exercises in the chapel, the committee appointed by the class planted an English ivy at the south side of the ladies' building, near the model school entrance. The ivy was presented to the class by Dr. Lyte. A beautiful stone is set in the wall to mark the place where the ivy is planted. It is of white marble, with an ivy leaf and "'90" in relief on it. The class of '90 may well be proud of this handsome design.

Meetings of the Alumni.

The private meeting of the Alumni Association was held on Wednesday afternoon. Nearly two hundred members of the Association were present, among whom were: Dr. A. N. Raub, '60, President of Delaware College, Newark; W. I. Hibbs, Esq., '80, Pittston, Pa.: Rev. W. H. Hartzler, '78, Lincoln, Pa.; Prof. L. S. Shimmell, '75, Principal of the schools of Huntingdon; Prof. E. W. Weaver, '86, Newport, Ky.; Prof. R. M. McNeal, '70, County Superintendent of Dauphin county; Prof. D. H. Bucher, '66, Middletown, Pa.; Rev. J. Monroe Johnson, '70, Lewistown, Pa.; J. Freeman Hendricks, '76, Doylestown, Pa.; Miss Marianna Gibbons, '70, Bird-in-Hand, Pa.; A. O. Newpher, Esq.,'59, Millersville, Pa.; Rev. I. H. Correll, '71, Missionary to Tokio, Japan; Prof. Jacob Mann, '70, Easton, Pa.; O. F. Hershey, '86, student at Harvard; Dr. J. B. Keylor, '79, Cochranville, Pa.; Dr. S. N. Wiley, '75, Norristown, Pa.; Prof. J. G. Zerby, '85, Huntingdon, Pa., and scores of others representing most of the classes from '59 to '90.

At this meeting there was an exchange of cordial greetings and a free expression of opinions in regard to the progress and influence attained by the *alma mater*.

The interesting history of the class of 1860 was read by Dr. A. N. Raub, President of Newark College, Del.

Miss Marianna Gibbons, of Philadelphia, read the history of the class of 1870, and Prof. W. I. Hibbs, of Pittston, Pa., read that of 1880.

These histories showed the progress made by the members of the several classes to be very commendable and reflected no little honor on the mother institution.

The following resolution was offered by Prof. George W. Weiss, '70, and unanimously adopted:

Resolved, That the action of the contributors of the School in electing A. F. Hostetter, Esq., of the class of '70, a member of the Board of Trustees, meets our heartiest approval. We believe that to have a member of this Association on the Board of Trustees, will bring the Board into still closer relations with the Association and the real needs of the School.

The following resolutions were also unanimously adopted:

Resolved, That the members of the Alumni Association express their gratification at the great prosperity of the School; that we heartily recognize and endorse the vigorous and progressive policy of Dr. Lyte and especially his intelligent and energetic efforts to raise the standard of scholarship and keep the School at the front of the movement for rational and improved methods of teaching, and

Resolved further, That we hereby most cordially pledge our continued support to Dr. Lyte's administration.

It was also resolved to make the meeting of the alumni next year a fitting commemoration of the twenty-fifth year since Dr. Wickersham retired from the principalship of the School, to become State Superintendent of the Schools of the Commonwealth. A resolution that was adopted at the last meeting of the Board of Trustees, approving of the movement and promising the aid of the School in carrying it to completion, was read to the Associations, and a committee was appointed to take charge of the matter. Prof. L. S. Shimmell, '75, Chairman of the Committee appointed to prepare resolutions relative to the death of Mr. A. S. Scheetz, '77, reported the following resolutions, which were adopted by the Association:

WHEREAS, Death has stricken another name from the roll of our Alumni, and removed from us Prof. A. S. Scheetz, of the class of 1877, a young man of fine intellectual endowments, a teacher of successful experience, and a Christian gentleman above reproach, therefore

Resolved, That the Millersville Alumni Association deeply feels the loss of one so young and full of promise.

Resolved, That these resolutions be published in the Quakertown *Free Press*, in the Perkasie *News*, and in THE NORMAL JOURNAL.

The officers elected by the Association for the ensuing year are:

President—Charles H. Harding, '66, Philadelphia.

Vice-President—Elizabeth Lloyd, '66, Easton, Md.

Secretary—Sarah H. Gilbert, '77, Millersville, Pa.

Treasurer—A. R. Byerly, '58, Millersville, Pa.

Executive Committee—G. W. Hull, '74, A. O. Newpher, '59, W. D. Weaver, '68, Annie E. Hartman, '58, Sarah H. Gilbert, '77.

Public Meeting of the Alumni Association.

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

The public alumni meeting was presided over by Prof. R. M. McNeal, Superintendent of Schools, Dauphin County. The exercises were opened by a quartette entitled "O Happy Day," by Misses Emory and Hostetter and Messrs. Overholtzer and Siegel. Supt. McNeal in his salutatory address expressed pleasure in the fact that the Millersville State Normal School was not only the first Normal School in point of time, but that it had shown a steady progress to the present day. Over 800 students have graduated, of whom 350 are now active teachers.

He complimented the Board of Trustees upon their resolve to build a gymnasium this summer and a library and science building in the near future. He expressed the thought that the school was fully abreast with the demands of the time and predicted a glorious future for it. [For a full abstract of Superintendent McNeal's address, see page 5 of this number of THE JOURNAL.]

Miss Monies and Miss Lentz sang a pretty song entitled "Cheerfulness."

Miss Rose Stewart, '80, of Philadelphia, read the essay. Her subject was "And Yet She Moves." She described the progress made during the last fifty years of the world's history.

She laid special stress upon the emancipation of slaves and the elevation of woman's condition. She also showed that the world had only rightly entered upon a number of great reforms; and predicted a more rapid rate of progress in the next fifty years than in the last. The essay showed the broad grasp of a liberal mind, was well written and well read.

After a quartette sung by Misses Emory, Twitmire, Miller and Hostetter, President McNeal introduced Prof. L. S. Shimmell, '75, of Huntingdon, who delivered an oration upon "An Educated Ancestry." He argued that intelligence is the result of an educated ancestry and instanced New England as an illustration. All would prefer to be born of a sage than of a savage because of the general law that everything produces after its own kind. Every man has a right to an educated ancestry because of personal advantage, his association with his fellows and because of heredity. The address was an interesting one.

The Exercises of Thursday.

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

The 36th annual commencement was held today. The first session began at 9:30 o'clock, and the second at 2 o'clock. Following was the programme of exercises, the speakers being the first two in each group:

Morning Session—9:30 o'clock.

Prayer.
Music—Chorus—"Sigh No More" (Stevens), Glee Club.
Salutatory Oration—"The Reign of Mars," Miss Margaret Brosnahan.
Music—Duet—"The Gypsies" (Brahms), Miss Monies, Miss Lentz.
Oration—"The Moral Element in Education," Mr. D. S. Hankins.
Oration—"The Leaf," Miss Mary C. Hartman.
Oration—"American Humor," Miss Edith L. Cassavant.
Oration—"Aristocracy in a Republic," Mr. E J. Bernhardt.
Oration—"Instruments of Power," Mr. Ezra Bryner.
Oration—"The Power of Ideals," Mr. Jacob Cressman.
Music—Trio, "Rest Thee on Thy Mossy Pillow" (Smart), Miss Monies, Miss Lentz, Miss Miller.
Oration—"A New Power in Germany," Mr. F. T. Weiler.
Oration—"Hidden Sunlight," Miss Amy Leech.
Oration—"Florence Nightingale," Miss Rebecca R. Crumley.
Oration—"Progress of the Nineteenth Century," Mr. H. M. Dickinson.
Oration—"Fall in with the Tide of Civilization," Mr. S. L. Donovan.
Oration—"The Book of Nature," Mr. W. H. Flickinger.
Music—Chorus—"Annie Laurie" (Buck), Glee Club.
Oration—"Step by Step," Mr. J. S. Gochenour,
Oration—"A Prophecy for Russia," Miss Blanche L. McNeal.
Oration—"On the Threshold," Miss Lillian May Gamber.
Oration—"Historic Women," Miss Ella M. Grove.
Oration—"The Worth of Liberty," Mr. S. F. Gable.
Oration—"The Future of America," Mr. B. F. Heiges.
Oration—"The Purpose of Life," Mr. George L. Hoff.
Music—Piano Solo—"Waltz" (Moszkowski), Miss Frantz.
Oration—"The Future of Africa," Miss Elma Snyder.
Scientific Oration—"Glimpses of Science," Mr. John L. Shroy.
Oration—"The New Republic," Miss Kathryn S. Hostetter.
Oration—"The Aims of Life," Miss Carrie M. Kauffman.
Oration—"The Future of America," Mr. Arthur W. Lewis.
Oration—"The Character of American Statesmen," Mr. Simon S. Mann.
Oration—"Invention an Aid to Civilization," Mr. . W. McClure.
Music—Vocal Solo—"The Daisy" (Arditi), Miss Mayer.

Afternoon Session—2:00 o'clock.

Music—Chorus—"Serenade" (Storch) Glee Club.
Normal Oration—"Our National Grandeur," Mr. S. W. Minnich.
Oration—"Woodman, Spare that Tree," Miss L. Gertrude Kauffman.
Oration—"The Rise and Fall of the Crescent," Miss Jane P. McCarty.
Oration—"Robert Browning," Miss Mary W. Neel.
Oration—"True Scholarship," Mr. Geo. G. McCulloch.
Oration—"Not How Much, but How Well," Mr. Chas. McMullen.
Music—Duett—"Over the Heather," Miss Hostetter, Mr. Overholser.
Oration—"Dr. Higbee," Mr. J. L. Campbell.
Oration—"R. S. V. P.," Miss H. Amy Sprague.
Oration—"Truth in Fiction," Miss Adelaide Pallis.
Oration—"Bismarck," Miss Martha M. Rippel.
Oration—"Living Monuments," Mr. A. W. Mentzer.
Oration—"Personal Influence," Mr. H. V. Sieger.
Music—Vocal Solo—"Swiss Song" (Eckert), Miss Emory.
Oration—"The Physical in Education," Mr. Franklin Harshman.
Recitation—"The Chariot Race," Miss Gertrude C. Brosius.
Oration—"Character," Miss Anna D. Whitcomb.
Oration—"The Huguenot Exiles," Miss Ida E. Wolfe.
Scientific Oration—"Cobwebs," Mr. D. K. Stamy.
Scientific Oration—"The Man of Iron," Mr. Charles Yardley.
Music—Piano Solo—"Waltz" (Wieniawski), Miss Westlake.
Valedictory Oration—"The Relations of Trades and Professions," Mr. H. Franklin Eshleman.
Music—Vocal Solo—"The Star" (Glotza) Miss Twitmire."

The following degrees were conferred:

Bachelor of Sciences.

John L. Shroy, M. E., Charles Yardley, B. E., D. K. Stamy, M. E.

Master of Sciences.

Elmer E. McCurdy, B. S., '88.

Master of Elements.

Jennie R. Brennecke, B. E., '88; Grace Brewster, B. E., '88; Ella G. Burley, B. E., '88; Edwinna Cunningham, B. E., '86; Letitia T. Good, B. E., '81; Bessie Jones, B. E., '87; Edith T. Knight, B. E., '88; Elizabeth Myer, B. E., '87; M. Elizabeth Piper, B. E., '88; L. Virginia Rhodes, B. E., '88; Kate A. Wales, B. E., '87; Elizabeth S. Weeks, B. E., '88; Cora Williams, B. E., '88.

A. K. Dierwechter, B. E., '88; William M. Fausset, B. E., '88; Thaddeus G. Helm, B. E., '88; William Henderson, B. E., '82; A. E. Leaman, B. E., '88; Daniel A. Lehman, B. E., '87; W. V. Lewis, B. E., '83; J. M. Neff, B. E., '87; S. D. Replogle, B. E., '88; S.L. Smith, B. E., '85; W. S. Snyder, B. E., '88; John C. Swartley, B. E., '88; Duane Weville, B. E, '87; J. L. Williams, B. E., '87; Adam C. Yingst, B. E., '88; Jonas Zettlemoyer, B. E., '87.

Bachelor of Elements upon this year's graduating class, as follows:

Gertrude Coates Brosius, Margaret Brosnahan, Edith Louise Cassavant, Rebecca Ralston Crumley, Lillian May Gamber, Ella Mae Grove, Mary Catharine Hartman, Kathryn Stehman Hostetter, Louella Gertrude Kauffman, Carrie Marie Kaufman, Amy Leech, Jane Piatt McCarty, Blanch Laverne McNeal, Mary Winifred Neel, Adelaide Pallis, Martha Matilda Rippel, Elma Myrtle Snyder, Harriet Amy Sprague, Anna Dobson Whitcomb, Ida Elizabeth Wolfe.

Edward Barnhardt, Ezra Bryner, Joseph Leigh Campbell, Jacob Cressman, Howard Marple Dickinson, Samuel Leonard Donovan, Henri Franklin Eshleman, William Henry Flickinger, Solomon Edward Gable, Jacob Scott Gochenour, Benjamin Franklin Heiges, George Lichtenberger Hoff, Franklin Harshman, David Shelley Hankins, Arthur Webster Lewis, Simon Seitz Mann, Simon Wissler Minnich, Alvin Winter Mentzer, Charles McMullen, George Graham McCulloch, Samuel Wilson McClure, Harry Van Sieger, Frank Thomas Weiler.

Dr. Lyte addressed the graduating class on the conditions necessary for the highest success in their life-work. He closed with the following words:

"I need not tell you that we, who as teachers have sought to lead you in your labors here, have become closely attached to you. Meeting you day after day for years we have learned to know you well and to esteem you highly as a class and as individuals. We shall follow your career with feelings of deep interest and with earnest prayers for your future success. And when you succeed, as succeed we believe you will, we shall rejoice with you, we shall be proud of you, as your *alma mater* is proud of many who have gone from beneath her fostering care, and have brought honor and fame to her by winning honor and fame for themselves. And when you return to revisit the scenes of your school life, you will find affectionate hearts to welcome you here, and will always receive a cordial greeting.

"And now it remains for me only to sever your official relations to the school, by bidding you as a class farewell. But while this relation is severed, the ties of friendship that have bound you to us will not be broken as you step over the threshold out into the active world. May God in His infinite mercy keep, sustain and guide you, and may we all meet around the throne of the Most High. Farewell."

The exercises closed with a selection by a quartette, "Good By" (Ganss), Miss Lentz, Miss Emory, Mr. Bailey, Mr. Eshleman.

The school year just closed was the most successful in the history of the institution and reflects credit on the excellent management of the Principal, Dr. E. O. Lyte, and his excellent corps of assistants.

Abstracts of Thursday's Orations.

[From the Lancaster *Morning News* of July 4.]

THE SALUTATORY ORATION.

The salutatory oration, "The Reign of Mars," was given by Miss Margaret Brosnahan, of Branch Dale, Pa. She began with a vivid picture of the splendor of a feast day in ancient Rome to the god of war. The worship of Mars is but the reflection of the Roman character. Conquest by force of arms was the central idea in the Roman policy. Modern nations have inherited many of the Roman virtues, but they have inherited with them the love of conquest and battle. Civilization, however, is leading to better things, and even now arbitration is doing the work of war. The world may never again see a great war. The reign of Mars is near its end. A few fitting words of welcome closed this interesting oration.

MORAL, NATURAL, POLITICAL SUBJECTS.

Mr. D. S. Hankins, of Millersville, next spoke upon an educational subject—"The Moral Element in Education"—in which he emphasized character as the primary purpose of all school work.

Miss Mary C. Hartman, of Lancaster, Pa., pointed out the uses of "The Leaf," not only to the tree but to the climate of the country and also to civilization.

"A New Power in Germany," by Mr. F. T. Weiler, of Pequea, Pa., turned out to be the young German emperor, William II. There is a new spirit in modern German—a democratic spirit. The working classes are trying to lift themselves to the plane of intelligent, prosperous citizens. The nobility as a class is losing power. The new emperor is not only in sympathy with the movement, but actually leads it. In this policy he presents the strongest contrast with his kinsman, the Czar of Russia. This new power seems to be a step toward placing Germany, at some future time, in the increasing list of glorious republics.

HIDDEN SUNLIGHT—STEP BY STEP.

Miss Amy Leech, of Nickel Mines, Pa., took for her subject "Hidden Sunlight." In a pleasing way she traced with her audience a sunbeam through an old plant, down into the earth, where it lay hidden for many ages until it came out in the form of coal or oil to do our work through the steam engine, cheer us by the fireside, or shine in beautiful colors from the wall. So good words and deeds are sunlight which hides only to reappear in blessings to others.

J. S. Gochenour, of Big Mount, Pa., spoke on the subject, "Step by Step." The hill of life must be climbed, like any other hill, step by step. So our present civilization has been attained and so true greatness is always won. This is a most difficult lesson for young people but it is worth learning well.

PROPHECIES FOR RUSSIA AND AFRICA.

Miss Blanche L. McNeal, of Steelton, Pa., gave "A Prophecy for Russia." The bombshell is typical of the present Russian government; it contains the elements of its own certain

destruction. Miss McNeal found in the attitude of foreign governments toward Russia, in the projected railways into Siberia, and in the growing intelligence of the people, the elements that are leading to this end.

"The Future of Africa," by Mrs. Elma Snyder, of Newville, Pa., was a much brighter picture than the last. The rapid settlement of the new world will soon cut it off as an emigration market for Europe. Where then will the tide turn? The discoveries of Stanley and others show that, in spite of some apparent obstacles in climate, etc., Central Africa will undoubtedly be the home of a highly civilized and powerful nation of whites in the near future.

Mr. John L. Shroy, of Strasburg, Pa., represented the scientific graduates in his oration, "Glimpses of Science." [See page 6 for Mr. Shroy's oration.] At the close of this oration the audience was dismissed for dinner.

THE AFTERNOON SESSION.

The first speaker of the afternoon was the Normal Orator, Mr. S. W. Minnich, of Landisville, Pa., who pointed out the sources of "Our National Grandeur." Not in armies like Germany, not in navies nor extent of territory like England, nor in a powerful central government like Russia, but in an educated, patriotic, progressive citizenship and the best form of government the world has ever seen, does our grandeur lie. Miss Gertrude Kauffman, of Huntingdon, Pa., made a plea for our forests in an oration entitled, "Woodman, Spare that Tree." Mr. J. L. Campbell, of Doe Run, Pa., delivered next a most fitting and well appreciated eulogy on our late State Superintendent, the beloved Dr. Highbee. Miss H. Amy Sprague, Everett, Pa., was the next on the programme. Her oration was entitled "R. S. V. P." [Miss Sprague's oration will be found on page 5 of this number of THE JOURNAL.] Mr. Franklin Harshman, Walkersville, Md., spoke on "The Physical in Education," in which he showed the importance of the physical in its relation to the mental and moral nature of man.

RECITATIONS AND VALEDICTORY.

Miss Gertrude C. Brosius, Lancaster, has a reputation as a reciter, and she fully sustained her reputation in her recitation of the Chariot Race. The valedictory oration, "The Relation of Trades and Professions," by H. Franklin Eshleman, Marticville, Pa., was next in order. After doing justice to his subject in very appropriate language, Mr. Eshleman bade farewell to the faculty, juniors and students.

Commencement Chat.

[From the Lancaster *Inquirer* of July 5.]

One's suspicions would not be aroused by the coal-black crest that surmounts his well-shaped head that only two years are wanting to complete Principal Lyte's first half-century of life. His 48th birthday occurred last Sunday, and he celebrated it by occupying the chapel platform while the class of '90 heard the annual sermon of advice. Dr. Lyte's hair is as black as it was ten or more years ago when we more venerable members of the alumni knew him as an expert twister of the leathern sphere, and captain of "the first nine."

Very gently the breezes that were welcomed on Tuesday afternoon blew through the luxuriant whiskers of Eli W. Weaver, the fatherly-looking member of the '86 class, who was the first of the visiting alumni to arrive. Mr. Weaver has clung to "the dark and bloody ground" of Kentucky ever since graduation and is an occasional correspondent of *The Inquirer*. Down there he is "Professor" Weaver.

The democratic tendencies which old acquaintanceship and good fellowship breed are strikingly illustrated at Millersville once a year at least. "Professors" and "Reverends," "Esquires" and "Honorables" are thick in the crowd that gathers there on alumni days, but nobody knows them by such cognomenical handles. For the day they are again Jones or Smith or Brown as of yore, or plain Jack and Joe, Sam and Ben. Mrs. William Henry Morgan and Mrs. Americus H. Taylor are there, but they are remembered and often greeted by the school girl names they bore lang syne.

Dr. Albert N. Raub, who read the history of the class of '60, is best known to the teachers of a decade or two ago as the author of Raub's Speller and an institute platform talker. In the northern tier of Pennsylvania counties he is connected in thought with the prosperous days of the Lock Haven S. N. S., and to-day the journal he established in Harrisburg and now prints in Philadelphia, *The Educational News*, is probably more widely read in this state than any other weekly journal devoted to that cause. Dr. Raub has been for several years President of Delaware College, located at Newark. He has been the author of text books on grammar, language, rhetoric and a series of school readers.

The class of '60 was small, but it is one of the famous ones of the Normal. Dr. Thomas R. Baker was long one of the landmarks of that institution. Besides cultivating oranges in the land of Ponce de Leon's fabled fountain he figures as Professor of Chemistry in Rollins College, Orlando, Fla. John A. M. Passmore is one of the best-known men in this state. J. Davis Duffield is a Philadelphia lawyer, familiar on the Democratic stump. Prof. Solomon Z. Sharp is President of McPherson College, a Dunkard seat of learning in Kansas. Thos. M. Coulson (deceased) was editor of the York *Gazette*.

Rev. Irvine H. Correll, '71, had not for many years seen the buildings and grounds of his *alma mater*, but a sojourn of a year in America, to regain health lost as a missionary in Japan, gave him the opportunity to stroll over the old haunts again.

Only twice has there been a larger class than this. In '83 there were 49 diplomas issued and in '85 there were 50 granted. As the juniors who passed the examinations that pass them into the senior class number 76, it seems probable that next year's class will beat the record.

Millersville never was famous for big classes of graduates. It has taken the school a third of a century to reach 950. A curious fact in the career of some other normal schools in this state is that, with a smaller total attendance, they have turned out much larger classes. This is susceptible of explanation in two ways—the average student there is smarter, or it is easier to pass the branches there. The reader is at liberty to adopt the explanation that to him seems most plausible.

In the history of Millersville commencements it never was found harder to provide accommodations for guests. The very large number of students occupying rooms causes this.

W. I. Hibbs, Esq., read the '80 history. Mr. Hibbs' large frame and dignified bearing gave him the popular name of "Judge," a name which will probably grow into a genuine title some day. He was a law student with Congressman Atkinson and is an attorney on his own hook now, with his shingle swinging in the breezes that play over Pittston.

Omar F. Hershey, six feet tall and with a marvelous capacity for pie, is a Harvard Freshman. He came back to see who else of the days of '86 could be found.

Teachers too numerous to be counted are enrolled on the pages of the current catalogue devoted to the residences and occupations of the alumni; but it is a fact which graphically illustrates the general tendency to embark in other vocations that the list of teachers is comparatively small in the older classes, while in the later classes nearly all are registered "teacher." A not very accurate count shows that there are 77 lawyers in the list, 21 bankers and book-keepers, fourteen physicians, nineteen ministers, and 12 newspaper men. There are furthermore five college presidents, 35 principals or assistants in normal schools, academies, seminaries or colleges, and several dozen county, city and ward superintendents.

Supt. Weiss of Schuylkill county was the most venerable looking alumnus on hand, in which respect he nobly filled that part of the bill by custom allotted to J. A. M. Passmore. Mr. Weiss, however, is just on the shady side of 45, and is therefore a very young man yet; at any rate he "feels just as young as he used to be," and his gray hairs have been brought about by worrying over schools and teachers in the office which he is now filling for the fourth term. He was chosen without opposition last May and had his salary raised to $2650. He has a pleasant home in Schuylkill Haven; has two others of the alumni for his near neighbors—Dr. C. Lenker, '69, and Mrs. Mary Stoddart Lenker, '74; and is the busiest man in his county.

The class of '85 mustered about twenty members present and celebrated their reunion by a class supper at Mr. Howard's. After the gastronomical feast there was a literary feast. Mr. P. W. Baker was Toast Master, and the following toasts were responded to:

Toast List—Toast Master, Mr. P. W. Baker: "Welcome," Mr. C. A. Peters; "The Old Normal," Miss Janet Fobes; "The Ladies," Rev. W. H. Hartzler; "Our Brother," Miss Emily B. Neff; "The Cold, Cold World," Mr. J. C. Burkholder; "'85 Has Done—What?" Mr. G. S. McComb; "'85 Will Do—What?" Miss R. Elizabeth Wise; "Pretty Faces," Mr. J. G. Herchelroth; "Ad Astra," Miss Laura L. Hess. The class history was also read.

The class of '86 had a banquet at the Hotel Lancaster, on Wednesday evening. The members present were: E. W. Weaver, Newport, Ky.; E. G. Foster, Topeka, Kans.; O. F. Hershey, Cambridge, Mass.; A. H. Burkholder, Sterling, Ill.; H. K. Parmer, Punxsutawney, Pa.; Miss Margaret Jones, Aspen, Col.; Miss Zuella Preston, Ann Arbor, Mich.; Ella Shelley, Ashland; John W. Phillips, Mahanoy City; G. W. Strominger, York; H. B. Hambleton, Mt. Nebo; A. Elizabeth Barnhart, Greensburg; Edwinna Cunningham, Huntingdon; Virginia Grosh, Lititz; Edith Martyn, Hazleton; E. H. Frantz, Millersville; Carrie M. Wheeler, Parkesburg; W. M. Mierly, Huntingdon; G. W. Brose, Shock's Mills; F. L. Biemesderfer, Lancaster; John S. Niles, Carbondale.

County Superintendent McNeal of Dauphin doesn't look quite as young as he did when he graduated twenty years ago, and he took a special interest in this commencement since his daughter was one of the class. County Superintendent Brenneman, York, was a visitor also, but his class is only ten years old and B. is yet a good-looking and youthful bachelor.

Professor L. S. Shimmell, can sing a comic song as well as he can get up a sensible address or supervise the public schools of Huntingdon. He long led the Page Glee Club. His address, "An Educated Ancestry," was thoughtful and interesting.

Jacob Mann, '70, narrated to an interested circle of alumni hearers his experience in rebel hands six or seven years before he graduated. A soldier in the Shenandoah valley, he was wounded and captured near Winchester, and served a time in Libby and Bell Isle, being at last released on parole and graduating, after weary weeks in a hospital. Mr. Mann is a teacher in Easton.

AS OTHERS SEE US.

Our State Normal School.

[Editorial in Lancaster *Morning News* of July 3.]

In 1855 a country merchant, a saddler, a wagon maker, a village schoolmaster, and a couple of farmers in the town of Millersville, desiring to secure for their children greater educational opportunities than the limited country schools of that place afforded, laid the foundation of an institution, which subsequently developed into the famous Millersville State Normal School, which in thirty-five years has revolutionized Lancaster county, and left its impress more strongly on the educational life of the State than any other institution within her borders.

During that period it has sent forth from its halls a grand total of twenty thousand, nine hundred and fourteen students, and regularly graduated nearly a thousand men and women who to-day occupy some of the highest places of honor and trust in the Commonwealth. Twenty of these men are now county superintendents, and it is safe to say each in his own sphere exerts in his own community as much influence as the entire school did in its early beginnings. Lancaster county was not then, as it is to-day, enthusiastic in its support of popular education; the common school system was looked upon by most with suspicion, and received by not a few with open hostility. In 1859 the humble institution built by the personal toil and sacrifices of its projectors became the first State Normal School, and from that day to this its course has been one of unexampled success and prosperity.

To-day with its corps of twenty-eight teachers and professors, its curriculum embracing almost every subject in the range of literature, art, science and philosophy, its commodious buildings and apparatus, valued at over a quarter of a million of dollars, its seven hundred and thirty students, all under the management of Prof. E. O. Lyte, its head, and one of the foremost educators of his day, it is without a rival. Indeed it is due to Dr. Lyte's farsighted and liberal purposes that this school maintains the front rank in the race for supremacy among its fellows; a contest in which the keenest intellects and ablest educators in our Commonwealth are engaged with all the energy that the highest training and the most liberal expenditure of money can supply. But the parent school is *facile princeps* in the struggle and as long as Dr. Lyte remains at its head it will easily continue so.

In that spirit of progress which has been happily epitomized as "a noble discontent with present attainments," the Doctor and his able Board of Trustees have projected a series of still greater improvements, which will give the advantages that only colleges have hitherto offered, in the establishment of a gymnasium for physical training, and the erection of a library building to care properly for the vast accumulation of volumes that have already been gathered. Lancaster county cannot be sufficiently congratulated for having in her borders such a well-spring of intelligence which has furnished to thousands of her sons and daughters the opportunity of a mental equipment at their own doors, which might otherwise have been denied them altogether. To-morrow will witness the closing exercises of one of the most successful years in the existence of the famous school.

When the autumn session opens and the lines are taken up where the midsummer days left them, the new buildings which will adorn the pleasant grounds will be so many tributes to the substantial growth of this great institution and will promote new enthusiasm for fresh endeavor.

Principal, teachers, directors, *The Morning News* congratulates you on your well-merited success.

A Large School.

[From the *Journal of Education* (Boston) of July 24.]

The Millersville State Normal School, under the able control of Major E. O. Lyte, has closed its summer term with 650 students on the roll. Dr. Lyte is to be congratulated in having given Millersville rank as both the largest and the best Normal School in the State.

Normal's Steady Growth.

[Editorial in the Lancaster *Morning News* of July 7.]

It affords *The Morning News* great pleasure to chronicle the action of the Trustees of the State Normal School on Saturday, when the regular July meeting of the Board was held. Sixteen of the eighteen members of the Board were present. The Executive Committee submitted a series of recommendations for further enlarging the usefulness of the great school, and the Board were unanimous that the work be undertaken at once. These improvements will consist of a boiler house sixty by forty feet, to contain several boilers which will heat the big group of buildings perfectly the coldest winter day; also the erection of a gymnasium eighty feet in length by forty feet in width. This structure will embrace all the approved appliances for physical training, which has become of recent years a separate department in every well-ordered college and school in the land.

The wide-awake Board of Trustees of the Normal School and their energetic and long-headed Executive Committee, that they may give their six hundred pupils the full benefit of thorough physical training, will secure the services of a master in gymnastics whose sole duty will be the culture of this branch; and we will hereafter expect Millersville to turn out students of the new culture which has made Yale and Harvard and Vassar and Wellesley famous, and sent brawny-chested men and women of perfect physical development all over the land to be the progenitors of a stronger and more alert generation of young Americans, if such a thing were possible.

The next thing we shall know, growing out of the new field of muscle among our Normal friends, will be a regatta on the Conestoga, and a challenge to Yale for the great six-oared prize. Millersville is getting more and more cosmopolitan every year, and her progressive tendencies will soon put her in touch with the best spirit of the American colleges. We are delighted to note the march of her progress. *The Morning News* congratulates the Directors on their laudable work. They can easily do too little for the cause of a better and broader culture, but too much, never.

Keep at the front, where you have always stood. After the Gymnasium give us a Library.

ORATIONS.

Salutatory Address.

By R. M. McNeal, '70, President of the Alumni Association.

We have reached another milestone in the onward progress of this institution. As we are assembled on this anniversary occasion, it is gratifying to be able to look back over a period of uninterrupted advancement and success. The Millersville State Normal School was the first of its kind established in this State, and we are glad to believe it still holds the first place among the Normal Schools of the State in the character and efficiency of its work.

It is sometimes urged against normal schools, especially when they ask the Legislature for appropriations of money, that they do little but academic work; that their students enter other professions and render the State little or no service in return for the money spent in educating them in these schools.

We believe the charge to be false as applied to any of the normal schools in the State; it is certainly untrue as to Millersville. The catalogue just issued shows that the institution has existed as a State Normal School for a period of thirty-two years, during which time it has graduated thirty-one classes. Of the graduates of the school, forty-five (45%) per cent. are directly engaged in school work. This does not include the large number who are indirectly engaged in various lines of the educational work in the State, to say nothing of the hundreds of undergraduates teaching in the State, who have been here long enough to catch the spirit of the institution and have carried the Normal leaven into the remotest parts of the Commonwealth. We are proud of what the school has done for the cause of education in the State. Then too the State Reports show that Millersville has received less State appropriation, in proportion to the number of students in attendance, than any other Normal School in the State.

The State has never appropriated money that has yielded larger returns than has that given to the normal schools.

Not only has the school been successful in the past, but it was never more prosperous than now. Millersville has never suffered from internal dissension. Her trustees and faculty have always been united in promoting her best interests and greatest welfare.

The present able and efficient Principal, Dr. Lyte, has the hearty support and co-operation, not only of the trustees and faculty, but of the alumni and friends of the school.

The outlook is encouraging, and Millersville may, if she will, still lead in the normal school work of the State. Progress is the watchword to-day in all departments of educational work. The normal schools are expected to take the lead in all measures for the improvement of the schools and the advancement of the cause of education in our Commonwealth, and Millersville must not take a second place in this important work. With the competition for patronage among the different normal schools of the State, and the money expended to increase their capacity and efficiency, our own school dare not stand still. She need not, and should not, step aside from her legitimate work, and adopt artificial and questionable methods in order to win patronage; but she must do what the times demand in the line of real and substantial progress if she would maintain her standing as the leading normal school in the State.

The school will continue to have the faithful support of the alumni so long as the trustees maintain her present excellent standing and keep her worthy of their fealty and patronage. Their fidelity to the interests of the institution in the past, the spirit of progress and the good judgment that have characterized their management of its affairs, are a sufficient guarantee that there will be no lagging in the future. We hope to see the good record made by our Alma Mater in the past even eclipsed by what she shall accomplish in the years that are to come.

R. S. V. P.

BY H. AMY SPRAGUE.

[Oration delivered on Commencement Day.]

How often have we as students been required to formulate answers and reply to queries! And even now, though our life as actual pupils appears to be at an end, the world has many problems for us to solve, many questions for us to answer.

Not in the gentle request of a society invitation: "*Respondez s'il vous plait*," but in a stern command. The world, as we stand to-day knocking at the door of life's workshops, asks, "What are your qualifications? Respond if you please."

This question comes with special force to the teacher. To him has been entrusted the moulding of human character. Who are interested in his work? The government, whose safety rests on the intelligence of the rising generation; the parents, whose future life and happiness are to be in the success and welfare of their offspring; the children, who sit before him waiting for the magic touch that shall transform them into perfect men and women. Behind are the experience and lessons in the history of education and his own hard-earned preparation; before him are his present duties and future life, and all are saying, "Respond if you please."

The qualifications requisite for a minister are similar to those needed by a teacher. Both have for their object the development of the whole man; both need great adaptability to circumstances, skill in imparting knowledge and ability to express ideas clearly and forcibly; both must keep abreast of the times and be able to discuss intelligently the leading topics of the day.

Again, what responsibilities can be greater than those demanded of the citizen and the voter? The fate of the whole nation rests in their hands. Laws must be made that will secure blessings of life, liberty and the pursuit of happiness to the people, and only those men should make our laws whose known ability

and integrity fit them for this duty. In order to secure these benefits, every voter should have an intelligent idea of his responsibility; he should have as good an education as possible, and thus be better qualified to administer the affairs of the nation with success. The duties of the citizen derive their character from that of the government under which he lives. Under a despotism the citizen is placed under the control of a government which has supreme power; he must be submissive and obedient; asking no questions but attending to his private affairs. Under a Republic the citizen is himself an element of the supreme authority. He alone is responsible for the laws. Upon his shoulders rests the sovereignty of the greatest nation the world has ever seen. Voters, do you think of that when you deposit your ballot? Respond if you please.

But if the qualifications of voters are important, what should be those of the lawmakers? Every legislator takes upon himself the combined responsibilities of all his constituents. Not loyalty to party but loyalty to country is the supreme quailfication for public office, and it is the duty of every candidate to set before the people, honestly and clearly, his convictions upon the great question of the day.

Much discussion and some feeling have arisen recently with regard to the attitude of the Woman's Christian Temperance Union toward political parties. This has come from a growing conviction that temperance reform must obtain through legislation.

We cannot vote. And it is a question whether an alliance between our association and a purely temperance party is the way to secure the greatest and best temperance legislation. But there is one power within the Temperance Union that none will question—the right to demand of every candidate for the legislature or halls of congress upon the tickets of any and every party, "Where do you stand upon the temperance question?" To this invitation to join the cause of humanity let us add a polite but emphatic *R. S. V. P.* Publish the replies to the world and give the whole support of our association and of temperance people everywhere to that candidate who will vote for the suppression of the infamous liquor traffic.

Not only in the moral and social world is more demanded of every individual in the last decade of the nineteenth century, but in the religious world as well.

The days of the hermit and monk are past. With the progress of civilization, the work of Christianity and the responsibilities of Christians are continually increasing. The world and the Word demand purer lives, nobler thoughts, increased facilities for carrying the gospel to all nations, and more men and women, consecrated to the Divine work of bringing the world to Christ.

"To him that hath shall be given and from him that hath not shall be taken away even that he hath." In the parable one man received five talents, another two, and another one; but to-day all have received five. Life in the nineteenth century is a bundle of responsibilities. To each and every one of us come duties to be performed and problems to be solved, and our whole lives will be the answer to the challenge *R. S. V. P.*

A Glimpse of Science.

BY JOHN L. SHROY.

[Scientific Oration, delivered on Commencement Day.]

Sir Isaac Newton, toward the close of his long and useful life, after having made some of the most marvelous discoveries in the domain of nature, said: "I do not know what I may appear to the world, but to myself I seem to have been only like a boy playing on the seashore and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me." At first thought this seems like the affectation of genius, but the more we study his life and character the more fully we realize that these are the words of a wise man who, in humility and reverence, stood before the mighty temple of Truth, into whose recesses he had been permitted to glance.

As it was with Newton, so it is with every true scientist of to-day; although he sees more of the beauties of the interior, lighted up, as it is, by his torch of greater power, yet he, too, stands in awe and lowliness of mind in the face of that great, mysterious darkness beyond.

There are scientists and scientists. We have some who, in their love for humanity, dwell for hours on a single definition or sentence—seeking to make it intelligible to the common mind. There are others who also spend hours, days and weeks on a definition—but for a far different purpose. They labor to render their language as abstract as the Differential Calculus or Trilinear and Tangential co-ordinates, and it seems to give them infinite delight and sweet satisfaction of mind when they have succeeded in completely mystifying other scientists and the world at large. It is generally admitted that Herbert Spencer has put all other abstract definitions to shame by giving the following one for Evolution: "Evolution is an integration of matter and concomitant dissipation of motion, during which the matter passes from an indefinite, incoherent homogeneity, to a definite, coherent heterogeneity, and during which the retained motion undergoes a parallel transformation." This would be just as intelligible if we should render it, "Evolution is a change from a nohowish, untalkable all-alikeness, to a somehowish and, in general, talkaboutable not-all-alikeness by continuous somethingelseifications and stick-to-getherations;" *ergo*, our ancestors were monkeys.

Even science has not escaped those individuals whose power is always exerted in the direction of a tangent to the circle of revolution. One comes from Baltimore with a hundred reasons why the earth is flat like a circle, with what we call the north pole at the centre and the Antarctic ocean extending around its edges. What is most surprising, he proves it conclusively—to himself, but to no one else.

Another comes from England. He has a Yankee idea. He wishes to send a fleet loaded with dynamite to the north pole, and by a mighty explosion break up the masses of ice and snow and float it down the Atlantic ocean. He claims that it will never form again and that the north pole will ever more be embraced by the warm waters of the Japan current. Success to the venture.

We are in the midst of a wonderful age—an age of steam, electricity, and vibratory or atomic motion. Breathless we stand when some new invention, more surprising than the last, is given to the world, showing us new powers of nature and new elements of motion. The days of the stage coach have gone by. We step into a wheeled palace and are whirled away at a velocity that would have made Xantippe hold her breath—for a moment or two at least. Wood, iron, steam, and electricity do more for us than the fabled genii did for the princes of Asia.

Edison says that electricity is still in its infancy. If so, who can tell of the wonders yet to come. The telegraph, telephone and electric light have opened up fields hitherto unexplored, and when Keely succeeds in putting an air-brake upon his sympathetic vibratory motor and draws a train of cars from the Schuylkill to the "Golden Gate of the West" by the stroke of a violin bow and a few drops of water the whole mechanical universe will be revolutionized and modoc engines will become so cheap that we may have them in our parlors decked with ribbons, and with a smile show them to posterity.

But Science does not belong to the mechanical world only; all nature teems with facts to be collected and systematized. To the scientist every leaf and every blade of grass is an open book. In the rocks and sands of mother earth he reads her early history; in the heavens he discerns her destiny. To the chemists the elements tell their powers and their qualities. The roar of lions, the trumpeting of elephants, the chatter of monkeys and squirrels and the bellow of crocodiles, are sweet music to the zoölogist, while the ornithologist sees or hears naught save that bird flying through the air, from whose chirp, song or wing-mction he tells its genus, species and variety.

Nature speaks a varied language and to each attentive listener she eagerly tells her truths. But not all of them; for she has truths that she has kept hid from the beginning and will, I believe, hold deep within her breast till the end of time. Her vitalizing forces are hidden behind an unpenetrable veil of mystery and the most searching scientific analysis has never yet lifted or rent that veil.

The laws of nature are simply her methods of working. We think we account for the falling of a stone by calling it gravity. Hydrogen and oxygen embrace in the bright light of an electric spark and we call them affinities. Frost utters some potent spell over a dew drop; its particles stand upright with the regularity of trained infantry, and we flatter ourselves that we have solved the mystery when we call it crystallization.

Before Madam Why, the scientist frequently stands mute. He says:

"Planets revolve in elliptical orbits."

"Why?"

"Centrifugal and centripetal forces compel them to do so."

"How are these forces caused?"

"By motion in a straight line restrained by attraction."

"Why does such attraction exist?"

"*I don't know.* It's a law of nature."

"How did the planet get its motion?"

"Well, I believe in the nebular hypothesis."

"But the nebular hypothesis says that bodies thrown from the other bodies revolve around them in the direction of the rotation. The satellites of Uranus and Neptune revolve in the opposite direction—how do you account for this?" *He is silent.*

But he is not always so; for with mighty power he snatches the moon from her orbit, examines her, weighs her, finds her density and mass, maps her mountains and looks into the depths of her volcanoes. Knowing Venus is about to cross the sun's disc, he chooses stations, takes observations, and by means of these and known laws he computes the sun's distance. By the eclipses of Jupiter's moons he tells his longitude, by the north star his latitude. He weighs the planets, knows the elements of the heavenly bodies and computes the orbits of comets.

Not long after the invention of the telescope, astronomy received another accession of equal importance. I refer to that branch of mathematical science called calculus. Its power for the resolution of problems of higher orders surpasses anything before known. It is natural magic. Take certain facts given by observation and Newton's laws as the fulcrum and calculus is more powerful than the lever of Archimedes, for that would have moved the earth only—this moves the very heavens.

A glimpse of science—where is the man in all the world who will say he has seen more than this? Questions too profound for the highest science lurk in every ray of light, in every blade of grass, in every clod and stone. A few coarse facts have been collected and systematized, and these compose our boasted sciences.

The mission of the scientist is a noble one—searching for truth. This is the one grand aim of all science. What is truth? Christ left Pilate's question unanswered. But in his last prayer to his Father he says, "*Thy Word is Truth.*" All the laws and actions of nature are but his commands, his words spoken to her, and science every day is seeing this more clearly and repeats with humble reverence:

"*Thy Word is Truth.*"

History takes up the refrain and re-echoes the sentiment:

"*Thy Word is Truth.*"

And soon may all mankind, from pole to pole, join with the angels as they lean over the battlements of heaven in saying:

"THY WORD IS TRUTH."

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.

KINDERGARTEN.

A Kindergarten is established in connection with the Model School. It is under the direction of a skilled kindergartner, who also has charge of a training class in this department. Our students derive great benefit from this new feature of Normal School work.

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—inexact 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 200 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 1890–'91 will begin on the first Monday in September, and continue twenty-eight weeks. The Summer Session of 1891 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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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.

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

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

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