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 is 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, 1891.

COMMENCEMENT NUMBER.

The Past School Year.

It is a source of pride to all the friends of the Millersville State Normal School that the school year which closed July 2d, was in every respect the most successful in the history of this great institution. There was a total attendance of 770 in the summer session, and of 1223 for the year. The graduating class numbered seventy-two members. Never before were the buildings so crowded, while large numbers of students were compelled to board in the village.

The prospects for the coming year are excellent. Large numbers of applications are recorded for the winter session, and a long list of names has already been registered for next summer. The authorities of the School appreciate the trust reposed in them by the educational public, and will endeavor to continue to merit the confidence of all friends of education by maintaining a high standard of scholarship and professional skill.

We shall have a number of graduates of Normal Schools pursuing the post-graduate course with us during the coming year. It is well known that we have exceptional advantages for the work of the Scientific course. We shall be glad to give graduates any information they may desire concerning the order in which the branches should be studied, etc. Our programme makes the post-graduate course the first year of the Scientific course. Persons completing with us any of the studies of the post-graduate year or the Scientific course may have the studies placed on their diplomas at any "Final" examination. Graduates, continue your studies. If you wish to remain in the profession of teaching it will "pay" you to finish the post-graduate studies, if not the entire Scientific course.

The electric cars are now running regularly between Lancaster and Millersville. The cars leave the Pennsylvania railroad station in Lancaster at 5:40, 7, 8:20, 9:40 and 11 a. m., and 12:30, 2, 3:20, 4:40, 6, 7:20 and 8:40 p. m., and pass the Philadelphia and Reading station about five minutes after leaving the Pennsylvania railroad station. Students should hand the checks for their trunks to the street car conductor. Each trunk should be marked with the name of the owner and "Millersville Normal School." The fare to the School is 15 cents. Charge for trunk 15 cents.

On arriving at the School, students will please come to the Principal's office.

The exercises of Commencement week, always interesting, possessed a peculiar interest this year from the fact that the Alumni Association and the School were called upon to bear testimony to the high moral purpose, intellectual ability, and executive force of the first Principal of the first State Normal School in Pennsylvania, the late Dr. J. P. Wickersham. All the exercises seemed especially appropriate to the occasion, and were a fitting tribute to a man whom we all honored and respected.

Plans for the new Library Building are already well under way, and before another issue of THE JOURNAL the building will be partly erected. It is a satisfaction to know that the Trustees will spare neither pains nor expense to provide ample accommodations for all the libraries connected with the School. The new building will be large, and conveniently arranged; and it will be an ornament to the School and to the State.

Professor Marcus White has resigned the professorship of literature in this School. He has gone to Europe, where he expects to remain for some time. Prof. White is a brilliant scholar and an excellent teacher. His many friends trust he will fully recover his health.

Prof. White's successor is Prof. H. K. Munroe, a graduate of Middletown University, Conn., an excellent scholar, a lover of literature, and a skilled teacher of literature and composition.

Notes.

The new department of physical culture was of great benefit to all those who availed themselves of its advantages last session. We expect better results this year, as the work will be more fully systematized. Our new gymnasium building and its full equipment of the best modern apparatus, are admired by all visitors.

Additional radiating surface in the recitation rooms heated by steam, steam-heat in Olympia hall, the papering of Lincoln hall, and of recitation hall and the stairways leading to it, and the entire refurnishing of the reception room, are among the minor improvements for the present vacation.

The high compliment of being unanimously elected president of the Pennsylvania State Teachers' Association was paid to Dr. E. O. Lyte, at the meeting of the Association at Bedford in July. He is also one of the vice-presidents of the National Educational Association.

Dr. Edward Brooks is spending the greater part of the present year in Europe, familiarizing himself with the school systems of the Old World, before assuming the duties which will devolve upon him as Superintendent of the Philadelphia schools.

Persons wishing to engage rooms for the winter session should write to the Principal at once. Comfortable rooms may still be secured. The session will begin August 31st.

A word to the students who will enter school this fall: Come on Monday, August 31st, if possible; classes will have their first recitations on Tuesday, September 1st.

Our friends will confer a favor upon the School by saying a word in favor of it to any of their acquaintances who think of attending a Normal School.

Dr. Lyte prepared an address on the life and public services of Dr. Wickersham, for the National Educational Association at Toronto.

The new building for "The Sciences and Mechanic Arts" will be begun before the Library Building is completed. It will be a large and handsome structure.

The two new pianos purchased a short time ago are giving excellent satisfaction. The music department has had ten pianos lately added to its equipment.

One of the ladies belonging to the last graduating class has been offered four situations, two of them $500.00 positions.

A copy of the catalogue of the School for 1890–91 has been sent to each member of the Alumni Association.

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

COMMENCEMENT WEEK.

Baccalaureate Sermon.

From the Lancaster *Morning News* of June 29.

The exercises of Commencement week at the Millersville State Normal School were inaugurated yesterday morning, when Dr. J. S. Stahr, the president of Franklin and Marshall College, delivered the baccalaureate sermon to the members of the graduating class.

The chapel was filled with teachers, students and their friends, and the earnest, eloquent words of Dr. Stahr were listened to with the utmost interest.

The text from which Dr. Stahr preached the sermon was taken from St. Luke's gospel, v. 30: "And straightway Jesus, perceiving in himself that the power proceeding from him had gone forth, turned him about in the crowd, and said, Who touched my garments?"

It must have been an affecting sight to see the multitudes thronging around Jesus of Nazareth for the purpose of touching Him that they might receive an influx of healing energy or virtue. The phenomenon with which we have to do here seems to be physical. But it is to be observed that the physical has its groundwork in the spiritual, and the physical energy holds in spiritual power. More than this, the physical healing, the overflow of virtue or energy, for the cure of sickness, is typical of a deeper spiritual relation in which men stand to our Lord and Savior Jesus Christ. How are healing and salvation wrought? What is it in the person of our Lord that draws all men unto him? In the language of the text it is His *virtue*. This word here is taken in its etymological sense and means our Lord's *manliness*, the strength and dignity of true manhood, as revealed in His person. And this is manifest in all true men, especially exemplified in the *teacher*. He who would lift up mankind must have virtue go out of him. I therefore invite your attention to-day to the dignity of true manhood.

To see what such dignity is we look first of all to our Great Exemplar, Our Lord and Savior Jesus Christ. But his traits are manifest in every true man. Hence for analysis and study we may take in hand our common human nature and see wherein its true dignity lies.

1. The dignity of man as shown in man's original endowment. The question concerning natural endowment is a difficult one. The greatest minds of the world differ as to its laws and extent. But back of all lie two facts which must not be ignored, viz., the mind, and the characteristic qualities which differ in different men.

2. Again, the dignity of manhood is manifest in the use and practical exercise of the powers which man possesses. What does he not accomplish? In art and science and practical life how great, how wonderful is man! He opens the ocean, he penetrates the earth, he tunnels the mountains, he grasps, he beautifies, he uses the treasures of the earth and makes all climes and all ages tributary to his wants. But more than this—he walks in the footsteps of his Master and uses what he has for his fellow *man*. The blind receive their sight; the deaf hear. In the exercise of loving sympathy, in comforting, helping and lifting up, saving, there you have the dignity of manhood, there the meaning of virtue in this sense.

3. This dignity is manifest above all in the destiny of man. By this we do not mean the final condition of man in an eternity of bliss, abstractly considered. That certainly is a stupendous thought and worthy of the dignity of man. But man's destiny is a process of concrete development—the condition to which he attains in the practice and use of the power committed to him. From this point of view what is the destiny of man? To hold sway over empires? to possess the riches of the earth? To penetrate into the inmost recesses of truth and extend the borders of knowledge and skill to their utmost limits? These are great achievements, worthy, in one sense, of human aspiration. But they do not constitute the true dignity of man, for that lies not without, but within the soul. While, therefore, the destiny of man is to hold sway over all the powers of earth, the dignity lies not in the outward, but in the internal power which grows and is perfected by the reflex influences of the activity which man daily puts forth. But it is not only the *power*, but also the *disposition*, that must be taken into account. This gives us the conception of character, and *character* makes *heaven*. As the other powers decay character becomes more perfect.

Addressing the graduates Dr. Stahr said: "Stepping out into the world after having received certain training—what is the end or purpose of such training? It is two-fold; first, culture; second, use. These cannot be wholly separated. You, however, look mainly to professional work. Now, in this, you need to apply the words of the text. You need to be touched by the *virtue* of the Lord Jesus Christ.

"Again, in your work, you need, first, to recognize the dignity of man as set before you. Second, to let virtue go forth from your own powers to kindle virtue in others. Third, to bear in mind the true end of all education as reached in *the destiny of man*. As you thus toil, like the painter, to realize your ideal in others, it shall be perfected in you, and your work shall be its own exceeding great reward."

Class-Day Exercises.

From the Lancaster *New Era* of July 1.

Class-Day is always an extremely interesting time to any graduating class and often more universally enjoyed than the more formal exercises of Commencement-Day. The exercises of the class of '91, at Millersville, took place this morning in the chapel, beginning at nine o'clock. Mr. Bailey presided over the class and Miss Gertrude Letterman was Secretary.

A gentlemen's chorus opened the programme, and then the President welcomed the large audience in a few appropriate and graceful remarks.

The class oration, subject the class motto, "I Serve," was interesting and well delivered. Miss Miller rendered a piano solo and then Miss Esbenshade, the class statistician, gave many entertaining and amusing statistics. The gentlemen's chorus gave another song; Mr. Keylor then read the "Class Poem," after which Dr. Lyte presented an ivy to the class, and Mr. Charles responded with the "Ivy Oration." Miss Watkin, Mr. Williams and Mr. Overholser favored the audience with a trio. Miss Monies recited an especially appropriate recitation, "My First School," in a very sprightly and entertaining manner. In response to an encore, she gave, "The Spinning Wheel Song." Miss Weidle then sang a solo in rich, sweet voice.

The "Mantle Oration" was pronounced by Mr. Creamer, and the mantle was accepted on behalf of the class of '92, by Mr. Trout. The most entertaining exercise was the prophecy called "Millersville at the World's Fair," by Mr. Bahn. The gentleman's prophecies, delightfully humorous and original, were most highly appreciated.

A very sweet vocal duet by Misses Tshudy and Monies followed and then came the "Presentation Oration," by Mr. Buchanan and Miss Miller. Many of the presents were quite pointed in their significance and created immense amusement. The remarks accompanying the gifts were witty and Mr. Buchanan surpassed his already fine reputation as a ready and fluent speaker. The exercises closed with the class song composed by Miss Scofield and sung to the tune of "Auld Lang Syne."

Delightful Impromptu Meeting.

An impromptu meeting in the chapel on Tuesday evening was a very pleasant affair. After singing on the campus for awhile the boys marched into the chapel and the ladies soon assembled, and a call was sent up for Dr. Lyte. The genial Principal soon appeared in response to the call and talked to his boys and girls in very happy style, giving them alternate wit and wisdom for about half an hour. Miss Landes was called for and responded with a short, humorous recitation. Then came music, Dr. Lyte at the organ and the students singing most heartily. At the close the students marched out as they came in, to the sound of music.

Meetings of the Alumni Association.

From the Lancaster *Intelligencer* of July 2.

MILLERSVILLE, July 2.—Yesterday afternoon the alumni met in private session in the chapel. The attendance at this meeting was better than ever before. Last year a committee was appointed to arrange for a reunion of Dr. J. P. Wickersham and those students of the Normal who attended it while he was principal. The death of Dr. Wickersham caused the proposed meeting to be changed into a memorial service, which was held this evening.

Great numbers of the alumni came to attend this meeting and were present at the private meeting. Class histories of the classes of '61, '66, '71 and '81 were read by their historians. Greetings were exchanged and friendships were revived. The following officers were elected: President, J. A. M. Passmore, '60; Vice President, Laura J. Falck, '81; Secretary, Sarah H. Gilbert, '77; Treasurer, Dr. A. R. Byerly, '58. The executive committee was re-elected. It consists of Dr Geo. W. Hull, A. O. Newpher, Esq.; A. F. Hostetter, Esq.; Misses Anna Hartman and Sarah H. Gilbert.

Immediately after supper the former students of Dr. Wickersham held a meeting in the chapel, at which Rev. C. H. Harding, '66, presided.

Hon. J. A. M. Passmore, '60, chairman of the committee appointed to devise ways and means for the erection of some permanent memorial to Dr. Wickersham in connection with this School, stated his committee had sent out 3,000 circulars suggesting one of four schemes to the students of Dr. Wickersham for their adoption. The four were: 1st, a monument to be erected on the school campus; 2d, a suitable tablet to be put up in the school building; 3d, a memorial building; 4th, a free scholarship for some poor but worthy student. A discussion arose whether participation in this memorial should be confined to the students of Dr. Wickersham or should include his friends not students. On motion of Hon. Marriott Brosius it was limited to the students. Mr. Passmore stated that sixteen persons had already signified their willingness to contribute fifty dollars each toward this purpose.

The Evening Session.

The memorial services of Dr. Wickersham were attended by hundreds of his former students and many more alumni of the school. The large school chapel was completely filled. The exercises were opened by a chorus sung by the school choir, and a fervent prayer, offered by Rev. J. G. Krichbaum, '69. The president, Charles H. Harding, delivered a feeling address in which he referred to Dr. Wickershom's sympathy and love as given to the boys who were his students, to his warm friendship, his high sense of honor, his manliness, and his safe, conservative estimate of practical things. A vocal solo was prettily sung by Miss Laura J. Weidle, '91, and followed by a very well written and forcibly read essay by Miss Mary M. Martin, '66. "Dr. Wickersham as a teacher" was the subject of the essay. She traced his success from his first public school in Chester county to Marietta and Millersville. She showed his great powers as an organizer and disciplinarian. She read many feeling tributes, from his stu-

dents and friends, to his powers as a teacher and his integrity as a man. His greatest element of success as a teacher was his unbounded enthusiasm.

Prof. Watson Cornell, '68, sang most beautifully a solo, "I Know That My Redeemer Liveth."

The oration of the evening was delivered by Hon. J. A. M. Passmore, '60. The oration covered Dr. Wickersham's whole life. His ancestry and family traits and his religion were moulding elements of his character. His life upon the farm, in the school room and academy, as student and as teacher, was marked with tireless and ambitious effort. The orator gave a full description of his election to the county superintendency, and his subsequent work in that office.

The laws for the benefit of our schools, that were passed during his term of office as State superintendent, were referred to and their importance discussed.

His political career, as described by the speaker, was full of incidents which showed the sterling integrity of Dr. Wickersham. When a candidate for Governor, the office was guaranteed to him if he would pledge himself to a certain line of action. The speaker, who was the bearer of the bona fide proposition, gave a vivid description of the dignity and scorn with which he refused to place himself under any obligations to politicians.

The oration was a complete summary of the important traits in his subject's life, well written, and delivered in a full, round and clear voice.

A pleasing selection of music was sung by the three music teachers of the school, Miss Emory, Miss Twitmire and Mrs. Bitner. It was very well received. Short addresses were made by Dr. E. O. Lyte, Dr. A R. Byerly, Miss Elizabeth Lloyd and Hon. Marriott Brosius. Mrs. Sara Oberholtzer read a beautiful poem fitted to the occasion, and the exercises closed at a late hour by a song entitled "Paradise," sung by four gentlemen of the school.

Report of Committee.

The following report was presented by a committee appointed by the Alumni Association, and unanimously adopted by the Association.

The Committee appointed by the Alumni meeting report:

1. That the free and generous hospitality of the Board of Trustees, with their successful efforts to make comfortable at all times, the visits of old students to the Normal, with their broad and hearty invitations, have been to us matters of great pleasure. We believe that this policy will encourage general and careful examination of the School's excellent facilities, and secure the earnest support and co-operation of the great body of the visitors. It is a source of rare pride to find the Trustees keeping our old School still in the front rank of its kind.

2. The thoughtful and constant attention shown visiting friends and old students by Dr. Lyte and the Faculty of the School even in the great pressure of Commencement week, makes our return here a genuine home coming. And we congratulate them on the high position and greatly improved condition of the "Old Normal," of which we now, as always, feel so proud; and we pledge our continued best efforts in aid of all movements that look toward improved accommodations, enhanced efficiency, and higher standards of scholarship for this justly celebrated School.

C. H. HARDING, *Chairman.*

The Exercises of Thursday.

From the Lancaster *Intelligencer* of July 2.

MILLERSVILLE NORMAL SCHOOL, July 2.—The very large number of alumni brought here to attend the Wickersham memorial services, together with the many friends of this, the largest graduating class, and the excellent facilities provided by the Electric Car Company for bringing the people from Lancaster, united to make it the largest commencement in the history of the School. Quite a large number of the class of '61 are here, a majority of the class of '66, of '71 and of '81. Many of these come back as prominent lawyers, physicians, teachers and superintendents. Superintendent Brecht, of Lancaster, was here, supported by his brother superintendents, Brenneman of York, Weiss, of Schuylkill, McNeal, of Dauphin, Smith, of Chester, and Landis, of Allentown.

Dr. Lyte called the crowded house to order at 9:30, when Rev. J. W. Bradley, in a fervent prayer, asked the blessings of God to rest upon the School and the exercises of the day. A chorus sung by the Page glee club was followed by the salutatory address by Miss Mae E. Bickham, Honeybrook, Pa. After welcoming the friends of the class of '91, she spoke of the graduation, thirty-three years ago, of the first class of this Normal, then the first and only Normal in Pennsylvania, and painted pleasant pictures of the School and its surroundings at that time. The next picture was that of the graduation of the first class in the present chapel, the class of '75, leading up to the present graduating class. A warm welcome followed, and then in proof of the Normal's interest in the children of her adoption were cited: the erection of the gymnasium and the preparation for the new library and science building. The future work of the class of '91, the largest in the history of the school, was dwelt upon in connection with that of the older graduates. After a brief mention of the close of the school days the friends of the class, the Trustees and Faculty of M. S. N. S. were again heartily welcomed. Miss Bickham spoke in a clear voice with an animated, pleasing manner.

"Democracy in the Public Schools," was the subject of the next oration, delivered by Charles P. Wiles, of Lewistown, Md. In our country the tendency since the landing of the Puritans has been to educate all persons for practical life. The Puritan schools were open to all, to the poor as well as the rich. The expenses of those who were unable to pay their schooling were paid by the State. The result of the Puritan education may be traced through the war of Independence down to the present time. True democracy in the public school admits of no superiority of right. On the play ground as as well as in the school rooms equality of privileges is recognized. The private school creates castes, and recognizes the rich in preference to the poor. It cultivates race prejudice, and embitters social relations. These evils the public school has a tendency to destroy. It sets itself with resolute purpose against all such distinctions.

The oration was well written and delivered in an earnest, deliberate manner.

"The Education of Great Men" was the subject of Miss Maybert Hunter's oration. Miss Hunter, in a pleasant voice that was easily understood, contended that everything pertaining to great men is of interest to us; that nothing can be more important for us to know than the manner in which they became great or how they were educated. The first and greatest teacher is the mother. Timothy Dwight, president of Yale, in answering the question how he was educated, says, "I had the right mother." E. E. Hale said: "I owe much to my teachers, but most to my mother." Inspiration given by special teachers is the second great influence in the education of great men. The third element is to be found in the nature and character of the man himself. Education is, after all, only an unfolding of those powers of mind and body that already exist.

H. W. Weidner, of Idaville, Pa., took for the subject of his oration "Comenius." The virtues, early trials and failures of this great educated reformer were vividly presented by the orator. His influence upon the methods of teaching of to-day was such as to give rise to distinct educational literature, and the orthodoxy of methods is now judged mainly by its conformity to the principles advocated by Comenius. The oration was well written and bore traces throughout of a thorough familiarity with advanced educational theories.

Miss May M. Oppenheim, of Wilkes-Barre, Pa., delivered an oration entitled "Novels." Novels were almost unknown and entirely unread before Walter Scott, in 1814, introduced them to public favor. Since then they have gained the public confidence so rapidly that the present has often been called the age of fiction. Books are our friends and counselors, and should be chosen just as our companions are. Every author has his own pet philosophy with which he builds all his types of human nature. The man who reads but one author hence becomes one-sided and unnatural. We must then choose not only the good, but such a variety of the good that may afford us proper culture as well as amusement. The good novel does not paint for us unattainable ideals, but gives human nature as it really exists. The fact that it is true to nature makes the novel all the more interesting and profitable. It is so written that we must admire the hero and abhor the villain; and the tendency hence is to make the reader imitate the good and avoid the evil described.

J. M. Mullan, of Port Loudon, Pa., discussed "The Moral Element in Politics." At a time of so much political corruption as is seen today in all sections of the country, at a time when politicians do not hesitate to consider religion and politics as directly opposed to each other, the moral element in politics may seem to be an obscure factor. But he who thinks so, fails to distinguish clearly the difference between government and politics. In a country like ours, in which a great many persons, though belonging to parties of principle, do not know why they are Democrats or Republicans, and in which there are many foreigners, citizens by law only, it may seem an easy task for ambitious leaders to control the vote of such citizens sufficiently to carry their own personal ends. Indeed, there have been such occurrences in our country, but there have always been sufficient honest, loyal, good thinking men in both parties to overbalance this influence, and demand an explanation of their course. Foreign nations prophesy ill fortune to us on account of our freedom with the ballot, but the moral standing of our countrymen is such as to warrant us in saying that corrupt leaders of parties can not long rule, and honest men must be nominated. Right will assert itsel in American politics, and our land is safe.

"Children's Reading" was the subject of an oration delivered by Miss Bessie Templin, of Norristown, Pa. The subject matter of this speech was expressed in easy sentences, clear tones, and with great distinctness.

The orator contended that children were not like rose bushes, which take from the soil only what is necessary for their proper growth. Children receive bad impulses and evil thoughts from the books they read as well as good thoughts and right ideas. The reading matter of children must therefore be guarded. During the past ten years much attention has been given to the production of juvenile books, and to-day the stores are crowded with valuable story books for children. Fairy tales, Bible stories, and imaginative classics were recommended as proper selections. The influence of such reading was said to cultivate in the pupil a taste for proper literature, increase his store of historical and biblical facts, and help materially to widen his knowledge and increase his culture.

John M. Landis, of Dover, Pa., pronounced a eulogy upon Dr. James P. Wickersham. His work as a teacher and county superintendent was considered eminently successful. This success was attributed to the great enthusiasm with which he entered upon his work. As Principal of the Millersville Normal school he created the Normal school system of Pennsylvania and furnished a model for all Normal schools established since then. His work as State Superintendent was reviewed and proper credit given him for his excellence

and thoroughness as an organizer and leader of men. "Dr. Wickersham's name will justly be placed among America's greatest educators. His body has been buried in peace, but his name liveth evermore."

A eulogy upon the great German warrior Von Moltke was next delivered by Miss Minnie Freudenberger, of Tamaqua, Pa. Germany has met with no ordinary bereavement in the death of her greatest general and her truest patriot. His entire life was devoted to military study and the acquisition of the *science* of war. His motto, "If you wish peace be prepared for war," kept him busily employed in disciplining his soldiers and perfecting their organizations. He was greatest as a strategist. Personally brave, cool and calculating, reserved and silent, he nevertheless has done more for his beloved fatherland than any other soldier of his age. Miss Frendenberger is an eloquent and enthusiastic speaker.

The Normal oration, "Nature in the School Room," by George W. Billett, of Andersontown, Pa., was a strong, forcible and telling speech. He showed the influence of a love of nature upon practical life. It is of the greatest importance that this love of nature be awakened earlier in the pupil's mind. The important question for the teachers is, how can it best be awakened? Its natural basis is curiosity and a love of the beautiful. These elements of child nature must be judiciously developed. The child must be taught when to look and how to see the curious and beautiful around him. The teaching of geography should be considered a teaching of nature. Plants, animals, birds and flowers can be advantageously used to teach many useful facts as well as to give breadth of thought, vividness and accuracy of perception and correctness of judgment. A teacher who makes proper use of these ever-present objects of study can arouse such an interest as will end in producing that which should be the aim of all education—a worthy character.

This oration closed the morning programme.

The first oration of the afternoon was the Wickersham oration delivered by Miss Euphan W. Macrae, of Delaplane, Virginia. Her theme was "The Teacher of To-morrow." The teacher of the middle age was facetiously described. He generally was the man who had been unsuccessful in other professions and whose chief qualification for teaching consisted in the fact that he could properly wield the rod. Teaching was not considered a profession and young men of promise and true worth avoided it, while older men only entered it as a last resort for subsistence. The true reason for this was to be found in public opinion, which at this time considered the teacher no more than an under servant.

The great teachers Comenius, Pestalozzi, Froebel, and others did much to change public opinion and to improve the deplorable condition of the schools. The teacher of to-day is far in advance of the ancient teachers. He declares again and again that teaching is a profession, but the very vehemence of the iteration shows uncertainty. Greater public confidence and respect will produce better teachers. The coming teacher will hold a position in the first rank of the professions. Teaching will become a life work. Talented youth will enter it enthusiastically, being certain of a sure and ample reward. The teacher of to-morrow will be a leader in society; and the school of to-morrow a place where the young mind shall find all the conditions necessary for its full and complete development.

J. Barr Stauffer, Millersville, Pa., spoke of "The Future of American Literature." Our literary record is a glorious one. People of other nations affect to despise our efforts—even deny us the possession of a literature. True, we have no Shakespeare, Milton, Homer or Virgil, but a nation whose existence began little more than a century ago should not be compared with nations which have lived for ages. A great literature is the product of ages, and of leisure and wealth. However, no American need blush when he reads the catalogue of American authors. In poetry we have Longfellow, Bryant, Poe and hosts of others. In history we have Bancroft, Prescott and Motley. Our best representative in the field of fiction is Nathaniel Hawthorne, and our literature is growing. The future is bright with promise. Our public is fast becoming a reading public and the demand for good literature is becoming greater.

W. Hamner Piper, of Washington, Md., delivered a eulogistic oration on "Saint Augustine." The speaker, talking of the early life of St. Augustine, said that he was born in comparative obscurity. His parentage was humble. St. Augustine, like most great men, owed his greatness to the influence of a Christian mother. Of his work he said St. Augustine was interested in everybody. No one who sought his advice went away empty handed. He was the rich man's adviser, the poor man's comforter. From his lips flowed accents of musical sweetness, from his heart welled up sentiments of love and Christian sympathy. He was father to the orphan, brother to the widow, Christian admonisher to all.

"An Historical Glance at Woman" was the subject of the oration delivered by Miss Lila Beard, of Westminster, S. C. The complete subjugation of the women of the East was vividly pictured. How the Persian wife, coming into her husband's presence, had to bow repeatedly to the earth and ask his commands, and, having received them, withdraw and render unquestioned and perfect obedience. The condition of the women in China, India and other Eastern nations, was shown to have been far inferior to that of the women among the Hebrews. From Jewish daughters, "polished after the similitude of a palace," the world has received its ideal of womanly excellence. Ideal courage is shown by Queen Esther, fidelity by Ruth, honor by Jeptha's daughter, and sweetness and purity by Rebecca. The Roman matron and the Spartan mother gave expression of certain phases of woman's character, but it was reserved for Christianity and American freedom to fully emancipate her, and give her what she now enjoys, all the rights and privileges of any of her race.

Geo. W. Bickel in an oration entitled "Baccarat and Royalty," described the famous card game that so lately occupied the attention of England. He discussed the character of the Prince of Wales as shown by the trial and the public comments. The ease and luxury in which the princes and rulers of England are reared, was compared with the hardships endured by Lincoln, Garfield, Grant, and all other American rulers. The difference in character was thus accounted for. He predicted the overthrow of royalty, and the establishment in name of the English republic which now exists in fact, but is obscured by the polluted mist of a powerless throne.

The valedictory oration by J. A. Ressler, of Ronks, Pa., was manly and energetic. He spoke the parting words with much feeling and effect.

[Mr. Ressler's oration is published in full on another page of this issue of THE JOURNAL.]

The degree of master of the elements was then conferred by Dr. Lyte upon the following persons: Ladies—Ada L. Anderson, '89; Ella M. Bateman, '89; Mary Bowman, '89: Alice H. Bricker, '89; Annie M. Danner, '89; Alice E. Campbell, '89; Mary E. Garber, '89; Jennie Hartin, '89; Myra Haverstick, '89; Ella D. King, '89; M. Lillie Kready, '89; Margaret Morgan, '89; Lydia L. Worth, '89; M. Grace Wylie, '88.

Gentlemen—J. J. Behney, '89; William M. Benson, '89; Albert Breithaupt, '86; Edwin Brown, '88; Caleb H. Bucher, '89; Milton C. Cooper, '89; David F. Detter, '89; C. B. Eby, '89; Zachariah Emery, '74: K. Oren Fink, '88; John M. Fry, '89; Harry N. Herr, '88; Enos K. Lefevre, '89; Gideon C. Miller, '89; John A. Shelly, '89.

The Principal closed the exercises with an instructive address to the class, in which he reviewed the past year, gave them wise counsel, and wished them abundant success.

These exercises were interspersed with music, some of which was of the highest order of excellence and was much enjoyed by all. Miss H. May Emory, who had charge of the entire musical part of the exercises of Commencement week, deserves the thanks of the Alumni and School for her patient labor and uniform success.

Dr. Lyte's Address to the Graduating Class.

LADIES AND GENTLEMEN—You stand before me to-day full of hope, full of bright anticipations of the future, full of that buoyancy which gives to life its sweetest charm. You look into the future with the feeling that there are still worlds to conquer and that you will put forth your best efforts to assist in conquering them. Your feelings are natural and right. There *are* worlds to conquer, and you must join with those who have resolved to conquer them. As there are worlds in the starry universe yet unexplored, so there are worlds in the universe of thought yet unconquered. For example, there is a world of evil in the standard generally placed upon the worth of man. There are many who believe that every man has his price, that every one is purchasable. Some may value themselves higher than others. The poor fellow that sells his vote for a two-dollar bill is cheap, and there are many who despise him who would do the same thing if the price were $200,000 instead of $2. There are so many John Bardleys in the world that the pessimists who think that the times are growing more and more evil have many examples to confirm them in their gloomy statements. There are so many who crawl in the dust and dirt of business, social and professional life, for the almighty dollar, that one is led to think seriously over the proposition that every man has his price. But I do not believe it. I can not. It is for you so to live that persons who associate with you and are influenced by you, will feel there are higher motives than mercenary ones, that there are loftier ideals than the ideal of the bond-holder, that there are heights that may be attained far beyond the reach of the longest pocket-book.

There are heights to be scaled in science, in philosophy, in professional and business life, in moral and religious life. As there are types of men that should be studied to be avoided, so there are men whose lives should be studied because they are typical of the virtues that we should seek to imitate in our own lives. The energy and high moral purpose of the late Dr. Wickersham will serve to illustrate my meaning. He conquered, and left the world wiser and better for his having lived in it.

There *are* worlds yet to conquer, and it is your privilege—your duty—to aid in conquering them.

My parting advice to you is, Ever keep before you this ideal: I will live so that I shall be *trusted;* I will conduct myself so that all who know me will have confidence in me. The surest road to success is by the highway of confidence. All the wrecks along the wayside of life—the Canada refugees, the defaulting treasurers, bank presidents, and cashiers,—teach this lesson; as do also all those whom the world calls successful,—the rich, the wise, the great. And they teach another, also. This: The surest way, the only way, to win permanent success is to merit confidence. Nothing that I have said, or can say to you, is of greater importance than this: So live that you will deserve the confidence of all who know you. To do this you must be honest, and honest through and through. No one can keep the confidence of those who know him unless he is worthy of being trusted. Sooner or later the deception is discovered; the dual life is revealed; and the man is lost to the world.

It is with much pride that I review your life at school and say that I believe you are to be classed with those who will merit the confidence

of all. Your record as a class is a proud one; and it is with feelings of satisfaction as well as sorrow, that I say my last words to you now. Of satisfaction, because I can look into your faces and remember that you have performed your duties well, that you have merited the confidence that we have placed in you. Of sorrow, because you must part from us and from each other, probably never to be reunited as a class. I can assure you that we shall cherish the warmest feelings of affection for you, that you will always be remembered with feelings of pride and esteem for your standing as students, your conduct as ladies and gentlemen, and your earnestness of purpose and trustworthiness. Let me add: Have confidence in yourselves, have confidence in your tried and trusted friends, and above all, have confidence in God and His promises. With this as your guiding principle, you will accomplish whatever you undertake. You will aid in conquering the world.

In a short time you will leave these halls. Will you not cherish fond remembrances of the happy days you have spent here? We shall always remember you, and shall always be glad to welcome you when you return to visit your *Alma Mater*. We shall watch your career with deepest interest. Your success will be ours; your happiness will be felt by those you leave here. May God in His infinite love and mercy shield and guard you, and when the work of this life is ended, may you all, may we all, meet in the land where perfect confidence reigns supreme, where distrust can never enter. God bless you. Farewell.

Programme.

Following is the programme in full:

[For want of time, only 18 orations were delivered.]

Morning Session—9:30 o'clock.

PRAYER.

CHORUS, "*Arion Waltz.*" Vogel.
PAGE GLEE CLUB.

SALUTATORY ORATION,.....
Miss E. Mae Bickham.

ORATION....." Democracy and the Public School,
Mr. Charles P. Wiles.

MUSIC—"*Danse Campagnade*".....(Mattei.)
Miss Bessie M. Custer.

ORATION....."The Education of Great Men,"
Miss Maybert Hunter.

ORATION....."Comenius,"
Mr. Herman W. Weidner.

ORATION....."Causes of Our Country's Prosperity,"
Mr. Ernest A. Armstrong.

ORATION...."Importance of Industrial Education,"
Mr. Charles W. Bahn.

ORATION....."Characteristics of a Good Teacher,"
Mr. Harry A. Bailey.

ORATION....."Education and the Puritan,"
Mr. Harvey B. Brubaker.

ORATION....."Greece under Pericles,"
Mr. John R. Buchanan.

ORATION....."The Crusades,"
Mr. Harry D. Charles.

MUSIC—Vocal Solo, "*The Grenadiers*" (Schumann.)
Mr. William L. Sigel.

ORATION....."The Novel,"
Miss May M. Oppenheim.

ORATION....."The Moral Element in Politics,"
Mr. James M. Mullan.

ORATION....."The American Indian,"
Mr. William Creamer.

ORATION....."The Tyranny of Fashion,"
Miss Edith M. Cressman.

ORATION....."Will Power Necessary to Success,"
Mr. J. Latimer Crowell.

ORATION....."James Russell Lowell,"
Miss Sarah E. Davies.

ORATION....."Thomas Arnold,"
Mr. J. Grant Dreher.

ORATION....."Mary Queen of Scotts,"
Miss Elizabeth Esbenshade.

ORATION....."Christianity and Mohammedanism,"
Mr. Hugh A. Evans,

ORATION.."Influence of Novels on Public Opinion,"
Miss Alberta A. Gamber.

MUSIC—Piano Solo, "*Grande Valse*".....(Liszt.)
Miss Marion Wallace.

ORATION....."Children's Reading,"
Miss M. Elizabeth Templin.

ORATION....."Dr. James P. Wickersham,"
Mr. John M. Landis.

ORATION....."The Kindergarten as a Moral Force,"
Miss Anna M. Garrettson.

ORATION....."American Liberty Enthroned,"
Mr. Jacob C. Habecker.

ORATION....."The Influence of Money in Politics,"
Mr. Charles A. Hauk.

ORATION....."Magna Charta,"
Miss Mary H. Haughney.

ORATION....."Subsidies,"
Mr. Ammon B. Kauffman.

ORATION....."Means of Success,"
Mr. Walter N. Keylor.

ORATION....."The Education of the Puritan,"
Mr. Samuel H. Knisely.

ORATION....."Home Life of the Romans,"
Miss Alice L. Landis.

MUSIC—Male Quartette, "*Blue Danube*"....(Keller.)
Mr. Bailey, Mr. Williams,
Mr. Oberholser, Mr. Sigel.

ORATION....."Von Moltke,"
Miss Minnie Freudenberger.

NORMAL ORATION...."Nature in the School Room,"
Mr. George W. Billett.

ORATION....."School Supervision,"
Mr. Leidy B. Landis.

ORATION....."William Lloyd Garrison,"
Mr. Enos H. Leaman,

ORATION....."Two Heroes of the War,"
Miss Gertrude L. Letterman.

ORATION....."America for Americans,"
Mr. Murvington E. Malaun.

ORATION....."Fruits of Oppression,"
Mr. Allen S. Martin.

ORATION....."An English Queen,"
Miss Anna B. McCleary.

ORATION."The Teacher's Relation to his Profession,"
Miss Roberta K. McCullough.

ORATION....."The Study of Biography,"
Mr. Thomas McCulloch.

MUSIC—Chorus, "*Polka*".....(Oesten.)
Normal Glee Club.

Afternoon Session—2:00 o'clock.

MUSIC—Piano Duo, "*Norma*," .....(Bellini.)
Miss Westlake. Miss Emory.

WICKERSHAM ORATION."The Teacher of To-morrow,"
Miss Euphan W. Macrae.

ORATION....."The Future of American Literature,"
Mr. J. Barr Stauffer.

ORATION....."Bismarck,"
Miss Lulu S. Miller.

ORATION....."Madame de Stael,"
Miss Mary E. Monies.

ORATION....."Trusts,"
Mr. J. Geary Morrow.

ORATION....."Paul Jones."
Mr. Edward I. Noble.

ORATION....."William the Taciturn,"
Mr. William B. Noble.

ORATION....."A Phase of Socialism,"
Mr. Daniel A. Overholser.

ORATION....."Hannibal's Campaign Against the Romans,"
Mr. Albert C. Rutter.

ORATION....."The Home Life of the Romans,"
Miss M. Grace Sherwood.

MUSIC—Vocal Solo, "*Hunting Song*,".....(Shelley.)
Mr. Harry A. Bailey.

ORATION....."Saint Augustine,"
Mr. W. Hamner Piper.

ORATION....."An Historical Glance at Woman,"
Miss Lila V. Beard.

ORATION....."Oliver Goldsmith,"
Mr. W. Lee Shipman.

ORATION....."Lancaster County Politics,"
Mr. William L. Sigel.

ORATION....."Woman in the Industrial World,"
Miss Blanche G. Smith.

ORATION....."The Culture of Taste,"
Mr. James Smitham.

ORATION....."Education and the State,"
Miss Emma Sohns.

ORATION....."The Stability of Our Government,"
Mr. Eugene P. Strickler.

ORATION....."Sir William Wallace,"
Mr. Edward W. Taylor.

ORATION....."Lord Byron,"
Miss Mary H. Tshudy.

MUSIC—Piano Solo, "*Oreole Waltz*,".....(Hackh.)
Miss Josephine Martin.

ORATION....."Baccarat and Royalty,"
Mr. George W. Bickel.

RECITATION....."Echo and the Ferry,"
Miss Anna L. Barr.

ORATION....."Compulsory Physical Education,"
Miss Jane J. Uren.

ORATION....."Fall of Carthage,"
Miss Cornelia H. Watkin.

ORATION....."Thrilling Events,"
Miss M. Elizabeth Weh.

ORATION....."Open Sesame,"
Miss Laura I. Weidle.

ORATION....."The Use and Abuse of Books,"
Miss Flora H. Wike.

ORATION....."The Object of the Farmers' Alliance,"
Mr. J. Arthur Williams.

ORATION....."Unheard Music,"
Miss Clementine Wisner.

ORATION....."The Old South and the New,"
Mr. Charles E. Ziegler.

MUSIC—Vocal Duet, "*Suleika*,".....(Mendelssohn.)
Miss Emory and Miss Twitmire.

ORATION....."Law in Little Things,"
Miss Mary S. Scofield.

VALEDICTORY ORATION...."Greek Influence in the West."
Mr. Jacob A. Ressler.

MUSIC—Vocal Solo, "*Gaily I Wander*," (Champion.)
Miss Dora Mayer.

Conferring of Masters' Degrees.
Conferring of Bachelors' Degrees.
Principal's Address to the Graduating Class.

MUSIC—Chorus, "*The Heavens are Telling*," (Haydn.)
Senior Glee Club.

Chat About Visitors.

I. K. Witmer, '78, in Lancaster *Inquirer* of July 4.

Rev. J. Wharton Bradley, who offered prayer in opening Thursday's exercises, belongs to the late Dr. Wickersham's last class. He is a Methodist minister at Glen Riddle, Delaware county. President Harding, who finished the classical course in the same year, and is engaged in the manufacture of woolen goods in Philadelphia, is a local preacher in the same denomination. J. G. Krichbaum, of '69, made the prayer of the Wednesday evening session. He was once in the ministry, but is now in the law, a member of the Bedford bar. Rev. I. U. Royer was an '81 visiting alumnus. He serves the Chestnut street Evangelical congregation of Lebanon.

John G. Weinberger is the horny-handed tiller of the soil who read the class history of '61. Editor Geist, of the Marietta *Times*, Attorney B. C. Kready, of this city, and W. W. Davis, of the great city of Duluth, are his living classmates. Mr. W. was professor of mathematics at Millersville a quarter of a century ago.

Gray beards and bald heads grow more and more conspicuous at the annual alumni meetings, which is to be expected of the men who were Dr. Wickersham's pupils, some of them a third of a century ago. Conspicuous among these was the white hirsute crown of Mr. Weinberger's classmate, Isaac Slater Geist, who was also his associate in the faculty, being professor of natural sciences. Almost a generation of boys and girls grew up in Mr. Geist's care in the Marietta high school room before he laid down the hickory emblem of gubernatorial and pedagogical power to seize the editorial goose quill and shears.

Candidate for Jury Commissioner Adam Geist was a non-graduate visitor to the services in honor of his former teacher. He is bigger and fully as gray as the other Geist, whose nephew he is.

J. Howard Jacobs, Esq., the well-known Reading attorney, was another non-graduate who came to honor Dr. Wickersham's memory. Mr. Jacobs is a marked man in any gathering.

The limbs of the law were numerous in the gathering. W. D. Weaver, '68, B. C. Kready, '61, A. O. Newpher, '59, I. Clinton Arnold, '82, A. S. Hershey, '71, W. F. Beyer, '64, and D. McMullen, '68, are the Lancaster lawyers who gazed on former scenes with interest. Krichbaum and Jacobs have already been named. A. Carson La Barre, Bangor, and S. M. McCormick, Lock Haven, are two class mates of Mr. Hershey's who adjust legal difficulties and mingled with the crowd on Wednesday. J. H. F. Hendricks is a Doylestown '76er who has achieved some distinction in politics and pathetically says "They won't let me keep out of it." (Confidentially, I don't believe he wants to keep out). A. L. Williams is a Wilkes-Barre lawyer whom his friends call "Tony." He read the history of his class.

Mr. Williams' class is '81 The other members present at the meeting were Rev. I. U. Royer, Lebanon; Mrs. Lizzie Newswanger Currier, Aiken, Md.; Mrs. Ida Weeks Cadwallader, Yardley; Mrs. Kate Jenkins Bowman, Pittsburg; Mrs. Margaret Lewis Cooper, Lancaster; Mrs. Mary Epright Schiller, New Bloomfield; Miss Laura J. Falck, Lancaster; Miss Emma C. Rife, Duncannon; Prof. H. Justin Roddy, Millersville; Prof. W. H. Kuhn and wife, Kingston; Dr. H. L. Bollman, Robesonia.

I also saw Dr Lewis H. Taylor, of Wilkes-Barre, on hand. He was graduated twenty years ago, and came down to meet his classmates and to hear what good things Historian Sarah Beatty Green had to say about them. Attorneys Hershey, La Barre and McCormick, Mrs. Ester B. Eisenhower, Norristown, and Mrs. Mary McJunkin Lyte, Millersville, were the other '71ers present.

The class of '66, whose 25th year was celebrated by a reunion, is a remarkable body in that all its twenty members are yet alive. Miss Mary M. Martin, the bright and energetic lady who has long taught in the Girl's High School of this city, read their history. President Chas. H. Harding, Miss Elizabeth Lloyd, well known in the Pennsylvania State Teachers' Association, and Miss Annie Lyle, famous for her knowledge of history and contemporary politics, were on hand. The other members whose ears tingled at Miss Martin's interesting biographies were Mrs. Annie Alexander Twitmire, Bellefonte; Mrs.

Eliza Dickey Fleming, Fairmount, W. Va.; Mrs. Elizabeth Jackson Haines, Elkton, Md.; Mrs. Mary Slokom Sprowl, Atglen; Miss Mary S. Miller, Philadelphia; Miss Hanna Thompson, Fleming; Miss Ellen Webb, Scranton; J. H. Bechtel, Philadelphia; David H. Bucher, Middletown; and Rev. J. W. Bradley, Glen Riddle.

The class of '76 celebrated its 15th anniversary. Principal Lyte finished the scientific course in that year. Miss Amanda Fleck, Ambler; Miss Martha Means, Carlisle; J. H. F. Hendricks, Doylestown; H. S. Hershey, East Petersburg; W. W. Griest, Lancaster, and County Supt. A. G. C. Smith, Media, were present.

Mr. Smith was known as "Alphabetical" Smith in '76 because of his triple initials. He was a Democrat then, but he told me in Media some years ago that the decidedly saloon tendency of his party was more than he could stand, and I believe he now votes in the opposite direction.

Three other county superintendents flocked with Mr. Smith and helped Joe Pyott, the veteran stenographer of the State Teachers' Association and proof reader of the Wickersham Printing Company, to discuss the present wrangle concerning who is the real State Superintendent. Brecht, of Lancaster, '75, and McNeal, of Dauphin, '70, looked solemn, and Breneman, of York, '80, looked as happy as of yore and received many approving words on his desertion of single blessedness several weeks ago.

City Superintendent L. B. Landis, of Allentown, stood up with the boys and took his diploma on Thursday. He was in a class of years ago, but had to leave the Normal too early to take the examination which he took last week after twenty-two years of waiting.

Watson Cornell, '68, sang "I Know that my Redeemer Liveth," on Wednesday evening. He is supervising principal of the Nichols boys grammar school in the city that William Penn founded. J. H. Michener, '74, holds a similar position.

Editor Wm. C. Smith, of the Everett *Press* is a Bedford county man who taught in Strasburg township years ago. He is deeply interested in the State Teachers' meeting in his county next week, and spent an hour with Supt. Brecht talking up schemes to get the next meeting for Lancaster.

Jerry Zeamer (speaking of editors!) is the humorous man of the class of '68. Time cannot stale nor increasing gray hairs wither the quality of his fierce Democracy, which he expounds to the entire satisfaction of himself in the Carlisle *Volunteer*. His wife accompanied him. She was Miss Isabella Benner, of the '67 class.

Two '65ers were present, and only two,—Miss Mary Dunn, of Wayne, and Mrs. Mary Hartman Kauffman, of Lancaster.

Dr. B. F. Gamber, of that class, should have been there to see his daughter graduate, but San Diego, where he lives, out on the Pacific coast, is too far away for a mere pleasure jaunt for a busy man.

WAYBACKER.

Greek Influence in the West.

(Valedictory Oration, by J. A. Ressler, Rock, Pa.)

From the mainland of Europe three peninsulas jut southward into the Mediterranean,—the Iberian in the west, the Italian boot in the middle, and the Greek peninsula toward the east. Small as their territory is, the people of these three peninsulas successively held political sway in Europe, each leaving traces of its influence upon subsequent history. Greece was the first to rise to power. She was first not only historically, but also in the extent of her influence, which reached farther than that of either of the others.

Since the religion of a people has so much to do with the formation of its character, we may look for a source of power in the code of morals which controlled the Hellenes. A strange religion had these Greeks. Long, long, ago, in the far-distant, shadowy past, in the days when the Hebrews' great kings lived and flourished there dwelt in this land of Hellas a bard who sang of the deeds of heroes long before; of heroes, who, in turn, sang of a still remoter past. And the stories of all these ages, woven up of fact and fancy, composed the religious history of the Hellenes. Their Supreme Being was Zeus, whose kingly family constituted the gods of their worship. These gods had many human qualities mingled in their being. They loved and hated, rejoiced and grieved, grew angry and repented, just as mortals do. The great men, heroes among the Greeks, were able, by deeds of valor, to take rank among the immortal gods. The Greeks never sank to idol worship. Theirs was the worship of beings far their superiors, both physically and intellectually. This feature of their worship made it possible for them to attain a high state of civilization under their own religion, and, when the purer religion of the Son of Mary came to be preached to them, it did not seem as a mere fable but as the natural sequel to their own religious growth.

Greece attained her highest point of intellectual develcpment a few centuries before the age of Christ. Then Rome came upon the scene and made Greece a part of her possessions. But, as was well said, "The Greeks captured their Roman captors." Greek art found its way to Rome. It became the custom for Roman nobles to employ Greek teachers for their young men, and in this manner the Greek language, in all its pure simplicity, was carried whereever the Romans went with their legions during the years that followed. Thus it happened (if such things may be said to happen) that, when the Romans took possession of Palestine, Greek was their language of polite conversation; and when the deeds of our Savior came to be chronicled, it was in Greek that the accounts were collected and left on record for us. What grander theme could have employed a grander language? How suitable was the language to the theme! The character of Christ was so simple, yet so sublime! The language, bearing in itself the stamp of divinity, was just the one to combine and express these elements. It is quite probable that the language in which it was promulgated was the means of adding much to the success of the new religion. Some of the beauty and purity must cling to the language even in a translation.

The military achievements of Greece, aside from their value as examples of brave endurance and noble self-sacrifice, have a vast influence over the destinies of Western Europe. The wars of the Greeks with the Asiatics were wars of races struggling for the possession of the West. The question was not whether this or that petty king should rule in Athens or Rome, but whether the Semitic Mohamedan or the Aryan freeman should control Europe. Greece was the representative of free constitutional government, and at this time was about the only example of such a government on the face of the earth. The Persians were the representatives and exemplifiers of a long series of oppressive and tyrannical governments, characterized by the most abject servility in the subject and the haughtiest exercise of authority on the part of the sovereign. A fair example of their government existed in Turkey a few years ago where none but a Moslem had any rights which a Moslem was bound to respect. Had Xerxes set up his throne in Athens, Greece would never have had a history for us to study and admire. Had Eastern authority continued in Greece, Rome could not have risen to power. Instead of that sturdy Roman adherence to law, that firm, manly love of principle, which is so ennobling an element when combined with Celtic vivacity or Teutonic physical strength, we should have all the vices bred by Eastern adulation. Imagine the governments of Europe under such rule as exists in Mohamedan countries to-day. Horrible as the thought is to us it would have been the inevitable consequence of victories for the Persians in their attempt to conquer Greece.

Thus in religion, in politics, and in war, Greece made the fight for western Europe against the oppression of the East. But powerful as these achievements were in moulding the destinies of the civilized world, it is probable that Greece has a still greater influence through the history of her great and noble men and in the literature which she has handed down to us.

In her days of prosperity, Greece merits our admiration; in her period of decay she wins not only admiration, but our warmest enthusiastic love. Politically she was powerless; intellectually she was gigantic. When the renaissance swept like a mighty wave over Europe, it was Greece that furnished the material and the men to carry it forward. Greek classics were the material, and the hundreds of Greek teachers who wandered over Europe were the men that gave tone and character to that most brilliant of ages which followed the revival of learning. The military achievements of Greece may be compared to a sudden impulse, while the examples of her Leonidas and Pericles, and the sayings of her Homer, Socrates and Plato, are constant forces which have acted throughout all mediæval and modern times, and shall continue to act as long as men have written language, and a refined taste with which to appreciate her literature.

It is impossible to estimate all the good Greece has done for Europe and America of today, but we are safe in saying that we owe our present civilization more to her than to any other nation of ancient or modern times.

A few more hours, and Millersville with all its heart-binding associations shall, for us, have passed from realization into memories of the past. As we look back upon our school life we find none but pleasant recollections. Unpleasant things there may have been, but they fade from our view. Our most irksome tasks, now that they are over, seem as but child's play. With happy recollections in our minds it becomes our duty as the class of '91 to bid farewell to the dear old Normal.

Fellow students who shall return to these halls at the opening of another session, we part from you as from our friends. We envy you in that you shall be permitted to enjoy in the future the privileges from which we shall now be debarred. With best wishes for your success we bid you adieu.

During our life at the Normal we have caught occasional glimpses of those to whom we owe the fact that we have a Normal School. Trustees and other friends of the School, your faces have become familiar to us. Our thanks to you for all the magnificent opportunities with which you have surrounded us cannot be expressed in words. We can only feel our gratitude. From our hearts we say to you "Farewell."

By closer association are we bound to you, members of the Faculty. Appreciated or unappreciated, your efforts have ever been for our welfare. Your kind advice upon all subjects has ever been cheerfully given. Now that we are about to withdraw from your protective care do we realize how much you have done for us. To you, Dr. Lyte, are we particularly indebted. Your energetic, self-sacrificing devotion to the School and its interests has for years been its source of life and power. Your powerful character has made a lasting impression upon all with whom you came in contact. Especially do we, who met you day by day in the class-room, feel its influence. But the sad, sad word must be spoken. With the sincerest regret for the parting we bid you "Farewell."

Clas mates, shoulder to shoulder we have toiled on together The cause of one of us has been the cause of all. We have met under peculiar circumstances. We know each other in relations in which no others know us. Each knows the other's weakness, each the other's strength. To-day we shall separate and each shall take his way to fight the battle of life. It seems hard for us to part. We linger long, but at last, at last we must be separated. From the depths of a full heart we say to each other, "Good-bye."

To all: students, teachers, friends, classmates, "Farewell."

PENNSYLVANIA
STATE NORMAL SCHOOL,

MILLERSVILLE, Lancaster Co., Pa.

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

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 1890, the value of the property belonging to the Millersville State Normal School is over a quarter of a million of dollars—in exact figures, $265,190.27.

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 new gymnasium, supplied with the most approved apparatus. Free to students.

A large microscope.

Ten 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.

Large boiler-house, containing two new steam fifty-horse-power boilers, etc.

Steam-cooking apparatus.

Large reservoir, supplied with a stream of water flowing upwards into the reservoir at the rate of 300,000 gallons or more a day.

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 and clocks in the class-rooms, etc.

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

Papering and carpeting the rooms in the gentlemen's building, and refurnishing them with solid oak furniture, spring mattresses, etc.

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

Painting the entire building, inside and outside, papering all the halls, etc.

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

New barn and other outbuildings.

These improvements cost nearly $70,000. 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 1891–'92 will begin on the last Monday in August, and continue twenty-eight weeks. The Summer Session of 1892 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.

The electric cars for Millersville leave the Pennsylvania railroad station at 5:40, 7, 8:20, 9:40 and 11 a. m., and 12:30, 2, 3:20, 4:40, 6, 7:20 and 8:40 p. m., and pass the Reading station about five minutes after leaving the P. R. R. station. These cars carry baggage, as well as passengers.

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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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 the application 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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