The Normal Journal.

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

VOLUME V. STATE NORMAL SCHOOL, MILLERSVILLE, PA., AUGUST, 1892. NUMBER 4.

THE NORMAL JOURNAL.

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

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

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

THE NORMAL JOURNAL,
Millersville, Pa.

AUGUST, 1892.

COMMENCEMENT NUMBER.

The Past School Year.

The enrollment of students during the session which closed June 30th, exceeded that of any previous session of the School. The total number of students for the summer session was 901, and for the year 1447. The largest numbers previously enrolled in a single session were 772—the enrollment of the summer session of 1891,—and 655—the enrollment of the summer session of 1875. These figures are much larger than those of any other normal school in the State, and indicate in part the growth and prosperity of this School. Numbers of students were refused admission to the School this summer, because of insufficient boarding and lodging accommodations. It is with pleasure that we can announce that a large addition will be made to the buildings so that nearly 200 more students can be comfortably taken care of next year. The senior class of the present year numbered 73, and the junior class 85, all of all of whom passed the "final" examination before the State Board of Examiners.

But Millersville has no ambition to be measured by mere numbers. This is not the correct way to gauge the success of a school. We prefer to be judged by the earnest work done in the class-room in the various academic departments, by the careful attention given to the pedagogical work of the School, by the enthusiasm and zeal which our graduates and students take with them to their schools, and by the effect upon their characters of the training which our students receive. These are the proper standards of measurement, and our aim is to keep Millersville worthy of being measured by these standards.

The Coming School Year.

The next session of the School will begin on Monday, August 29th, and continue twenty-eight weeks. Large numbers of students have already been registered, and applications for rooms are received daily by the Principal. A number of rooms have also been reserved for the summer session of 1893. It will be our effort to maintain the high standard of scholarship and professional skill for which our School is justly noted, and to continue to merit the confidence reposed in the School by the public.

Notes.

The complimentary resolutions with respect to the Board of Trustees, passed by the Alumni Association, are richly merited. Besides the monthly meetings, attended regularly by nearly every member of the Board, the executive committee holds weekly meetings and devotes a great deal of time to advancing the best interests of the School. The executive committee is also the building committee. The members of this faithful, wide-awake, energetic committee are Andrew M. Frantz, Esq., chairman; Mr. H. M. Mayer, secretary; Mr. George K. Reed, Hon. J. B. Warfel, Mr. Jacob M. Frantz, Dr. P. W. Hiestand, Hon. Amos H. Mylin, Charles Denues, Esq., and the Principal of the School. They watch the new buildings closely, and are already planning additional buildings so as to increase still further the facilities of the School.

The electric cars for Millersville leave the Pennsylvania railroad station every hour, beginning at 6:30 a. m., the last car leaving the station at 9:30 p. m. These cars leave the Reading station about 10 minutes earlier, or about 6:20, 7:20, etc. Each trunk should be marked with the name of the owner and "Millersville Normal School." Students should hand checks for trunks to the street car conductor. On arriving at the school, students will please come to the Principal's office.

Contributions to the Wickersham Memorial Fund should be sent to Mr. T. C. Search, Treasurer, 26 South 3d St., Philadelphia. Hon. J. A. M. Passmore, 318 South 42d St., Philadelphia, is chairman of the committee. He will take pleasure in communicating with all who wish to have any information concerning the work of the committee.

The few changes which will take place in the corps of instructors will be announced in the next number of THE JOURNAL. It will be gratifying for our readers to know that all the older members of the Faculty will continue in the positions which they have so ably filled in the past.

It was a great pleasure to see so many members of the Alumni and old students at Millersville during Commencement week. Our friends know that the "Old Normal" always has a welcome for them.

Graduates of normal schools who desire to pursue the studies of the Scientific course will find classes here in both the Junior and the Senior studies of the course.

Persons desiring to apply for rooms for the winter session will please write to the Principal at their earliest convenience. The school will reopen on Monday, August 29th.

Students who will enter school this fall should come on Monday, August 29th, if possible. Classes will meet for recitation on Tuesday, August 30th.

Our friends will oblige us by sending us the names and addresses of any of their acquaintances who think of attending a normal school.

Nearly every member of this year's graduating class has secured a good position in school work.

If you think of attending a normal school, write to us for a catalogue.

COMMENCEMENT WEEK.

Baccalaureate Sermon.

[From the Lancaster *New Era* of June 27.]

The Rev. Dr. James Y. Mitchell preached the Baccalaureate sermon to the graduating class at the Millersville Normal School on Sunday. There was a large congregation, and the sermon was just what it should have been. The text was the 10th verse of the 16th chapter of St. Luke: "He that is faithful in that which is least is faithful a'so in much. And he that is unjust in the least is unjust also in much." From this the preacher drew lessons of warning and denunciation, of encouragement and inspiration. It was just the kind of sermon to do good to an audience that heard it; attractive in form, practical in its teaching, and incisive in effect. The anthem by the choir was fine, Dr. J. Harry Pickel singing the solo part.

Class Day Exercises.

[From *The Morning News*, June 29.]

The exercises incident to the thirty-eighth annual commencement of the State Normal School at Millersville began yesterday morning with the class day ceremonies.

At 9 o'clock in the morning a large audience assembled on the campus, where the following committee had everything prepared that could induce to the comfort of their guests: Miss Gertrude Heck, of Lancaster; Miss Kate A. Sheetz, of McConnellsburg, Fulton county, and Mr. W. H. Cessna, Rainsburg, Bedford county.

After a brief and appropriate address by the president, Mr. S. H. Hain, of Hametown, York county, the statistician of the class, Miss Carrie Bear, of Columbia, read a paper which was greatly enjoyed by the audience.

Dr. E. O. Lyte then presented the class with an ivy to be planted in the campus, which was accepted on behalf of the class by Mr. Witmer. The following is the full programme of the exercises: President's address, Mr. Hain; vocal trio, "The Dance Invites Us," Misses Bucher, Lentz, and Tripple; class oration, Mr. Cessna; ladies' chorus (selected); statistician, Miss Bear; instrumental solo, Miss Pryor; class poem, Miss Gibbony; ivy oration, Mr. Witmer; instrumental trio, Miss Lentz, Messrs. Bryant and Noble; recitation, "Calpurnia," Miss Emilie Evans; vocal solo, Miss Lentz; mantle oration, Mr. Mentzer; vocal quartette, "The Fortune Teller," *Mr. Bluffins*, Mr. Hain; *Mr. De Smythe*, Mr. Witmer; *Miss Angelina Tompkins*, Miss Bucher; *Mrs. De Smythe*, Miss Tripple; class prophecy, Mr. Kreider; gentlemen's chorus, "Once Uponne a Tymme;" presentation oration, Miss Campbell and Mr. Ritchey.

The Alumni Meeting.

[From *The Morning News*, June 29th.]

The Alumni met at two o'clock in the chapel, and were called to order by the President, Hon. John A. M. Passmore, of Philadelphia. The minutes of the previous meeting were read and approved.

The Alumni adopted a resolution to the effect that a committee of ten be appointed by the Chairman, with F. E. Sanford as chairman, to establish a headquarters at Chicago during the Columbian Exposition for Millersville students and Alumni.

A resolution was also adopted that a book be prepared and kept in the Pennsylvania State Building at the Exposition, in which students and Alumni of Millersville can register their names, addresses at home and in Chicago.

A number of the Alumni present were called upon to give their impressions as to the present appearance and condition of the State Normal School, and interesting speeches were made by A. F. Hostetter, Esq., of Lancaster; I. K. Witmer, Principal of the Frackville, Pa., schools; J. Frank Barr, Frank Pennell, Miss Fraelich, of the California State Normal School; Mrs. Martha Evans, of Middletown. Dr. E. Oram Lyte responded in a very effective manner.

The following officers were elected: President, Hon. John M. Reynolds, '67, Bedford; Vice-President, Miss Mary A. Pierson, '69; Secretary, Miss Sarah Hughes Gilbert, '77; Treasurer, Dr. A. R. Byerly, '58.

Executive Committee.—Dr. Geo. W. Hull, '74; A. O. Newpher, Esq., '58; A. F. Hostetter, Esq., '70; Miss Annie E. Hartman, '58.

Committee on Accommodations.—Miss Anna Lyle, '66; Miss Amanda Landes, '85; Mr. Geo. W. Hull, '74; Mr. H. J. Roddy, '81; Mr. W. D. Weaver, '68.

Chairman of Wickersham Memorial Committee.—Hon. John A. M. Passmore, '60.

After the election of officers the "History of the Class of 1862" was read by Josiah Lineaweaver, esq., of Pottsville, Pa. A "History of the Class of 1872" was to have been read by Prof. P. J. Umstead, of Philadelphia, Pa., but he sent word that he was unable to attend and the essay was omitted.

At 6:30 o'clock in the chapel the "History of the Class of 1882" was read by I. C. Arnold, Esq., of Lancaster, Pa.

CLASS REUNION AND CLASS STONE.

The class of 1891 held a re-union in Prof. Byerly's room during the afternoon, and a half hour was passed in relating experiences and recalling reminiscences.

The Class of 1892 placed a "class" stone in the north wall of the ladies' building. The stone is a slab of white marble containing a pansy and "Class of '92" in high relief. Immediately beneath the stone the class ivy was planted.

THE EVENING SESSION.

Last evening the Normal chapel was crowded with a large and enthusiastic audience, there being many from Lancaster among those present, the occasion being a public meeting of the Alumni Association. The evening's exercises began with a "serenade" rendered by Miss Emory, Miss Twitmire, Mrs Munroe, Dr. Ilyus, Dr. Pickel and Prof. Munroe.

Hon. John A. M. Passmore, of Philadelphia, delivered the president's annual address. During his remarks the gentlemen desired to know what the alumni of the period when he was a student at Millersville had done. Since then the greatest strife of modern times, namely the Civil War, has been fought and ended. How many new inventions have been created and put into active operation since then? We find a shaft on the campus marking the fact that many of the alumni fought and died in the war, others have gone into business life, others into the professions, and some are still carrying out the principles they learned at Millersville, namely, teaching.

The name of Wickersham will live and be connected with the name of Millersville and its traditions for all time. The speaker wished that he could instill the idea of compulsory education into the minds of legislators and people. You can do much help to all by trying to get the National Government to pass more stringent emigration laws. The speaker would only admit into the United States such as intend to become bona fide citizens, and he would permit no flag to the breeze but the glorious "Stars and Stripes." Let the people work in season and out of season in a grand endeavor to restrict indiscriminate emigration and naturalization. Men should attend the primary elections and help to nominate respectable men to office and thus oust the schemer, extortionist and rounder. Leaders in politics must never exceed their duties and thus become bosses. When such a man becomes a "boss" he should be made to "hew wood and carry water."

Music, vocal solo, "Polly and I" (Wakefield), Mrs. Chas. Gill, Lancaster, Pa.

MRS. EVANS' ADDRESS.

Mrs. Martha Cooper Evans of the class of '82, of Middletown, Pa., followed with an essay entitled "Petroglyphs," in which the lady took the view that scholars of the day are learning much from a study of the inscriptions which ancient man carved upon rocks, which are found in Asia, Africa, and we find their greatest perfection in America, being found in Mexico, Peru and all of the States in the Union. Who could unravel the riddle of the Sphynx? The "Rosetta Stone" has explained many of the hieroglyphics of the Egytians. When it was carried away from Egypt into France where scientists from the inscriptions in Egyptian hieroglyphs, Greek and Coptic, at last found a solution of the riddle of the Sphynx, and ever since the great woman-headed lion of the desert of Ghizeh has worn a frown. God has written His name in the many impressions of fossils in the rocks and they are the petroglyphs of the Creation. The present age is rife with the idea to do, and when you aim high, if only a little be accomplished, yet you have left your petroglyphic impression on the rise and progress of the world. Take "Ne Plus Ultra" as your watchword, and you will succeed in all you undertake. The bud longest in blossoming will last the longest in flower. By careful plodding all obstacles will be overcome, and you will eventually become a somebody. Alumni of Millersville, let your names be engraven on the rocks of fame, and let none sully the fair name of Millersville.

Music, vocal solo, "Gentle Swallow" (Stralezki), Dr. E. B. Ilyus, Lancaster, Pa.

Prof. P. J. Umstead, of class of '72, Philadelphia, was to have delivered an oration on the subject of "Unknown Heroes," but could not be present and his place was admirably filled by Miss Amanda Landes, who recited in an excellent manner, "Sandy's Whustle" and "Down to Aunt Mary's."

Music, vocal solo, selected, Miss M. Lou Rohrer, Lancaster, Pa.

Introduction of senior class to Alumni by Dr. E Oram Lyte, and their reception by Hon. John A. M. Passmore.

Vocal solo, Miss Clements.

Resolutions Adopted by the Alumni Association.

COLUMBIAN EXPOSITION.

1. *Resolved*, That a register be secured by this Alumni Association for the registration of Millersville students at the "Columbian World's Fair" at Chicago, in 1893, the same to be in the hands of Dr. E. O. Lyte and placed in the "Pennsylvania State Fair Building" at Chicago, and due notice of the place and of this action be published from time to time in THE NORMAL JOURNAL.

2. *Resolved*, That a committee of at least ten Millersville students, resident at Chicago and vicinity, be appointed by the chair, of which F. E. Sanford shall be chairman—the duties of which committee shall be to make proper arrangements for the reception of such of our number as may visit the "Columbia World's Fair."

3. *Resolved*, That a local committee of three residents of Millersville and vicinity be appointed to correspond with the committee resident at Chicago and vicinity, in relation to reception of members of the Alumni and other students of the Millersville school visiting the "Columbia World's Fair."

[On the latter committee, the chair appointed Mr. J. G. Krichbaum, Miss Amanda Landes, and A. O. Newpher, Esq.]

OBITUARY.

This Association has heard with sorrow of the death of two of its honored members, Miss Myra Haverstick, of '89, and Miss Flora H. Wike, of '91.

In memory of said members, be it resolved by this Asssociation:

That through their death the cause of education loses two faithful friends, this school two worthy and honored students.

That this minute be entered upon the records of the Alumni Association, printed in THE NORMAL JOURNAL, and a copy of them be sent to the friends of the deceased.

WM. D. WEAVER,
M. LILIAN KREADY,
W. HAMNER PIPER,
Committee.

PROGRESS OF THE SCHOOL.

The Alumni Association of the Millersville State Normal School deem it just and proper to make the following minute:

We witness the numerous improvements made, and the new buildings being erected, as an evidence of the liberal and progressive spirit of the Board of Trustees, and the efficiency of the honored Principal, whose untiring efforts and able management have the sympathy and approval of every alumnus.

As an evidence of our appreciation and confidence, we hereby pledge our undivided support to the Principal and Faculty in all their efforts to advance the interests of this institution of learning.

The Exercises of Thursday.

[From the Lancaster *Intelligencer*.]

MILLERSVILLE, June 30.—To-day seventy-three additional names were added to the roll of the alumni of the Millersville State Normal School. The many friends of the school and of the members of the graduating class are here.

The school buildings are filled to overflowing, and the people of the village have kindly opened their houses and entertained the people.

The exercises of the day began at 9:30 with music, a vocal trio, sung by Miss Locher, Mrs. Monroe and Mrs. Bitner. The voices of these ladies blended nicely and their singing was very well received.

The salutatory oration was assigned to Miss Laura Kready, of Lancaster, who delivered in beautiful style a very pretty oration on the subject, "The Crown of Labor." After welcoming the audience in a most appropriate manner to the thirty-eighth annual commencement of the Millersville Normal School, the lady described one of the Olympic games, where the hero was crowned with a garland of wild olives. In the world a few are crowned, but many have died without any acknowledgment of their achievements. Labor to prove successful; the mind must have sensibility to receive impressions, originality and self-trust, and further, the labor must be well directed. The actual success of life is measured by the inspiration it works in humanity. This is true, especially of the teacher. It is not the olive-garland nor the golden circlet of present success that is the the crown of labor, but the amaranthine wreath of immortality.

"The Shield of the Nation" was the subject of E. H. Gerhart's oration. Under the figure of a shield the speaker described the Constitution of the United States. He showed how the oppression of England caused the colonies to resist the acts of Parliament; and how the representatives of colonies came together and formed the Declaration of Independence. He discussed the weakness of the confederation and the necessity of a stronger government. Washington at Mt. Vernon was represented as initiating the movement to form the Constitution, and the best thought and patriotism of the nation combining with him gave us finally the present shield of the nation. The principle of the equality of man and the distribution of executive and legislative power was pointed out as its chief elements of strength. He showed how it withstood the attacks of England in 1812, and how, in 1861, it overthrew slavery and still maintained the integrity of the nation.

Miss Josephine Martin then favored the audience with a well-executed piano solo.

"Inspiration of Possibilities" was the subject of the oration delivered by Miss Florence Horner, of Millersville.

The "Inspiration of Possibilties" is known to people of all nations and all religions. It is, however, recognized by no one to such an extent as by the devout Christian. It is not limited to any class or condition of society. It is seen in the lowest grade of humanity, and advances in refinement with civilization. It has been a great benefit to the world and to the present century. Its influence is seen in the home, in the inspiration that the child receives from what his parents believe possible for him to perform. In the school-room it is essential to the success of both pupil and teacher.

Our republic excels all other governments in the inspiration of possibilities. We see this in the many examples of persons who have risen from the lowest to the highest position in our nation. The purest form of this inspiration is found in the Christian religion. It teaches that whoever will may come and that it is possible for all to wear the golden crown.

Miss Edith Bucher, of Hummelstown, Pa., spoke of "Moral Arithmetic." The name of this science in all probab lity was suggested by the similarity in its development to the arithmetic of numbers A simpler name for the same science is ethics. It resembles arithmetic since every act having a moral element in it is the result of adding a number of reasons why it should be done, and subtracting this sum from the added reasons why it should not be done. There is always a balancing of motives. The world is indeed a school in which some are about to take the prize from the Great Teacher's hand, while others lose sight of the grand object of life and have nothing to show to their teacher but misused talents, unworthy motives and godless attainments. To properly solve the daily problems of life is life itself. There can therefore be no higher aim than to perform correctly and reverently each duty that may comfort us in life.

A vocal quartette sung by Misses Vaille, Twitmire, Emory and Mrs. Bitner was much enjoyed by the audience.

D. G. Eschbach, of Barto's, Berks county Pa., discussed "The Age of Progress." In the early centuries of the Christian era all was expectancy—expectancy of the millennium. The triumphs of this age outrival the dazzling dreams of millennial greatness. The hand loom and spinning wheel have been supplanted by the factory of a thousand looms and spindles. The stage coach has disappeared before the fire-breathing giant of iron, with its massive train of cars. The rapidity of human thought has been surpassed by the messenger it has captured from the clouds. The business man lifts the ear trumpet to his ear and receives a verbal answer from his correspondent miles away. Intellectually this age is without a peer. Intelligence is the common property of the rich and poor. There are, however, limits to this progress. Our ignorance of the real essence of matter, of the cause of the vibrations which produce heat, light and electricity, are some of the barriers that apparently limit progress. But within these limits there is ample room for improvement during ages to come. The heroes of the coming age shall be its inventive geniuses, and their captives shall be the forces they have subdued.

The next oration was entitled "Folk-Lore," and was delivered by Miss Lulu M. Colvin, of Plymouth, Pa. Folk-lore had its greatest growth when the nations were young. As the nation grows older, the spirit becomes a ruling power for good or evil over the lives of the people. All the beautiful myths of Attica and Latinum, all the weird tales of Germany, all the cruel stories of the north are but the workings of men's imaginations. This accounts for the sameness of folk-lore throughout all the nations. Where there are the same objects, the same phenomena, there must be the same thought. Folk-lore is at once the bane and joy of the historian. It shows him the life of a people, but is an almost insurmountable barrier to his search for facts. Nowhere is the influence of folk-lore felt more than in literature. The Iliad and Odyssey are but fables told by the common people of Greece, and gathered into great poems that will last forever. All the stories of folk-lore are but the strivings of untaught minds after the infinite, and richly deserve the place they hold in the literature of the world.

Piano solo, "Valse" (Raff), Miss Minnie Wiest.

"Keats and His Books" was the subject of an oration, delivered with good round voice, by Miss Nellie G. Brown, of Merion Station, Pa. The essay described the early life and home of Keats, and his craving after knowledge. His early work as a poet was harshly criticized and his sensitive soul suffered intensely. The poems written by Keats are only experiments by a learner, and yet they are masterpieces of English literature. The works of Keats were the means of recovering English literature from barren rhetoric and securing an inheritance of passion. Owing to his sensitive nature, his poetry is thoroughly artistic, and had his life been spared, England would have had many additional volumes of beautiful poetry on the shelves of her grand and mighty library.

The subject of Miss Goodfellow's oration was "Driftwood." Many people are like driftwood on the great ocean of life. Without any aim in life they are tossed about until they are stranded on the shores of time. Those who make proper preparation for life are like the vessel that is able to withstand the waves of the sea.

Education may fit one mentally for the voyage, but unless the character has been carefully trained, and unless there is a strong will as a captain to guide the vessel, the winds, the waves, or the rocks may shatter the vessel and make driftwood of her timbers.

Byron and Poe are examples of such driftwood. They were endowed with remarkable ability, but appetite proved to be the sandbar upon which they stranded. The education and the character should be such that after a life of services to others a safe anchorage may be vouchsafed in the harbor of eternal rest.

Vocal solo entitled "Serenade" was then sung by Miss M. E. Locher, after which "The Power of Public Opinion" was shown to the audience by Amos L. Eby, of Mascot, Pa. He said that Napoleon declared that he feared not the tens of thousands of bayonets before him, but he did fear the newsparers, the proclaimers of public opinion. Daniel Webster said: "There is no monarch on earth whose throne is not liable to be shaken by the progress of opinion and the sentiment of the just and intelligent part of the people." In our day the best illustration of the power of public opinion is found in the history of the Louisiana lottery. Almost unmoleated for twenty-four years this colossal institution continued its nefarious occupation and strengthened its hold upon the state from which it received its prerogatives. It pretended to be an institution of charity. It gave millions to the state of its nativity, and during seasons of afflictions, caused by breaking of levees and the flooding of districts, it has appropriated hundreds of thousands of dollars and sent cargoes of supplies to the suffering. It thus bid for popular support.

It purchased newspapers and secured the influence of the grog shops and made itself master in the municipal affairs of the city. Its true character is shown in its charter. The purpose of its organization, as stated, was to redeem money lost by citizens of Louisiana through foreign lotteries. In other words, it was a corporation to legalize theft in America. The voice of the people was raised against this evil and at last prevailed.

There is nothing powerful enough to withstand public opinion. It is unlimited in authority and infinite in duration. In the performance of its duty it fears no danger, spares no expense and omits no exertions.

"The Passion Play," an oration by Miss Margaret Harris, of Harmersville, N. J., described the origin and effect of that most interesting performance, the Passion Play of Oberammergau. In the year 1633 that terrible scourge, the plague, raged in Upper Bavaria. The peasants in the beautiful valley of Ammer vowed to God that if he would stay the plague, the passion play should be performed once every ten years in token of their gratitude. Ever since, unless prevented by war or rules, the vow has been kept. The present version is the work of a young priest, who devoted his life to perfecting the play, and when he died the world discovered that under his training these peasants had perfected the greatest drama of modern times. The acting is wonderful, the conceptions perfect, and from eight in the morning till six at night, without fatigue or impatience, indeed in breathless interest, 6,000 people weep and shudder together over the tragedy of the atonement as set forth by these Bavarian wood carvers.

This oration was followed by a piano solo by Miss Mary Bowman.

Miss Margaret Davis, of Thorndale, Chester Co., Pa., spoke of "The Golden Eventide."

Every man has difficulties to encounter in the pursuit of every undertaking. Our lives are but as a day. Some are beautiful in the morning and noon, but have a cloudy and dark evening. Others have cloudy mornings and beautiful evenings. The aim of all should be to so live as to have a golden eventide of life. The first requisite to secure this is begin right. Proper motives, proper aspirations, lofty ideas, cannot lead to unhappiness or misery. Earnest work is to be done during the day that the best may be all the more enjoyed in the eventide We should work for others, not for ourselves; and while we are preparing a golden eventide for ourselves we shall also have helped to secure it for others.

The Normal oration, awarded for scholaship, was assigned to Charles E. Overholzer,

who chose for his subject "Higher Education."

History is filled with the names of those who devoted the best years of their life to the interests of education. The views of educators have differed much in different periods, and in not a few instances have been in direct opposition; but the idea of a higher education has ever held a prominent place and governed courses of instruction.

The colleges of both Europe and America have been established mainly in the interest of a higher education. The practical ideas of our age have changed college curricula throughout the country. Students are urged to take special courses to prepare them for an occupation before they have secured a broad foundation to secure their success.

A higher education means a training that prepares men for complete living; that develops thought-power and secures the development of the whole human being. It is not an education that meets with popular favor, for it does not aim primarily to bring worldly success to the student. It aims to make the inward life apart from the outward action, broader, nobler and better. It should be desired both for the rewards it brings to the student and for the influence it casts on those around him. The thought-power developed by a higher education very often moulds the life and actions of a whole nation. It is not in the realm of sense, but in the silent forces of the soul, that its power is felt.

This oration closed the exercises of the forenoon.

The afternoon session began at two o'clock, and was opened by a piano duet, the performers being Misses Getz and Martin. Then followed the Wickersham oration, one of the special honors assigned for excellence in scholarship. It was delivered by Miss Elizababeth Fogg, of Quinton, New Jersey. She took for her subject "A Teacher's Bunch of Keys."

The profession of teaching places in the teacher's hand a bunch of golden keys. It gives him the opportunity of unlocking the doors of wisdom, virtue and usefulness; it imposes upon him the sacred trust of leading his pupils to all that is best and noblest in life.

The conscientious teacher will accept the trust imposed upon him by his profession and will faithfully use every power that God has given him to unlock the door to nature's mysteries and expose them to the student's eye.

To do this the teacher must have more than an honest desire to assist his pupils. He must have wisdom to understand and tact to apply. He should have a fixed purpose and a definite aim. Disconnected facts are of little avail in education.

There is a logic of events as there is of life, and it is only in their true relation that many of the incidents of life and history are important.

The most important key held by the teacher is the one that opens the way to virtue and the formation of character. Pupils should be taught to examine thoughtfully, to compare and decide. This earnest thought, this tracing of the relation of cause and results, induces a love of truth and right which we call virtue, an integrity of purpose which we call character. To the teacher is given the opportunity of leading little children to wisdom, whose "ways are ways of pleasantness and all her paths are peace," to happiness, that indefinite something which is neither within us or without us, but is the union of ourselves with God; to virtue which "makest men on the earth famous in their graves illustrious, and in their heavens immortal."

An oration was then delivered by W. E. Gochenour, subject, "The Foundation of Success" If we wish to be successful in life we must not be afraid to help ourselves. Experience, knowledge and understanding help to build success. The first personal qualification is physical perfection. Health is more important than pleasure. Another qualification is self-trust. This means self-confidence, not self-esteem. It means self-understanding, not conceit. There must also be some well defined worthy motive or aim. This aim should be in the line of our natural abilities. We should choose that vocation in life for which we are fitted by nature. With a proper aim labor and virtue always bring success. Idleness and vice are its enemies. Trust not to luck. Circumstances do not make men, but simply reveal them. The elements of success must be within them. The war did not make Grant and Sherman, but the war revealed them.

Prof. Munroe sang very beautifully "Call Me Back."

"Silent Voices" were ably described by Miss Annie Seager, of Blaine, Perry county, Pa. Lauguage is the medium by which friend communicates with friend. We all enjoy the prattle of children, the voice of friendship, and the counsel of the aged. But influences come to us also from the inanimate objects around us. There are silent voices in nature. From stream and hilltop, from tree and air come voices that are not to be disregarded. The thoughtful student of nature hears and heeds these voices. He who hears not, sacrifices pleasure and the attainment of a vast amount of real, true knowledge. Men speak loudest in their works. It is not the noisy talker, but the silent worker whose influence is most felt. The creator of all things, the Almighty, speaks to us only by the silent voices of the inanimate objects he has created. God has written wonderful truths in the stars above and in the flowers beneath. We read in them of hopes, of desires and wishes. By the most persuasive reasoning do the flowers teach us how like human beings they are. We read in the roses the sweet, sad story of some one's hard fate, or some more fortunate one's glory. But the sweetest and most powerful voices of all are the silent voices at home, and absent friends. These are ever present with us. They come to all of us. Who cannot say with Longfellow:

"Uttered not, yet comprehended,
Is the spirit's voiceless prayer,
Soft rebukes in blessings ended
Breathing from her lips of air."

The next oration, "A Page from the History of the Civil War," was delivered by Sue E. Coles, of Woodstown, N. J.

The speaker asked, "Who wins the battle recorded in history?" It may be the general who plans the battle, or it may be the soldiers who fight so bravely; but to woman, who by her loving words and kind deeds, belongs much of the honor. What brighter page is there in the history of our civil war than that upon which the name of woman is written? Women were the silent workers whose names history has failed to record. And among these brave and true women were such noble, generous and self-sacrificing ones as Mrs. Brady and Mrs. Fowle, who did a great work for the cause in establishing depots of sanitary supplies and the soldiers' free library. But far different from these was the work of Miss Pauline Cushman, who, entering the secret service, on the first night of her work, gave utterance to the then astounding toast of "Here's to Jeff Davis and the Southern Confederacy. May the South always maintain her honor and her right." There were many others who did much and contributed as silent forces to maintaining the dignity and unity of our country.

Miss Dora Mayer, in a sweet and clear voice, sang a solo entitled "In Greenwood Fair."

The oration of C. K. Binkley, who took for his subject "The Poet's Place in Life," was in conception and delivery one of the best of the day.

There are men who think and men who act, and there are those who dream. Of these three classes the man of action seems most important. The thinker, too, has his place—his usefulness. But the dreamer, the poet, he who lives in the idea, what benefits does he bring to mankind? He adds nothing to the treasury of the world, and men know no other way its reckoning benefits.

To understand his place we must learn that the pleasures of the senses are not the highest pleasures, nor is happiness derived from bodily comforts the highest happiness. The poet purifies our thoughts by giving us higher themes for thought. He deals in ideas, not in facts. Each fact is a finger pointing to a spiritual truth. The brook, which waters a meadow for the rustic and quenches the thirst of the traveler speaks to the poet of duty, truth, of beauty and love. He lives in the realms of the imagination, that faculty which annihilates space and levels the barriers of time. Is no good to be derived from that by which we make ourselves peers of the greatest companions of the wisest and equals of the best of all time? By its aid we can, with the seer on Sinai, behold the world spring into being, and with the seer on the isle of Patmos, peer into the future lit up for him by the light of revelation.

"The Columbian Year" was the most timely subject of a stirring oration by Miss Jessie A. Pardoe, of Watsontown, Pa. By the authority of Congress there will take place in this year an international celebration of one of the greatest events in the annals of history. When Columbus landed from the Santa Maria and planted the standard of Spain upon the shores of San Salvador, he little appreciated the extent and significance of his discovery. Yet it has turned out to be the grandest of those eventful epochs which have resulted in producing a permanent and phenomenal change in human affairs. Looking back through the long centuries we see that the thirteen colonies that bivouacked along the shores of the Atlantic have become a mighty nation of independent states. It is a world in itself, and as we close the door of the nineteenth century and open that of the twentieth, we stand on the threshold and allow our view to rest on the leader of civilization—America, our country, the land of liberty and progress.

"Freedom's Pioneers" was the next oration by Miss L. Agnes Sprague, of Lewisburg, Pa. The colonization of an unknown continent admits of a wide range of motives in the settlers. It was the hope of freedom that influenced the settlers of America. The Pilgrims were among the members of a sect known as the Separatists who were objects of ridicule and dislike in England, and because of this a number of them went to Holland for a place of refuge. Not feeling at home they turned their eyes to the west and struck out boldly for the land of freedom. The plan of government adopted by the Puritans was novel but admirable, and their educational methods were no less excellent. During the period of suffering which they endured in the early life of the colony a message that now seems prophetic was sent to them from England. This was the message: "Let it not be grievous to you that you have been permitted to break the ice for others; the honor shall be yours to the world's end."

"The Cross Against the Crescent" was the subject discussed by Miss Kate L. Wertz, of Lewistown, Pa. Palestine had from the earliest ages a strong attraction for all believers in Christianity. A pilgrimage to Jerusalem became the most popular of penances. The greatest crimes were thought to be atoned for by bathing in the waters of Jordan or by spending a night on Calvary. In the year 1000 many flocked to the holy city, expecting the second coming of Christ. The Turks persecuted them. This gave rise to the crusades. All Europe was aroused by the fiery eloquence of Peter, the Hermit, and thousands upon thousands joined the ranks of the soldiers of the red cross. The destruction of the army of Walter, the penniless, followed. The western Christian nations gathered together a large and well disciplined army, and after untold sufferings and great loss of life, finally took from the Turks the city of the holy sepulchre.

The oration was full of vividly pictured customs and happenings of the time of the crusades and was well delivered.

Dr. E. B. Ilyus then favored the audience with a beautiful vocal solo called "The Grenadiers."

Joseph H. Noble delivered a very able and interesting oration on the subject of "Physical Culture."

While the education of to-day is far superior to

that of the past, it has nevertheless one marked defect in that it neglects the development of the body. The scholar of to-day is too frequently a poor, sickly creature who has acquired a store of knowledge, but has ruined his health in its acquisition. Physical culture should be introduced into the public schools. The lad in the city needs it; for all the exercise he gets is the short walk to school and the wild play on the streets.

The farmer's boy needs it, for the work of a farmer consists largely of labor which tends to stiffen joints and to render movements slow. He needs systematic training to quicken his movements and to prevent unequal development and injurious habits. The play ground cannot take the place of the gymnasium. Pupils need as much direction and supervision in the development of the body as they do in the training of the mind. There is scarcely a pupil at school who does not have a bodily deformity or a physical weakness. Almost every one is overdeveloped on the right side, thus producing uneven shoulders and a curved spine. Play does not remedy any of these defects. It increases them, for the pupil always in play uses his strongest muscles. He needs a teacher to correct and restrain him whenever necessary. We should not be inconsistent. We place the finest furniture in the best houses, and our money in an iron safe; why not then develop a sound body to contain the delicate machinery of the mind and the magnificent riches of the soul!

The recitation for the day was rendered by Miss E. Carrie Tshudy, of Lititz. She recited Longfellow's beautiful poem, "King Robert of Sicily," with great appreciation of the beauty and strength of the poem, with fine voice and gestures. The effect was heightened by an organ accompaniment played by Miss Emory.

This was followed by a vocal quartette entitled "Humpty Dumpty." It was sung by Miss Twitmire, Mrs. Munroe, Dr. Pickel and Prof. Munroe.

Miss Emeline Passmore delivered an oration entitled "Woman's Advancement." Woman has received from nature beauty, brilliancy and depth of feelings. In the ancient pagan world she had no individuality, could not put to use the gifts of nature, and was subject to the will and caprices of her master. It was not until Christianity permeated the old pagan civilization and the beatitudes of the garden of Eden were renewed, and Christian teachers ripened the natural respect which the Gothic nations had for women, that her true position in the world was understood and acquiesced in. To-day she stands beside man as his friend, his counsellor, his equal. Away with simpering girls who are afraid to do anything for themselves for fear of stepping beyond the bounds of propriety and ladyship. Such are not the ones to diffuse comfort and happiness around them, or make themselves the life they dream should come to them. To-day the truest, noblest, the most amiable, the highest type of womanhood, is found among the cultured, among those who have devoted their lives to the development of their own powers and to securing the happiness of others.

Henry P. Miller, of Sharpsburg, Md., delivered the valedictory oration. He discussed "The Legacy of Nations." He spoke of the gratitude we all feel for benevolent individuals who endow institutions of learning, establish asylums or in some other way leave their wealth to relieve the woes and dispel the sorrows of mankind. But still more honored are those who by their pure lives and noble characters leave us ideals of mankind worthy of imitation. Our advancement in material and intellectual progress is owing in large part to the legacies left us by the brave and the wise in letters, in science, in art and in morals. Who can estimate the legacy left us by Franklin, Webster, Clay or Morse? But we inherit nations as well as individuals.

Tennyson has truly said, "We are the heirs of all the Nations."

The Hebrews and the Teutons have furnished us with the principal historical elements of our civilization. Greece and Rome have left us works of exalted genius and perpetual worth. A great part of our art, science, literature, laws and social ideas were received from these nations. The laws of Rome are still quoted in our courts, taught in our universities, and form the basis for the jurisprudence in many countries. Most of our moral and religious ideas can be traced back to the Hebrews and Egyptians. From the German nations we have the attachment of man for man as well as veneration for woman. From them comes the spirit of liberty that we enjoy to-day.

American life and American mind is a product to which all the nations of the Old World have contributed. A fusion of the qualities of energy, courage and religious intensity of the Puritans of New England with the aristocratic, elegant and hospitable adventurers of the South is giving a fundamental characteristic to the American mind.

As Cæsar and Scipio exemplify the will of the Romans, and Pitt shows the sterling sense of England, so Clay represents our flexibility and alertness. Calhoun shows our self-assertion, audacity and uniform vigor.

It is for us to leave as a legacy to the world perfected civil liberty. It is for us to solve the problem of individual freedom, coupled with national power, and leave this to the nations that come after us.

The speaker, before concluding, spoke effective farewell words to the trustees, the faculty, the school and his classmates.

DEGREES CONFERRED.

The degree of master of sciences was then conferred, by the Principal, upon Charles Yardley, '90.

The degree of master in the elements upon:

Ladies—Margaret Brosnahan, '90; Edith Cassavant, '90; Lilian May Gamber, '90; Ella M. Grove, '90; Kathryn S. Hostetter, '90; Carrie M. Kaufman, '90; L. Gertrude Kauffman, '90; Amy Leech, '90; Jane P. McCarthy, '90; Blanche S. McNeal, '90; Mary W. Neel, '90; Margaret Neyman. '89; Martha Rippel, '90; Elma M. Snyder, '90; H. Amy Sprague, '90; Ella V. Townsend, '89; Anna D. Whitcomb, '90.

Gentlemen—E. J. Bernhart, '90; Ezra Bryner, '90; H. M. Dickinson, '90; S. E. Gable, '90; D. S. Hankins, '90; B. F. Heiges, '90; Geo. C. Mayer, '75; A. W. Mentzer, '90; S. W. Minnich, '90; H. V. Sieger, '90.

That of Bachelor of Science upon Isaiah G. Miller, B. E., and Bachelor of the Elements upon:

Ladies—Sue E. Andrews, Anna Irene Beam, Carrie Irene Bear, Nellie G. Brown, S. Ethel Brown, Dauphine H. Bucher, Edith H. Bucher, Anna D. Campbell, Sue H. Coles, Lulu M Colvin, Margaret T. Davis, Elizabeth K. Eshleman, Emilie Evans, Anna C. Farrell, Elizabeth L. Fogg, Willa M. Gibboney, Margaret Goodfellow, Lula Grim, Margaret Harris, Gertrude M. Heck, Annie M. Hoffman, Anna Horner, Florence Horner, Elsie Huber, Maud Huebener, Margaret W. Johnson, Lydia E. Kaup, Ella F. Kegerreis, Laura F. Kready, Mary C. Lauer, Kate M. Leaman, Margaret Lentz, Ella C. McCaskey, Mary Ortman, Jessie A Pardoe, Emeline Passmore, Esther M. Pickel, E. Mary Pryor, Olive Reath, Mary Rowbottam, Anna K. Seager, Kate A. Sheetz, N. Artisee Smith, Lucy Agnes Sprague, Jean B. Tinley, Alice M. Tripple, E. Carrie Tshudy, Mary Upcraft, Ida C. Weiler, Katherine L. Wertz.

Gentlemen—Christian K. Binkley, F. Otis Bryant, W. Howard Cessna, William F. Dill, Gillingham F. Doughty, Amos L. Eby, Dilworth G. Eschbach, Edwin H. Gerhart, William E. Gochenour, Harry O. Haag, Samuel H. Hain, Jacob H. Kreider, J. Paul Lauer, Evan W. Mentzer, Charles H. Metzger, Henry P. Miller, Philip Miller, Joseph H. Noble, Walter C. Noble, Charles E. Overholser, Joseph K. Ritchey, Isaac Witmer.

Dr. Lyte's Address to the Graduating Class.

LADIES AND GENTLEMEN.—Your school days are ended and you are about to leave these halls of study to engage in the active duties of life. There will be duties for each one of you to perform. The world needs you. It always needs conscientious, courageous men and women, and conscientious, courageous men and women find a place in the world. Men and women with minds well equipped, with faculties well trained and alert, with strong, healthy bodies, can succeed in any vocation they select, can conquer whatever obstacles they may find in their path. They can "find a way or make one."

Your training here should fit you to achieve success in the years to come. It is not so much what a person studies as how he studies that gives him power, force, strength of character, the means for doing his life work well. This fact we have remembered during the years of training you have spent here and now we send you into the world with the consciousness that your work here has been well done, and that the characteristics which you have developed in the class room will aid you in whatever you do in after life.

I have only one suggestion to make, only one brief lesson to give you before I say the word that will sever your connections with the School as students. It is this: Do not hasten to determine what your life work will be. Weigh well the different professions that you may think of entering. "Make haste slowly" in choosing your permanent business or profession. But when you have finally decided what you will do, when you have determined what you are best fitted for and have entered upon your career, stick to it. The only way to accomplish any thing worth accomplishing is to stay at it. No great deed was ever done by one who did not possess the ability to work and wait. No large game is killed when you scatter your shot. It is the man who "fights it out on this line if it takes all summer" who wins the battle. The man who reads a little law, spends a little time keeping some one else's books, teaches school a session or two, does something else a little while, only wastes his life and is generally regarded as nobody. To be somebody you must do something, and do it well.

All of you will teach, at least for a time. I wish I could conscientiously urge you to make this noblest of all professions your life work. Perhaps the knowledge of the good you have the opportunity of doing will induce many of you to remain in the profession, even though the remuneration is insufficient and the tenure of office uncertain. While it is unfortunately too true, that of all brain workers, teachers are the most poorly paid, it is at the same time true that a life devoted to the intellectual, moral and religious development of children and young people is a happy life, because it is a useful one. Let me urge you therefore, while you teach, to consecrate your highest efforts to the training of all that is best and noblest in the minds of the children who may be entrusted to your care. Above all other things aim to make the children wiser and better for having been under your instruction.

Only one word more. You have been here with us for years. We have seen you day after day faithfully performing the duties assigned to you, and growing stronger as you have performed these duties; and we have learned to esteem you highly as a class and as individuals. Wherever you go, we shall feel a deep interest in you. Your success will bring gladness to our hearts. We shall sympathize with you in your joys and in your sorrows, and shall always have a hearty welcome for you when you return to visit your alma mater. May God in His infinite mercy keep, sustain and guide you, one and all. Farewell.

After the singing of the doxology, the audience was adjourned.

The Programme.

Following is the programme in full:
(For want of time, only the first two orations of each of the following groups were delivered.)

MORNING SESSION—9:30 O'CLOCK.

PRAYER.

Music—Vocal Trio—"Row us Swiftly,"....Campana.
Miss Locher, Mrs. Munroe, Mrs. Bitner.
Salutatory Oration—The Crown of Labor,
Laura F. Kready.
Oration—The Nation's Shield, ...Edwin H. Gerhart.

MUSIC.

Piano Solo—"Gavotte,".....Dreyschock.
Miss Josephine Martin.
Oration—The Inspiration of Possibilities,
Florence Horner.
Oration—Moral Arithmetic,.....Edith A. Bucher.
Oration—Causes of the French Revolution,
Sue E. Andrews.
Oration—The First Crusade,.....Anna Irene Beam.
Oration—Why Do We Educate?.....S. Ethel Brown.
Oration—George Eliot, ...Carrie Irene Bear.
Oration—Thought Spheres,....Dauphine H. Bucher.

MUSIC.

Vocal Quartette—"Charity,".....Rossini.
Miss Emory, Miss Vaille, Miss Twitmire, Mrs. Bitner.
Oration—The Age of Progress,
Dillworth G. Eschbach.
Oration—Folk Lore,.....Lulu M. Colvin.
Oration—Crises in Life,.....F. Otis Bryant.
Oration—Degeneracy of Pennsylvania Politics,
Anna D. Campbell.
Oration—Decisive Events in History,
W. Howard Cessna.
Oration—Charles Haddon Spurgeon,....Wm. F. Dill.
Oration—The Object of Confederate Monuments,
Gillingham F. Doughty.

MUSIC.

Piano Solo—"Valse,".....Raff.
Miss Minnie Wiest.
Oration—John Keats,.....Nellie G. Brown.
Oration—Driftwood,.....Margaret Goodfellow.
Oration—Queen Elizabeth,..Elizabeth K. Eshleman.
Oration—Griselda,.....Emilie Evans.
Oration—Mary Queen of Scots,.....Anna C. Farrell.
Oration—Our Nation's Gala Days, Willa M. Gibbony.
Oration—Elizabethan Literature,.....Lula Grim.

MUSIC.

Vocal Solo—"Serenade,".....Roeder.
Miss M. E. Locher.
Oration—Power of Public Opinion,....Amos L. Eby.
Oration—The Passion Play,.....Margaret Harris.
Oration—Longfellow as a Poet,..Gertrude M. Heck.
Oration—Peter the Great,.....Anna M. Hoffman.
Oration—Look Out for Number One,..Anna Horner.
Oration—Longfellow at Home,..... Elsie Huber.
Oration—Percy Bysshe Shelley,....Maud Huebener.

MUSIC.

Piano Solo—"Lutzow's Wild-Jagd,".....Kullak.
Miss Mary Bowman.
Oration—The Golden Eventide,..Margaret T. Davis.
Normal Oration—A Higher Education,
Charles E. Overholser.
Oration—Hannibal,.....Harry O. Haag.
Oration—Influences of Environment,
Samuel H. Hain.
Oration—Rosalind and Celia,.Margaret W. Johnson.
Oration—Jeanie Deans,.....Lydia Kaup.
Oration—English Society in 1600,..Ella F. Kegerreis.

AFTERNOON SESSION—2:00 O'CLOCK.

MUSIC.

Piano Duet—"Rigoletto,".....Verdi.
Miss Getz, Miss Martin.
Wickersham Oration—A Teacher's Bunch of Keys,
Elizabeth L. Fogg.
Oration—The Foundation of Success,
William E. Gochenour.
Oration—Mormon Power,.....Jacob H. Kreider.
Oration—The Value of Trifles,..... Mary C. Lauer.
Oration—A London Theater in 1600, Kate M. Leaman.
Oration—The End Crowns the Work,
Margaret Lentz.
Oration—Napoleon Bonaparte,.....J. Paul Lauer.

MUSIC.

Vocal Solo—"Call Me Back,".....Denza.
Prof. H. K. Munroe.
Oration—Silent Voices,.....Anna K. Seager.
Oration—A Page from the History of the Civil War,
Sue H. Coles.
Oration—Lord Byron,.....Ella C. McCaskey.
Oration—A Sublime Discontent,..Evan W. Mentzer.
Oration—Socialism in the United States,
Charles H. Metzger.
Oration—Wrongs of the American Indians,
Philip Miller.
Oration—Thomas Moore,.....Walter R. Noble.

MUSIC.

Vocal Solo—"In Greenwood Fair,".....de Koven.
Miss Dora Mayer.
Oration—The Poet's Place in Life,
Christian K. Binkley.
Oration—The Columbian Year,... Jessie A. Pardoe.
Oration—TheUse of Public Libraries, Mary Ortman.
Oration—The Religion of the Romans,
Esther M. Pickel.
Oration—The New South,.....E. Mary Pryor.
Oration—Henry Clay,.....Olive Reath
Oration—Sir Walter Raleigh,.....Mary Rowbottam.

MUSIC.

Piano Solo—"Tarantelle,".....Nicode.
Miss Lulu Getz.
Oration—Freedom's Pioneers,....L. Agnes Sprague.
Oration—The Cross Against the Crescent,
Katharine L. Wertz.
Oration—Force and Fuss, ...Joseph K. Ritchey.
Oration—Political Situation in Europe,
Kate A. Sheetz.
Oration—The Reign of Maria Theresa,
N. Artisee Smith.
Oration—Comenius,..... Jean B. Tinley.
Oration—Lady Henry Somerset,....Alice M. Tripple.

MUSIC.

Vocal Solo—"The Grenadiers,".....Schumann.
Dr. E. B. Ilyus.
Oration—Physical Culture,.....Joseph E. Noble.
Recitation—King Robert of Sicily, E. Carrie Tshudy.
Oration—Daniel Webster,.....Mary Upcraft.
Oration—The Saxons in England,.....Ida C. Weiler.
Oration—John Brown,.....Isaac Witmer.
Scientific Oration—America and Her Detractors,
Isaac G. Miller.

MUSIC.

Vocal Quartette—"Humpty Dumpty,"....Caldicott.
Miss Twitmire, Mrs. Munroe, Prof. Munroe,
Dr. Pickel.
Oration—Woman's Advancement,
Emeline Passmore.
Valedictory Oration—The Legacy of Nations,
Henry P. Miller.

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

DOXOLOGY.

Adjournment.

Normal Notes.

ECHOES OF COMMENCEMENT DAY—WELCOMING ALUMNI.

From the Lancaster *New Era* of July 1.]

The dresses of the ladies of the graduating class were made in the prevailing style—with trains. And though for general wear a train is a nuisance, it must be confessed that the ladies of Millersville gained added grace and dignity from trailing gowns.

A "good-bye" sociable was held in the Chapel on Commencement Day evening. The eager buzz of animated voices led one of the visitors to say that it reminded him of the Stock Exchange at Chicago.

The Rev. Mr. Lauer, of Millersville, opened the commencement exercises with prayer. It was most appropriate for him to serve in the capacity, having a son and daughter in the graduating cla s.

The essay of Mrs. Martha Cooper-Evans, '82, on the subject "Petroglyphs," which was read before the evening meeting of the Alumni Association, was spoken of with enthusiasm by the Association.

Dr. Lyte has a rare faculty in remembering names and faces. It is so pleasant to the old students when they come back to find that they are remembered.

The general opinion of the Alumni, freely expressed, was that the present management of the school is wise, efficient, and entirely satisfactory.

The sight of the new buildings in process of erection at the Normal led members of the Alumni to say with regret, "we graduated too soon."

Mr. Jose M. Silva, of Nicaragua, a student last year at the school, attended the exercises, and no one enjoyed himself more thoroughly.

Millersville is a most hospitable place. Hundreds partook of the Normal School's hospitality in the dining room.

The class of '84 was represented by four jolly members who frequently held meetings on the campus.

The class of '91 mustered twenty-three strong and held several class meetings.

The singing of Dr. Ilyus is much appreciated at the Normal.

Some Statistics of the Graduating Class.

The average age of the members of the class is 21 years, 8 months. The age of the oldest member of the class is 34 years, 4 months; that of the youngest s 17 years, 2 months. The average weight of the ladies of the class is 122 lbs.; that of the gentlemen 150 lbs. The heaviest lady weighs 165 lbs.; the lightest, 96 lbs. The heaviest gentleman weighs 185 lbs.; the lightest, 132 lbs. The average height of the ladies is 5 feet, 3½ inches; that of the gentlemen, 5 feet, 9 inches. The height of the tallest member of the class is 6 feet, 3 inches; that of the shortest, 4 feet, 11 inches. The average length of time the ladies of the class taught in the public schools before graduating is 8 months; gentlemen, 12 months. One taught 84 months. Several did not teach in the public schools. The average length of time the ladies of the class attended the Normal School before graduating is 108 weeks; that of the gentlemen, 119 weeks. Longest time any one attended school here, 210 weeks; shortest time, 42 weeks.

[The person who attended school 42 weeks entered the Senior class on a Junior certificate from another normal school.]

The Normal Deserted.

THE PUPILS HAVE ALL DEPARTED AND THE TEACHERS ARE PREPARING TO LEAVE.

[From the Lancaster *New Era* of July 2.]

The Millersville Normal School is deserted. A few of the teachers and the servants are all who remain. Silence has settled on the halls that so lately echoed the merry laugh, the hurrying step; and the campus no longer presents a scene of animated life. Nevertheless to those who remain the peace and quiet of the place are very pleasant and restful after the days of hard work and bustle and excitement. The halls are airy, the campus is delightful, there is reading matter always at hand, and the walks and drives around Millersville are very beautiful. But even the faculty of the school, many of them, have duties that will not allow them to linger in this pleasant and peaceful retreat.

Dr. Lyte will go to Beaver Falls next week to preside over the State Teachers' Association. The subject of his inaugural address will be "Some Present Needs of the Public Schools." Later he will spend some time at the Clarke University, in Worcester, Mass., investigating the laboratory method of teaching psychology. The Doctor, with Mrs. Lyte and the children, will also pay a visit to friends in Butler county.

Miss Taylor will spend her summer with her friends in Ohio. Miss Collins also goes to Ohio to visit friends.

Miss Graves has three weeks of teaching in Maryland, and then goes to Boston. Next year she will take a course in drawing at the Pratt Institute, New York. This means that the Normal will lose its efficient teacher of form study and drawing. Resolutions expressing appreciation of her work and worth, and regret at her withdrawal from the school, were passed at the last Faculty meeting.

Misses Lyle, Fleming and Ver Planck will spend part of the summer in Cambridge, Mass.

Miss Landis will study methods of teaching and elocution at Martha's Vineyard.

Prof. White leaves the Normal to teach next year the subjects of history and political economy at the Norwich Free Institute, Norwich, Ct.

Miss Emory remains at the Normal for the greater part of the summer, and will keep up her work with many of her Lancaster pupils.

Miss Barnhart and Mrs. Bitner expect to spend some weeks at Chautauqua.

Prof. Roddy will teach zoölogy at Mt. Gretna, the Pennsylvania Chautauqua.

Prof. Lansinger will rusticate on his farm in Adams county, and Dr. Bitner will do the same in Centre county.

May these vacation outings bring health and strength and wisdom to these earnest teachers, whose work in its far-reaching influence is so important.

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 cn Pennsylvania, and the almost invariable succfiess of the members of its Alumni in every oeld of intellectual labor, are recommendations if 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 1891, the value of the property belonging to the Millersville State Normal School is nearly three hnndred thousand dollars—in exact figures, $292,371.58.

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 6:10, 7, 7:40, 8:20, 9, 9:40, 10:20, 11, and 11:40 a. m., and 1:10, 2, 2:40, 3:20, 4, 4:40, 5:20, 6, 6:40, 7:20, 8, 8:40 and 9:20 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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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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A short treatise for pupils whose time and needs are limited.

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