

The Normal Journal.

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

VOLUME IX.

FIRST PENNSYLVANIA STATE NORMAL SCHOOL, MILLERSVILLE, PA., FEBRUARY, 1896.

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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, Principal, or to

THE NORMAL JOURNAL,
Millersville, Pa.

FEBRUARY, 1896.

THE NORMAL JOURNAL.

Why Not?

Why should not there be a number of scholarships at Millersville? This part of our State has many men and women who are blessed with an abundance of this world's goods. In no way can so much be done for humanity as through education. And in no way can so much be done educationally as in the education of those who educate others. An endowed scholarship here would be a perpetual honor to the man who endows it, and a perpetual good to the youth of our county and State. A scholarship to perpetuate the memory of Dr. James P. Wickersham is endowed, and each year assists some worthy man or woman to become a teacher. There should be others assisted in like manner. Will not some of the well-to-do residents of this great State think of this matter?

One lesson we have learned here is this: A library without a trained librarian is better than no library, but not much better. We find that our two trained librarians have plenty of work to do in assisting our students to choose appropriate reading matter, in helping them to select questions for debate, essays and orations, in cataloguing our books, etc., etc.

A part of the wealth of Pennsylvania is being used for a noble purpose in the establishment of a wonderful institution of learning in the West—the University of Chicago.

The spring and summer session will begin Monday, March 30, and continue fourteen weeks. Apply early for rooms.

The True View.

It seems to be the ambition of some normal schools to be measured by their size rather than by their work in the class-room. The true view with respect to numbers of students seems to us to be this: A school should have a sufficient number of students in attendance to enable it to keep a faculty large enough and strong enough to have each branch of knowledge in charge of a person who, besides being an expert teacher, is an authority upon the subject he teaches. When the income of a school warrants the employment of men and women who are superior scholars and skilled instructors it has no need to be unnecessarily anxious about having an excessively large enrollment of students. Although Millersville's numbers are greater than those of other normal schools, this fact is a matter of indifference to us, because we realize that mere numbers mean but little. If we were to fail in our work, the greater the numbers, the greater would be the failure.

Our alumni are unconsciously honoring themselves when they honor the School by placing memorials here on the occasion of their class reunions. No school has greater reason to be proud of its alumni, and THE JOURNAL believes that the alumni have just cause for being proud of their School.

A Suggestion.

With new library and science buildings this School is in a position to be of more interest to the people of Lancaster county than ever before. There are many valuable collections of minerals, historical relics, pictures, old books, diaries and other written matter relating to this county, in possession of persons who would gladly put them where they would be taken care of and assist in educating the youth of the county. In our new library building there is a large room set aside for rare books and manuscripts and other interesting matter not intended for general circulation. In our science building there is a room 80 feet by 40 feet to be used as a biological laboratory, and as a place to keep manufactured and natural products. Who of our citizens will honor themselves and this School, and help the county, by sending us such material as they have be-

longing to the subjects named above? This School touches nearly every family in this county (and many families in the State) through the public schools. By placing collections here the donors will in all probability assist in educating their children and their children's children for many generations. The Principal's father gave many of the largest trees in the School campus to the School. Little did he think that his grandchildren would enjoy their shade and be benefited by his gift. In much the same way those who contribute to the School in the lines suggested in this article may aid their own descendants and many others by their generous deeds. It may be said without egotism that no other institution touches the people of Lancaster county as this School. Every neighborhood feels its influence, and every neighborhood contributes to its support and its success. Will not our good friends help it in the way here suggested?

Do you know of any persons who think of going away to a normal school? If you do, will you kindly send us their names and addresses?

Shall Millersville be Endowed?

When asked to contribute to some object connected with our School, persons sometimes refuse to do so, giving as their reason that Millersville is a State institution. That the School is a State institution in the sense that its work is supervised by the State and its diplomas are issued by the State is true. It is also a State institution in that it receives a small appropriation yearly from the State, and its students who are fitting themselves to become teachers receive a little financial assistance from the State. It is also a State institution in the sense that it is a permanent institution. It is reasonable to suppose that should it meet with a calamity like fire, the State would treat it as similar institutions have been treated, and see that it is rebuilt.

Why should not the fact that Millersville is a State institution be a strong reason why thinking men and women should support it? Colleges receive a liberal support, and as a rule are heavily endowed; and it is right that they should be. Yet they are no more permanent than the normal schools of our State; and though eminently worthy of the heartiest

support, are not more worthy than the institutions whose object is to uplift the public schools. There is no better way of helping the common schools of this part of the State, and through them the people, than by helping Millersville. The law provides for endowments and bequests, as will be seen from the following section relating to normal schools:

"That after the said schools shall have been recognized under the provisions of this act it shall be lawful for them to receive, hold and use, under the direction of their trustees as aforesaid, any devise, bequest, gift, grant, or endowment of property, whether real or personal, which may be made to them; and the same shall be so applied by the trustees as shall, in the opinion of a majority of them, increase the efficiency and usefulness of the said schools, subject, however, to any terms, conditions or restrictions which may be attached to such devise, bequest, gift, grant or endowment, not inconsistent with the spirit and purposes of this act; and the said trustees shall have authority to bring suit in their name as trustees, and to do all other things necessary for the recovery, use and application of the same."

Will not some of our prosperous citizens honor themselves and the State by endowing this great institution, so that its usefulness may be still greater in the future than it has been in the past?

Among the late publications is the "Pennsylvania Citizen," by Prof. L. S. Shimmell, '75, the able editor of "The School Gazette," Harrisburg. One of the mistakes of our public schools is that too little of Pennsylvania, with its varied industries, its beauties and its government, is taught to the youth of our State. Pennsylvanians are too modest and too neglectful of the worth and standing of the great State of which they form a part. This book supplies what is needed to teach the coming men and women the nature of our State government. It contains chapters on the plan and history of the government of Pennsylvania, local, county and State government, the relation of the State to the general government, etc. It will be used in our civil government classes, in connection with the study of the government of the United States. The work is published by R. L. Myers & Co., Harrisburg, Pa.

It has just been discovered that a neighboring normal school has the same colors as Millersville, purple and gold. The colors were selected about the same time that Millersville's colors were chosen, if not a little earlier. When gold and purple were chosen for our colors, it was intended that gold should be the dominant color, purple being used when two colors were wanted. In order to avoid a possible confusion, Millersville will hereafter use but a single color, gold. Our students can now wear their Society color with the School color, and it is suggested that classes that adopt colors, select gold as one of the colors.

There is no proper rivalry between colleges and normals schools, and none should exist. Why then should some "colleges" want to enter the field legitimately belonging to normal schools? Normal schools do not aim to do college work. And yet it is well known that several of the Pennsylvania normals schools are better equipped for college work than are several of the "colleges" of the State. And have they not as good a right to grant college degrees as colleges have to grant normal school degrees?

In an interesting and able address delivered before the Directors' Institute of Lancaster county, held in the Chapel in our Normal School, January 16, Dr. H. M. Alexander, of Marietta, said:

"In the State Convention held last week in Harrisburg, a director who had sat back in the audience—who had said nothing, and had aided the Convention in no other way than by his presence, suddenly growled out without rising from his seat: 'We get the poorest teachers from the Normal Schools.' The tone of that man's voice showed to me that he was sore on this subject, and visions of daughters, sons, or other relatives who had been left in the race because of Normal applicants flitted through my brain, and I told him that in my district it had been otherwise—that the failures had come from elsewhere, the successes from Millersville. I told him that I had two students in the Normal School, and that my friends and neighbors were surprised when I sent my daughter to Millersville, and coming to me said, 'Why Doctor, you could afford to send your daughter to some college,' but I replied: 'No I could not afford it.' I have found that the normal school lays the foundation on which the superstructure can be safely placed, which I have not found to be the case in the majority of the colleges. It is true that they perhaps polish more, but I do not want my daughter to go to studying French and reading Greek and Latin until she is better acquainted with her native language. When she leaves Millersville I may, if I then desire, send her away to be 'polished,' and I can then expect a lustre, but not until then. The two classes of schools occupy vastly different positions, and both are good in their place, but let us thank this grand old Commonwealth for the normal schools and for the normal teachers.

"Therefore, in the selection of a teacher it is the duty of the director, all things being equal, to give preference to those who have been specially educated for the work in hand, I say 'All things being equal,' for there may be, and are, graduates of these schools who have mistaken their calling, while there are others from other schools who have become grand teachers, but O what would these have been had they been especially educated for the work they have undertaken! You can educate a boy in the city store, but you cannot teach him there how to farm, nor can you make a merchant of him in the furrow behind the plow."

The best friends the colleges of Pennsylvania have are the State Normal Schools. The work of the normal schools has uplifted the public schools, and through them has largely swelled the numbers that yearly entered college.

The person who wants to grant academies and colleges the right to certificate teachers wants to turn the hands on the clock of time back about five centuries.

The following resolutions were adopted by the Farmers' Institute, at a meeting held in the chapel on December 13.

Resolved, That the officers and members of the Farmers' Institute held this day in Millersville for themselves and for the Agricultural Department of the State of Pennsylvania, which they represent, hereby express in the heartiest and fullest manner their high appreciation of, and their thanks for, the kind courtesies received from the Millersville State Normal School.

To the Trustees for the use of their beautiful chapel and the substantial entertainment of their dining room; to the Principal, Dr. Lyte, for the hearty welcome extended and his continuing courtesies of the day; to the sweet singers for their charming music; to the Misses Brosnahan and Landes for their delightful recitations, and to the manly and womanly body of teachers and students for their generous attendance and respectful attention. It is also

Resolved, That the Institute hereby expresses its earnest wishes for a long continuation of the high degree of success, in all directions, which this first of the Normal Schools of the State has attained.

Among the resolutions adopted by the members of the Lancaster county Directors' Institute at the meeting held in the chapel January 16th, was the following:

Resolved, That we extend our thanks to the honored Principal and worthy Trustees of the Millersville Normal School for the kindness and hospitality shown.

Have you registered for the summer session? Apply as early as possible if you wish a comfortable room.

The next meeting of the National Educational Association will be held in Buffalo, N. Y., July 3-10, 1896. Dr. N. C. Dougherty, Superintendent of Schools, Peoria, Illinois, is the efficient president of this organization. Dr. E. Oram Lyte, Prof. Watson Cornell, of Philadelphia and Prof. H. W. Fisher, of Pittsburgh, are managers of the Association for Pennsylvania. Pennsylvania should be largely represented at this meeting.

We do not waste a week in organization. Come to school on the opening day, March 30, if possible.

Mr. Francis A. Lyte, '76, has presented a bridge to the school in the name of the class of 1876. The bridge is of iron, weighing nearly a ton and a-half, and is both strong and beautiful. It spans the lake at its narrowest point, between the east lake and west lake, and forms part of an attractive promenade through the campus.

Monday, March 30, opening day; Tuesday, March 31, recitations begin.

Dr. John A. Ryder, the distinguished professor of embryology of the University of Pennsylvania, whose death some time ago was mourned throughout the scientific world, and who at the time of his death was the foremost embryologist in this country, if not in the world, was for several sessions a student of the Millersville Normal School.

ALUMNI NEWS.

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

MARRIAGES.

MARRIED.—On Thursday evening, January 30th, at Olney, Philadelphia, Miss Alice Cary Wheeler, '84, to Mr. John Sibley Felton, '84. Miss Wheeler is the daughter of the Rev. J. M. Wheeler, who was pastor of the Methodist church of our village for three years and who was always a firm and enthusiastic friend of our School. Mr. and Mrs. Felton will reside at Olney, Philadelphia, where Mr. Felton has established an extensive and prosperous business. We desire this number of THE JOURNAL to carry to them our best wishes and warmest congratulations.

MARRIED.—On Thursday evening, December 26th, 1895, at Williamsport, Pa., Mr. George W. Bickel, '91, and Miss Jessie Pardoe, '92. Mr. Bickel is at present principal of the schools at Ambler, Pa. At this place our young friends announce themselves "at home" after January 16th. May that home ever be a happy one! This petition we would accompany with our warmest congratulations to our young friends.

MARRIED.—At Middletown, Indiana, Mr. Arthur Williams, '91, and Miss Julia Shoemaker. Mr. and Mrs. Williams will reside at

Muncie, Ind. THE JOURNAL sends to them the warmest congratulations and wishes them many years of happiness.

DEATHS.

A Lycoming county paper contains the sad intelligence of the death of Alfred D. Hower, Esq., Scientific Class of '71. Mr. Hower's death occurred on December 17th, and was due to consumption, which resulted from a severe attack of grip which he had about four years ago. Mr. Hower read law with Messrs. Lanson & Brown, of Milton, Pa., after leaving school, and was admitted to the bar in Northumberland county in '74. In '75 and '76 he was Principal of the Muncy Normal School. At the end of a term there he opened a law office in that town. Since then he has practised his profession in that place. Mr. Hower won quite a prominent place at the bar and a large share of personal popularity. The town of Muncy mourns for him as a worthy citizen, his family as an affectionate and indulgent husband and father, his profession as a useful member, and we at the Normal for our student and friend.

The intelligence of the death of Miss Zella Carson will bring sorrow to the hearts of many of our readers. Miss Carson was with us last year as a student. She was then suffering from inherited pulmonary trouble. This eventuated in her death, which occurred at Staunton, Virginia, the latter part of November. We extend our sympathy through THE JOURNAL to her relatives and friends, and with them sincerely mourn their loss and ours.

The following resolutions were drawn up by the Page Literary Society:

WHEREAS, It has pleased Divine Providence to remove by death one of our members, Miss Zella Carson;

Resolved, That we, the Page Literary Society, of the Millersville State Normal School, feel profound sorrow at the loss of one of its members, and that through her departure the circle has been broken which binds together all those who have enlisted under the banner of the blue.

Resolved, That although we can only feel in part this great sorrow, yet we know that God in His infinite wisdom knoweth best when to take back those blessings which in His mercy He lent us, and we humbly say, "Thy will be done."

Resolved, That we extend our heartfelt sympathy to the bereaved family in their great affliction.

Resolved, That a copy of these resolutions be sent to the family of our deceased sister, and they be published in THE NORMAL JOURNAL.

GERTRUDE ALEXANDER,
ANNA N. MUMMA,
NELLIE HOWELL,
Committee.

ITEMS.

"F. E. Lark, Superintendent of Schools, Monona County, Iowa." This we read with pleased surprise as the heading of a sheet of letter paper a few days ago. Mr. Lark, of '81, is making a name for himself as an educator and doing honor to his alma mater.

Dr. Wm. B. Noble, '91, is now practicing dentistry at 1956 North 8th St., Philadelphia. As "there was never yet philosopher who could endure the toothache patiently," Shakespeare says, we might recommend any of you to Mr. Noble to relieve you of such troubles as his profession provides for. We might add that Dr. Noble has especially prepared himself in that most modern department of dentistry, bridge work. THE JOURNAL is glad to hear that he has prospects of great professional success.

Mr. Eli G. Foster, '86, is living at Topeka, Kansas, where he has charge of the Harrison School, in which are employed ten teachers. Mr. Foster has gone into authorship. We received from him a copy of the "Reference Manual and Outlines of U. S. History," of which he is the author, and which we can most heartily commend to our readers. It is valuable in the material presented and admirable

in its topical arrangement. The notes contain reference to the most salient points in our history, and the maps are exceptionally good. Every teacher of the country could find use for this excellent little book.

Mr. James P. Stober, '93, is attending Bucknell University, Lewisburg, Pa. A letter from the Registrar of that excellent institution says that "Mr. Stober is proving himself a most worthy student, reflecting credit upon the Normal School from which he graduated." It gives us great pleasure to read such reports of our graduates.

Joseph H. Noble, '92, is assistant instructor in the gymnasium in the University of Pennsylvania, Philadelphia. He is the successor there of Dr. Wm. B. Noble, to whom we have referred in another column. Mr. Noble is an expert athlete, a prodigy indeed in some lines of athletic work. We are not surprised to hear of his success as a teacher.

Charles E. Zeigler, '91, expects to complete his studies in Dickinson College next summer, after which he has planned to take the medical course in the University of Pennsylvania. He is directing his studies in college to that end, and will have completed the first year's work on leaving college. Mr. Zeigler took the Junior prize last summer for essay writing. Mr. Zeigler seems to have almost phenomenal energy. In addition to his studies, he is connected with a business enterprise, of which he is president. It reads thus, "Ziegler, Wilson & Co., inventors and manufacturers of the Gem Pure Aluminum Cooking Utensils." He expects to take out about fifty agents next summer in the interests of this business.

From far off Ningpo, in China, a New Year's greeting came to the Normal from a member of the class of '86, Edwina Cunningham. She went to China in '91 as missionary for a seven year's term. Her health is good and she had entered into her work with the bright enthusiasm for which she was noted at the Normal. She is working now with a training class, the object of which is to give Bible training to Chinese women.

A VALUABLE GIFT.

We have recently received a very interesting and valuable collection of minerals and curios for our museum. The gift comes from Mrs. Colin Cameron, formerly Miss Alice F. Smith, a pupil of '74 and '75. Mrs. Cameron has recently moved to our village that she might put her children into the school. Her home for the last eleven years has been in Arizona, where her husband owns several ranches. That upon which they live is called the Rancho San Rafael de la Zanja, at Lochiel, Pimo county, within a mile of the Mexican State of Sonora.

We wish we could give you a detailed account of this beautiful collection. When we have our museum arranged you will all come and see it and admire and enjoy it. As merely suggestive of it, we shall enumerate a few things. It embraces specimens of copper of great variety, handsome and showy. One is of the massive variety, the others are of thin sheets or plates of pure copper. Still others of fine thin seams or threads of copper. It might be said that while Arizona is rich in gold ores, and still richer in silver, it is preëminently a copper country, having produced in '94, \$20,000,000 worth of that ore. As an interesting fact connected with these specimens, we have to say that they represent the great Copper Glance mine, which is operated by the Salvation Army, under Brother Donnelly as business manager. From this fact it is locally called "Hallelujah mining." About thirty-five persons represent the camp and own the mine, which is worth millions of dollars.

Mr. Donnelly, who had been asked by Mrs. Cameron for a few specimens from his mine for her donation to the school, had a revolving case made of the mountain woods, such as pine, ash, juniper, sycamore, walnut, mountain mahogany and madrone. Then Mr. Donnelly selected such specimens as he thought most

interesting for the case and brought them to Mrs. Cameron, asking her to present them with his good wishes to the Millersville State Normal School. There are in the collection polished and unpolished specimens of onyx from the quarries of Yuma; several pieces of chalcedony from Mesas in Arizona and from Sonora in Mexico. One of these represents a perfect section of the limb of a tree taken from the petrified forests near Holbrooke, and polished at Sioux Falls, Iowa.

Then there are specimens of uranium, of Galena ores, silver ores, chalcopryite contributed by Mr. Allen from his mine in the Patagonia Mountains.

Senor Ygnacio Boriellas, ex-President of Magdalena, Sonora, Mexico, contributed valuable specimens of gold ore of a rare form from the mine of Los Amarillas; he also sent specimens of silver ore, and nineteen other specimens of ores—a very generous gift indeed. Then there are specimens of great beauty and value from Tucson sent by Mr. Nores, others from Cochise county sent by Mr. Campini, a Swiss miner. Among these are gold bearing quartz leriarite, azurite, cuprite, malachite, crystallized quartz, etc.

Among the curios is an ancient spur from Mexico. To secure this two young ladies rode sixty miles through a country in which there was no wagon road—only an Indian trail.

There are also some stone implements of a long past age, two axes and two pestles for grinding. These were found among ancient ruins on Mr. Cameron's ranch.

A horsehair rope which is a representative specimen of the ropes used in Arizona and Mexico in open range work. This was made by Major Domo and his vanqueroo, and sent by him to us. Then there are specimens of Indian basket work and Indian pottery and a specimen of Navajo Indian blanket wearing. These Indians have their chief wealth in sheep. They are very industrious and the most prosperous of the tribes of the United States.

We must not omit the fine specimens of Tarantulas and centipedes. These were captured by the little children of Rancho San Rafael de la Zanja-Lochiel, Pimo county, Arizona—Master Colen, Miss Jean and little Alice Cameron. The School is highly favored in having so generous a friend as Mrs. Cameron.

The following article is from *Public Opinion*, Chambersburg, Pa., October 4, 1895. It was written by Mr. John B. Hege, Marion, Pa., who was for many years one of the leading teachers of Franklin county:

"From Lancaster city I took the trolley or electric line to Millersville, where is situated the First State Normal School of Pennsylvania. Upon entering the building I was taken into the office of E. Oram Lyte, Principal of the institution, with whom I became acquainted several years ago at the Franklin County Teachers' Institute. After spending some time very pleasantly with him I was conducted through the different departments, viz: The large chapel where the students, both male and female, assemble every morning to hold devotional exercises; the new library building, a beautiful and convenient structure, of the colonial style, and the model and kindergarten departments which are interesting to visitors. In the rooms of the kindergarten, number, color, form and drawing, language, singing, direction and position, perforating, stick laying, sewing, weaving, pea work, modeling, etc., are taught.

"The large reservoir, supplied with a stream of pure spring water, and the automatic steam pump, are great conveniences to the institution, as is also the telephone connection with Lancaster city and elsewhere. In short the institution under the able management of Prof. Lyte is an enterprise worthy the attention of parents who have sons and daughters to educate."

THE SOCIETIES.

THE NORMAL ANNIVERSARY.

A Large Audience Present at the Thirty-Ninth Celebration.

FINE MUSIC AND GOOD SPEECHES.

The Chapel Resplendent With Flowers and Badges and Ribbons of Red, the Society Color—The Musicians and Speakers Rewarded With Rounds of Applause.

From the Lancaster Examiner, Jan. 25th.

The Normal Literary Society of the Millersville State Normal School celebrated its thirty-ninth anniversary last night in the Normal chapel. The large chapel was well filled half an hour before the exercises began. The stage was finely decorated with tall palms and potted plants, an occasional lily added its whiteness to the prevailing red, the Society's color. The large banquet lamps and the Society's banner were conspicuous on the platform, while badges and ribbons of red, blooming everywhere throughout the audience, indicated that the members and friends of the Society were out in force to celebrate this event, to them the greatest of the school year.

The opening march, played by Miss Katherine Crawford, accompanied the speakers of the evening, together with Dr. E. O. Lyte and the presiding officers, to the platform. Miss N. Cora Williams, of Altoona, was the Secretary, and Mr. Milton C. Cooper, of Philadelphia, the President. Mr. Cooper in his address of welcome spoke of the purpose of the assembling. He recalled the former days of the Society, dwelling on the value of the literary drill and the practice in extemporaneous and prepared addresses. The lessons learned in those days, he said, left their impress on the whole after life.

The music was furnished by Mr. A. Schirra, of Philadelphia, assisted by Mr. John Greenawalt, already delightfully known to Normal audiences. It is needless to say that the music was of the highest order, and the recalling of the performers after each selection showed how fully it was appreciated.

The vocal solo, "For All Eternity" (Mascaroni), by Miss Florence Lawrie, with a violin obligato by Mr. Greenawalt, deserves special recognition. Miss Lawrie is a teacher of the school. Her voice is delightful, pure-toned and rich. Her pleasing presence and the ease with which she took a difficult score won the heartiest recognition from the large audience which would be satisfied only by a second appearance.

Dr. Ethelbert D. Warfield, President of Lafayette College, delivered the honorary oration on the "Heroic Element in American History." The distinguished speaker presented in a natural and dignified manner a very scholarly and inspiring address. Roaming at will over our history from the earliest times, he drew inspiration for heroic deeds in the devotion to a cause in the very conception of Columbus, in the pioneer daring and indomitable surmounting of difficulty alike by the Cavalier of Virginia and the Roundhead of Massachusetts, by the arduous and devoted labors of the Jesuit missionaries of New France.

The Normal orator, Mr. Harry N. Herr, had a thoughtful oration on "Patriotism and Altruistic Sentiment," which he gave with animation. He held closely the attention of his audience. Strong, he said, as the patriotism of the American people is, it is yet not so narrow as not to recognize the claims of humanity. The growth of the altruistic sentiment is breaking down a petty selfish patriotism. The cries of China for a higher civilization, the sufferings of the Armenians, the atrocities in various parts of the world, arouse in the hearts of men a strong response. The boundaries of nations are being

broken down to make way for the higher sentiment which reaches to all mankind.

The reciter of the evening, as well as the Normal orator, was once a member of the Normal Society and was greeted warmly when he appeared. Mr. C. W. Isett, teacher of elocution in Gettysburg College, the reciter, rendered as his first selection, "The Death Dream," a highly wrought piece of tragedy, depicting in form of a dream the horrors of a murderer recounting the details of his crime. The speaker depicted the ghastly scene with some power and was twice recalled. His second reading was the ridiculous trial scene from Dickens of Bardell vs. Pickwick. The high-flying speech of the lordly Buzfuz and the smirking complacency of Sam Weller were finely rendered. In fact, Mr Isett showed that he had completely captured his audience, as he was again twice recalled.

Taking the occasion all in all the Normal Society and its faithful committee, represented by Mr. H. Justin Roddy, of the faculty of the School, may congratulate themselves on the great success of their thirty-ninth anniversary.

The Page Literary Society.

ANNA LYLE.

The question almost invariably asked by former Pageites when they visit the school after some absence is "How is the Page Society?" This was forcibly brought to mind in the recent short visit made by Prof. D. M. Sensenig, '67, professor of mathematics at the West Chester Normal School—who used to be and is now an ardent Pageite—for surely it is true that "Once a Pageite always a Pageite."

Mr. Sensenig's inquiry seemed to have so much of interest in it that we hope we may be pardoned for referring to it here.

Now let me present some of the work that has been done during the last few months by the society. By way of general criticism, we should say that it has been of rare excellence.

Among the referred questions presented are the following:

1. Why should women be permitted to vote? Answered by Miss L. Annie Mumma.

2. Was Mozart a greater composer than Beethoven? Miss Mary Krichbaum.

3. What is the meaning of true Americanism? Mr. W. J. Stewart.

4. What is the nature of book-binding at the present time? Mr. Norman Berntheisel.

As selections from the resolutions debated we give the following:

1. *Resolved*, That the reason is more potent in its influence than the imagination. Debaters, Misses Anna Mumma and May Baker, Messrs. Sherts and Henning.

2. *Resolved*, That the Chautauqua movement supplies the need of popular education. Debaters, Misses Aimee Coates and Mary Whitaker, Messrs. G. F. Gracey and Carleton Williams.

3. *Resolved*, That football as a game is brutal, and as a college sport should be discouraged. Debaters, Misses Ida Deaver and Coates, Messrs. Ransom Barclay and Gracey.

4. *Resolved*, That the United States should extend aid to the insurgents of Cuba. Debaters, Misses Loretta Hoover and Florence Kahler, Messrs. Robert Burns and W. F. Sweigart.

5. *Resolved*, That a tariff should be laid on the necessities of life sufficient to supply the present deficit. Debaters, Misses Elizabeth Montgomery and Stella Robinson, Messrs. Updegraff and Atticks.

6. *Resolved*, That the world has been more benefitted by the knowledge of the Greeks than by the religion of the Jews. Debaters, Misses Mary Taylor and Mary Smith, Messrs. Eichelberger and Brough.

We note a few of the orations presented: "The Fascination of Ugliness," by Miss Caroline Powell; "Inheritance of Poverty," Mr. Edgar Sherts; "Our Development," Mr. Abram Metzgar; "Success," Mr. S. J. Finley.

The following recitations have been given: "Jamie," by Miss Sue Geyer; "The Judgment Day," Miss Flora Quail; "How the Gospel came to Jim Oaks," Mr. H. G. Seiling.

A Tennyson Memorial meeting was held on Friday evening, January 17th. We give the full program of this: Referred question, "How does Tennyson rank with the other Poets?" Answered by Miss Alexander.

Recitation, "The Revenge," from Tennyson, Mr. Clarence Beck.

Music, Piano Solo, Miss Elizabeth Reigger.

Debate—*Resolved*, "That Tennyson is the greatest poet of the century." Affirmative, Miss Effie Aldrich and Miss Caroline E. Myers, '84; negative, Mr. E. E. Grebinger and Mr. H. F. Eshleman, '90.

Music, Mandolin and Guitar Duet, Misses Aldrich and Eshleman.

Oration, "Tennyson," Mr. J. S. Gochenour, '90.

Music, Vocal Solo, Miss Marion Lawson.

Recitation, "The Siege of Lucknow," Tennyson, Miss Annie M. Mumma.

"Page Weekly," Miss Nellie Howell.

Music by the Page Glee Club.

Critic's Remarks, Miss Coates.

A committee consisting of Misses Aimee Coates, Marion Lawson, Lyle, and Messrs. G. P. Gracey and S. J. Finley has been appointed to prepare a program for the forty-first anniversary of the Society on May 29th.

Y. W. C. T. U.

AMANDA LANDES, PRESIDENT.

A temperance society in a large school has a most important and profitable field of labor. Our Normal School Union seems to appreciate this fact and has been quite active in working the field this winter. The meetings have been interesting and well attended without exception and new members are added at every meeting. This is encouraging and must surely do some good, but yet the evil is so great in this world that all our results here seem very small in comparison. However we work on in the faith that sings:

"We'll take the world for Christ's own kingdom,

Some glad day!"

Some of the good things promised in the last number of THE JOURNAL have come to pass, and others are yet to come.

One of the meetings was a surprise social. After the business and music rendered by the audience and by the Y. W. C. T. U. Quartette, a sociable was announced, and immediately a committee entered bearing trays of apples and nuts, which were served to the entire company. That meeting was voted an entire success. So was the next which consisted of a musical and elocutionary program. The music was furnished by Miss Crawford and the Y Quartette, recitations were given by Miss Longnecker, Miss Albert and Miss Landes, and a reading by Mr. Miller, all on the subject of temperance. Still another meeting consisted of a talk and experiment by Miss Neuhauser showing that Jamaica Ginger is nearly pure alcohol, a reading by Miss Taylor and a recitation by Miss Myers. At this meeting 3,100 pages of temperance literature were distributed.

Our last meeting was addressed by one of our own graduates, a lady of culture and experience, and prominent in the temperance work of our county, Miss Marianna Gibbons, who gave us an earnest address filled with convincing fact and persuasive force. She encouraged the workers in the Union by declaring that as she went about her temperance work in the county she plainly perceived the good influence of the Normal School Union. We pray for zeal and wisdom to carry on our work.

A great help to the work of the Normal School "Y" is the earnest intelligent help given by a number of the Faculty, and also the encouragement we have from the Board of Trustees.

Y. W. C. A.

PRESIDENT, IDA C. DEEVER.

The interest in the Sunday morning and mid-week prayer meetings is growing. A deeper spiritual feeling has prevailed for the last few weeks.

The missionary meeting of the Y. W. and Y. M. C. A.'s held in January was addressed by Miss Alway, a returned missionary from India. Miss Alway is a broad-minded, true-hearted Christian, full of zeal for the foreign missionary work. Yet her view of work for Christ gives inspiration to the young man or woman preparing to teach just as well as to him intending to carry the Christmas message to heathen nations. After her talk each one felt that no matter where his work might lie, if done in the spirit of Christian service it would be done for Jesus. Miss Alway will be long remembered at Millersville.

The Association sends greeting to its dear "Alumni members."

Y. M. C. A.

CHAS. C. GROVE, PRESIDENT.

Since our last report was made, there has evidently been an increase of interest in Association work. More students are interested and are ready to manifest that interest by attending the meetings, getting others to do the same and taking part in the exercises. And, just here, we wish to speak of the improvement in the singing. May those of our members and friends who have been instrumental in this direction, consider this both a vote of thanks and a pressing invitation to continue.

The other work of the Association has been chiefly in conjunction with our sister Association. Jointly, the Missionary Committees had Miss Alway of Brooklyn to present the subject of Missions. The subject was presented in a most able manner and with some definite results. Last Sunday morning there was held the first of a series of special meetings. This meeting, together with one in the afternoon and another in the evening, was well attended and was made what it was by an earnest and direct address by Mr. Jas. B. Ely, of Philadelphia. The meetings since then have been well attended and gave the students the privilege of hearing Rev. Maragwauldt, Dr. Hull and Dr. Byerly, who gave no uncertain sound in their addresses, but spoke directly and earnestly. There have been some definite results. May the interest and results increase.

NORMAL NOTE BOOK.

[Hand items for this column to Miss Landes.]

Prof. D. M. Sensening, '67, who will be remembered with much love and respect by many old students, paid a brief visit to the Normal in January. He visited the old and new scenes about the school and renewed friendships with his collaborators of former days.

On Thursday, January 16th, the Lancaster County Directors' Association held its annual meeting in the Chapel. It was a pleasure for the School to have the directors as the guests of the trustees and faculty. While the exercises of the School were not interrupted, all the classes meeting as usual, those who could spare the time from their work to listen to the addresses and debates, were both interested and instructed by them. The School is glad to know that the directors will meet here again next year.

On January 16th the Senior Class was visited by the County School Directors.

The Christmas vacation lasted from December 21 to 30 inclusive. All too short for most of us.

The lake furnished excellent skating during the cold snap. It was thoroughly enjoyed especially during the 4:00 and 4:40 periods, when

the social rules of the School were suspended on the ice.

The bridge across the lake is a neat substantial structure and adds a pleasant feature to the beauty of our landscape.

Miss Sarah H. Gilbert has gone to Stanford University, California, where she is entered as a student. Having had a taste of the two great new universities, Chicago and Stanford, we know she still looks back to the old Normal with many a twinge of homesickness.

A feature of especial value and interest in the Library, and one which every student should consult, is the weekly bulletin put up by the librarians, calling attention to articles of value or general interest in the current periodicals.

The School has issued an explanation, in circular form, of the system of classification in use in our school libraries. It is known as the Dewey Decimal System and is quite complete and convenient. Anyone who uses the libraries can obtain one of these circulars from one of the librarians.

The game of basket-ball played between the Senior and Junior girls on Saturday, January 25, resulted in a victory for the Seniors with a score of 7 to 5.

Miss Bertha Collins, well known as student and teacher at the Normal, writes happy letters from London, where she is studying physical culture, literature and French. She expects to travel during the summer, and return in the fall to her work in Tarkio, Mo.

The Seniors have been required to write Spencerian stanzas as one of the exercises for their rhetoric class. We append a sample or two to show where we may look for the future poets of America.

AUTUMN.

Jack Frost has turned the leaves to brown and gold;

The wind sighs through them with a mournful lay;

They soon will drop to form the leafy mold,

And everything will then speak of decay.

The squirrels work, nor cease from day to day,

To hide away the nuts for winter's fare.

The boys and girls, who think it only play,

Are busy taking for themselves a share,

Although the squirrels scold and chatter, "Tis not fair."

OCTOBER.

She comes! a maid with nut-brown hair, and eyes

That sparkle bright as the sun's first beam;

Upon her brow and floating tresses lies

A crown as fair and pure as gems that gleam

With mystic light in longing girlhood's dream.

The rustling leaves dyed crimson, brown and gold,

That haste to meet her, bright as fairies seem;

Her outstretched arms a priceless burden hold

Of mellow fruits that ripen while the year grows old.

The children of the primary and kindergarten grades in the Model School made a great many Christmas presents as a part of their school work. They began about three weeks before Christmas and were very happy in the work and thoroughly imbued with the true Christmas spirit. They made calendars, shaving cases, sachet cases, blotters, picture frames, etc., which they presented to admiring friends at home.

Fourth grade room in the Model School. Teacher.—"And so the Queen is the ruler over the kingdom of England. Now who can tell me what we have in our country in place of the Queen?"

Anxious thought on the part of the children. Little eight-year-old brightening up.—"We've got perlice!"

The boys are practicing baseball with a view toward having a team next summer. The prospects are good for a strong team. E. F. Melvin will make a fine pitcher, as he has some very good curves, and the team will be further

strengthened by the return of Stanley Bortree, the favorite pitcher of former seasons.

Among the graduates and students who have visited us lately we have seen: Ethel Brown, Emma Baker, Gertrude Miller, Irene Wirt, Anna Gherst, Mary Hershey, Blanche Helm, Belle McConnell, Mrs. Emma Thomas-Hahman, Anna Wilson, Opha Williams, Marie Portner, Effie Van Demark, B. J. Lynch, H. J. Tobias, Wm. Heilig, J. Denlinger, John Buchanan, David Newcomer, A. S. Martin, Frank Carey, Chas. Moyer, Chas. Falck, S. H. Hain, Harry Good, Dr. A. E. Leaman, Martin Nissley, Q. O. Reitzel, A. S. Longenecker.

On December 13th the farmers of the vicinity held an Agricultural Institute at the Normal School. The meeting was organized and presided over by Mr. Cooper, of Bird-in-Hand, a member of the State Board of Agriculture. The day was bitterly cold and the attendance was small, which was a great pity, for many good things were missed. Dr. Lyte delivered an address of welcome. Mr. E. K. Hershey, of Windom; Dr. M. E. Conard, of West Grove; Mr. Jas. L. Stone, of Waverly, and Mr. Sam'l R. Downing, of Goshenville, Pa., gave addresses on interesting and important subjects. The discussions on the papers and the questions in the question box were lively and instructive. Messrs. Jacob Landis, Ezra Herr, John Mann, Harry Mayer and J. M. Frantz contributed to their interest. In the evening, Dr. J. T. Rothrock, State Commissioner of Forestry, delivered his fine illustrated lecture, "Beautiful Pennsylvania."

The Lancaster County Directors' Institute held its tenth annual session on Thursday, January 16th, in the chapel of the school. A. M. Frantz, Esq., of Lancaster, made the address of welcome. Mr. E. H. Hershey responded. Mr. Wm. Chandler, of Drumore township, read an able paper on "The Vital Needs of Our Public Schools." Other papers read were "A Good Directorship and How to Maintain it," by Dr. H. M. Alexander, and "How Directors Can Improve the Work and Condition of Our Schools," by A. W. Snader, Esq.

By invitation of Dr. Lyte the directors made a tour of inspection through the school buildings and witnessed a drill in the gymnasium.

DEPARTMENT WORK.

Pedagogics.

The resident graduates are reading Quick's Educational Reformers. The Seniors have just finished a course of "Talks" on Apperception, and are now studying the Will. The work of the Seniors in Methods has followed the line of the studies of the public schools, including the first year of the high school. Detailed plans of work in the various grades are submitted for criticism by the student-teacher, and after approval are used in the classes.

The course of instruction that has been given to the Methods Classes in the teaching of grammar has been mainly the methods of teaching primary grammar and the gradual passing from language learning to learning grammar, following the successive stages through which the pupil passes in the transition. In the latter part of the course the aim has been to show how the pupils may be led from the etymological view of the sentence to the logical and word-relation view.

The Junior Methods Class is studying briefly the various methods and devices used in teaching reading, for the purpose of looking into what is valuable and rejecting what is bad or useless. This work has included an investigation into the much discussed Pollard Synthetic Method. The work will be finished by giving students an idea of how to take hold of a class of beginners so as to utilize the previous knowledge of the child, to lay the surest foundation according to sound pedagogical principles, and to proceed with the greatest economy of time and effort.

The Preparatory Classes have just completed a course in the methods of sight-singing, as adapted to the public schools. A systematically arranged outline of work in various grades was given to the pupils, and the best methods for presenting such a course discussed. It is believed that sooner or later every teacher will find it necessary to teach music in the school-room.

The work of the methods classes in penmanship is along the line of illustrating the application of a few principles in forming the letters and discussing questions pertaining to the grading and presenting of penmanship in the public schools.

The members of the Junior Class were given an outline of the work in form-study, drawing and color for primary and grammar grades with the method of presenting the work in each grade; this includes the distribution and collection of material, details of class work, class management, care of material, etc. They were also given work in blackboard drawing to illustrate lessons in language, history, geography and other studies.

The following course of instruction was pursued in the Methods classes in geography: In the beginning classes a course of simple nature studies in geography was presented so as to prepare the students for a course of lessons on how to teach elementary geography. The second grade studied rivers and their work, glaciers and their relation to the surface features of the world, and coasts as they are influenced by the waves and tides, as they are built or worn by nature's forces. The third grade continued this study, but with greater thoroughness, and advanced to the study of man as influenced by his surroundings. The highest grade studied the geology and geography of the country for some distance around Millersville. This was presented in such manner as would give the students the power of studying any section in the United States. The fundamental ideas of geology and mineralogy were given the students and made of practical value. The course was very successful.

Model School.

The children have resumed their work with renewed interest since vacation. The attendance has been good, although it is the season when it is usually lowest, owing to bad weather and long distances to walk.

The work in the ninth grade is no longer an experiment. It gives the pupils higher work, which they take up readily, and also furnishes opportunities in secondary work for the practice teachers.

In literature the ninth, or high school grade have read Church's "Story of the Iliad" and Whittier's "Snow-bound." Shelley's "Cloud" has been studied and memorized. In history they have had Greek and Roman history from outlines. Items from week's current are read and discussed. In English grammar verbs have been studied, and in Latin the class are working with Jones's Lessons. We found it necessary to organize another class in this subject after the holidays. In physical geography they have been trying to understand volcanoes and earthquakes. In algebra they are ready to begin fractions, and in arithmetic practical measurements. In drawing they have worked out historical ornament, especially Greek, in colored paper.

The language work in other grades centered around the Christmas thought in December. In January evergreen trees—spruce, pine and cedar—have been studied. During the latter part of the month, forms of water, snow, ice and frost have been our work, with appropriate poems, as "The First Snowfall," "Snow-flakes." During February Valentine's Day and Washington's Birthday will be suggestive.

The primary grades in history have been studying the Laplanders and Eskimo. In geography the work has been with corals, limestones and soils.

Cold mornings seem to make slight difference

in the attendance of the little people in the kindergarten. Many of them trudge long distances to school over the country roads, displaying a truly Spartan spirit regarding tingling finger tips and toes. The trades have played an important part in our work for January. We have tried to see their interdependence and the relation they bear to our well being. Miniature lumbermen, carpenters, miners and blacksmiths have kept the kindergarten a busy and a happy place. Through all the work, family relationship has been strongly emphasized, showing the home provided by the father's labor, the watchful care over all by the loving mother and the spirit of helpfulness and thankfulness displayed by the children. Our first Mothers' Meeting took place a short time before Christmas. Ten mothers out of fourteen were present. The afternoon was an enjoyable and helpful one to all who took part.

Language.

A class of Juniors in the Elementary Course has read thirteen chapters of Cæsar, and the Seniors in this course have read, some eighteen chapters and some twenty-three.

A mixed class of Juniors in the Elementary Course and Seniors in the Scientific Course have read five books of Virgil. Another class in the Scientific Course has read three books of Cæsar and two orations of Cicero, and another, in addition, two orations of Cicero and one book of Virgil. Another class has read three books of Horace's Odes and four Satires. The class in Cicero are doing some sight reading in Sallust's Catiline.

One class of the Juniors will finish Jones' "Lessons" this session. The somewhat difficult uses of the subjunctive mood are now considered in this class. In addition to the regular reading lessons fables are read from time to time. The other classes do less advanced but just as thorough work in another part of the book.

There is also a beginning class in Latin which has mastered the first and second declensions of nouns and adjectives, and is now studying the verb.

The first class in Greek has completed the reading of four books of the Anabasis, and is now engaged in a close and careful review of the text, with special reference to syntax. The second class is reading the eulogy on Cyrus in the first book of the Anabasis, and will shortly finish this book. Another class has just entered upon this historical reading, and in connection with it is working upon the principal parts of verbs.

The beautiful story of Wilhelm Tell is occupying the attention of the German class. The exercises consist of translating the text, discussing the historical relation of the characters, and analyzing and explaining the grammatical peculiarities of the language. The class is enthusiastic and is making rapid progress in acquiring the language.

The French classes are continuing the work which was started in the fall. The beginning class are doing supplementary work in Super's Reader and taking up the conjugation of verbs.

Drawing.

The advanced classes are studying Greek architecture and ornament. The Parthenon and the Temple of Theseus are taken as examples. Attention is directed to the style of building, especially the column and arch. The beauty of the Greek vases and the peculiarly graceful curves found in most of the Greek ornament; the motives used and the different forms in which they were found, are studied and discussed.

The beginning classes are working in color. The intermediate colors with their tints and shades are arranged in scales and the tones combined in design.

In all the classes much attention is given to rapid drawing, both on the blackboard and on

paper, that the students may gain the ability to sketch easily, quickly and correctly.

Natural Science.

The graduate work in the natural sciences since the Christmas holidays has been confined to chemistry and astronomy.

In chemistry the class has been studying qualitative analysis, and has been working mainly with the second, third and fourth group metals. The work in unknowns has also been continued. Each student keeps a neat and accurate account of all tests, chemical reactions and experiments made by him.

In astronomy the class has been studying the moon, the motions of the planets and the sun, and are now trying to understand the methods of calculating the solar parallax.

The undergraduates are studying natural philosophy and physiology. There are three classes in natural philosophy and two in physiology. The Seniors are about finishing the subject of light, preparatory to review. The nervous system is the present subject of study in the physiology classes. During the past few weeks the instruction given related mainly to the use of disinfectants, the preparation of food and the injurious effects of tobacco and stimulating drinks.

The teacher of physiology, who is a regular practicing physician, frequently supplements the lesson of the day by very interesting explanations and illustrations of nerve action, cell growth and decay.

History.

Since our report given in the November number of THE JOURNAL the advanced classes in United States history have been studying the period between Monroe's and Buchanan's administrations—a period of critical events and important changes. Among those somewhat fully discussed in the class were notably: 1. The destruction of one fiscal policy and the creation of a new one. 2. The development of a sectional feeling on the Tariff question. 3. The coming into prominence of the Slavery question. 4. The adding of Texas to the Union, and the carrying on of a war to make "Texas bigger." 5. The great crisis of 1850. The one sided compromise of 1850, and Webster's famous speech in support of the latter.

The two Senior Classes studying general history have been engaged in the study of the mediæval period. The aim in teaching has been to show that the old civilization furnished the foundations of our modern civilization, that the political conquerors, crude and uncivilized who become the ruling race, in the process of time became able to take up what the Greek and Roman had produced and use it, and carry it on to higher results. The agencies in accomplishing all this, which were made prominent were the Christian Church, the Feudal System, the Crusades, the growth of commerce and the emerging of the cities into greater importance.

The class in Roman history has been studying the period of the foreign wars carried on by Rome with the civilized people around the Mediterranean, and the effect of these wars in creating a new class of social and economic conditions. This study has involved discussions on the features of administration in the Roman government. On the struggle between the Senate and Assembly for ascendancy on the formation and contest of parties, and the eventual establishment of a complete municipal system, foreshadowing, if not realizing, the federative feature of the best governments of to-day.

Mathematics.

Most of the classes in arithmetic, algebra, geometry and the higher mathematics have extended through the entire fall and winter session, and are now reviewing the course for the term examination, which, if successfully passed,

will admit the applicant to the final examination by the State Board of Examiners in these branches.

A few new classes in algebra and trigonometry were formed after the mid-winter vacation. These will either be continued through the next term, or united with new classes formed at the opening of the spring session.

The classes in mathematics are so numerous that a student can begin at any time just where he can study with greatest advantage. Although the summer term is only fourteen weeks long, yet a student will be given an opportunity in this time to complete any branch of mathematics from arithmetic to mechanics, if he is prepared to do so.

A special examination in mental arithmetic will be held on Saturday morning, April 11, at 8:00 a. m., for all those who are prepared to complete the subject without further instruction. A student who has had a good, thorough course in any branch of mathematics can enter the term examination for the purpose of completing the subject, although he has not been regularly in class, or he may have a private examination by applying to the Head of the Department.

English Literature.

The Higher Literature Class, since the last issue of THE JOURNAL, has read closely in the class-room three of Emerson's principal addresses: the American Scholar, the Fortune of the Republic and the Young American, besides other short addresses, such as American Civilization and the Emancipation Proclamation. Outside, the class has read Nature and Literary Ethics together with Lowell's characterization of Emerson in the Table for Critics. At present the class is studying the course prescribed by the Association of Colleges and Secondary Schools of the Middle States. In class the work is on Webster's First Bunker Hill Oration; outside, Defoe's History of the Plague is being read.

The Senior Class, since the last issue, has completed the course in composition. The narrative themes or stories, many of them, showed considerable power of invention and no little skill in construction. The Spenserian stanzas, the last themes written, afforded the class practice in matters of prosody, in the fine discrimination of words and in condensed expression. The theme writing with constant criticism before the classes has been not only interesting but of the greatest value. In literature the class has finished the minute study of Lowell's Vision of Sir Launfal, Rhoecus, Hakon's Say, Appledore and other poems. The poems have been minutely analyzed; their figures, allusions, effects of prosody, appeal to the imagination, the age or period they illustrate have been in the line of study.

The Junior Classes in Literature and Composition are doing well. After working in composition for seven weeks, they are now studying Shakespeare's Julius Caesar. The composition work is of two kinds, original work in the form of short themes twice a week on topics growing out of daily school life and the correcting of a graded series of ill written compositions.

The Preparatory Classes in English literature and composition had a seven weeks' course in composition, followed by a fourteen weeks' course in English Literature. The course in literature covered, in a general way, the English authors from Shakespeare to Lowell. The aim has been to gain a knowledge of the leading facts of the life of each author, and to study carefully a specimen of his work. The longer selections studied are Longfellow's "Courtship of Miles Standish," Goldsmith's "Deserted Village," and Byron's "The Prisoner of Chillon."

Reading.

In the lower classes the pupils have been studying interpretation of thought most earnestly.

The exercises have been varied to avoid monotony and keep up interest, but the constant aim has been toward: first, a just comprehension, so that the pupil may read under the stimulus of the absorbed thought; second, a natural and pleasant expression of the thought to others. In connection with the work it has been very satisfactory to see that the best authors represented in our books have awakened the deepest interest.

The higher classes have gone farther into the study of expression and sounded greater depths of sentiment in their effects and expression, and varied work has been done to give pupils that control of themselves that shall make the body the willing servant of the mind and soul.

Elocution in the literary societies has received a great deal of attention, the orations and recitations being studied and practiced under the criticism and direction of the teacher of the department.

Reciters and speakers from the Normal assisted in a great many Christmas entertainments in many parts of the State, and are very frequently called for in church entertainments in Lancaster and other places near the school.

Geography.

The central idea in geographical study is the relation of nature to man, the influence of the surface features, the river basins, and the plains on climate, on soil, and on man's industrial development.

The classes therefore in political geography will, during the 14 weeks, trace out and classify the great relief division of the world and learn to discuss them minutely and intelligently.

The nature of man's institutions—his government, his religion, and that complex grouping of institutions, his civilization—must be studied in order to gain any clear conception of man's relation to the earth on which he lives and to men as combined into nations.

The concrete representation to the eye of salient land features needs to be emphasized; hence the students will, before the end of the year, complete a series of chalk models of the great continental masses. These will present to the eye the relation of plateau to plain, valley to mountain and river basin to divide. Students should read a map as we read a book, that is, between the lines of what the map pictures, and this is best learned by the drill given by chalk-modeling.

The work in physical geography has included this year, in addition to the regular course as laid down in Appleton's Text-book, a great deal of work in meteorology, so that students may be able to read the weather reports of the United States with intelligence.

Library.

This is a period of transitions in the library. Methods are being applied and invented to get the Society and School libraries in the best working condition. The catalogue will show what all and each contain. Just now the books are going through their second process. There are five stages before the books even get to their proper places on the shelves; namely, classification, accessioning, shelf-listing, cataloguing and mechanical preparation for the shelves. Before many weeks we hope to have all the books ready for circulation; the Nina Brown system is being used, which is a combination of envelopes and cards, giving less trouble and greater speed than any other system yet invented. Beside the organization, we are endeavoring to make the reading and reference departments important factors in the School life and work, by helping students with lists and bulletins to find the best we have on subjects asked about and current topics. A few weeks have been spent with old magazines, some dating back ten years. Each volume has been tied and labeled ready for the binder, and soon we shall have a fine collection of bound volumes for our reference shelves.

English Grammar.

The passing classes in grammar have completed a thorough course in the analysis of sentences into their elements, as well as a course in the etymology and syntax of the language. Because of the dependence of classification upon function, as well as for work in syntax, the analysis of sentences has been continued parallel with the study of classification and properties. The syntax of the language has been mastered in the form of rules.

Where possible, the rule was arrived at by the process of induction. Many inflections, idioms and constructions were explained by a reference to the past states of the language, when it was a synthetic tongue.

The second B preparatory classes have finished a course in analysis, a short course in arrangement and position of the parts of speech, and a course in parsing. They are now reviewing and doing advanced work in analysis and parsing from standard poems, such as Thanatopsis, Gray's Elegy and Paradise Lost.

Penmanship.

The five classes in penmanship are reviewing the capital and small letters, but are devoting their time chiefly to word, sentence and page writing.

Legibility, movement, form, speed and spacing, which are the chief requisites of a good handwriting, are constantly kept in view.

Physical Culture.

The work with the gentlemen in the different classes is continued as mapped out at the commencement of the session. The first B division are drilling in the manual of arms, and are beginning now to take up bayonet exercises. The second B's are using the clubs, the Juniors the dumb-bells, varied with step positions in marching. The first and second C's, the dumb-bells, with calisthenic exercises, and the Seniors the short wands.

The Senior and Junior girls have begun the London ball drill, a drill which by its ever changing exercise cultivates the highest degree of attention. It is a grace- as well as strength-giving exercise and is exceedingly beautiful. At present, though considerable time is spent in running after the ball, which has the way that balls so frequently have, of going any other than the right place.

Book-keeping.

A person in filling up a note or check should be careful to do it in such a way that a dishonest person cannot change the amount without considerable difficulty. This is a fitting time to teach a class that notes and drafts no longer have days of grace. It has always been more or less annoying to business men to keep track of the time when notes fall due. This annoyance can always be avoided now by writing the date when it is to fall due, *e. g.*, On the 1st of April, 1896, I promise, etc.

Music.

Our innovation in the music department is the formation of a class in methods. Several of the pupils are preparing to be music teachers, and this means has been taken not only to instruct them in the best ways of dealing with the faults of piano playing, but also to give them a general understanding of the principles of harmony and musical form, and of the lives and works of the best composers.

Manual Training.

The saw, plane, file and brace are already familiar to a number of the Sloyders, while some, alas, are still toiling on with the knife. The eighth grade of the Model School pupils goes steadfastly in the front rank.

The Normal Educational Series of Text Books.

Brooks's Shorter Course in Arithmetic.

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

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

Brooks's Normal Union Arithmetic. Part I.

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.

Brooks's Normal Algebra.

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

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New theorems have lately been added and the book enlarged.

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