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Sincerely Yours,  
Silas M. Clark.



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The  
CLIONIAN,  
—•••••

PUBLISHED BY THE

SCIENTIFIC CLASS

OF THE

State Normal School,

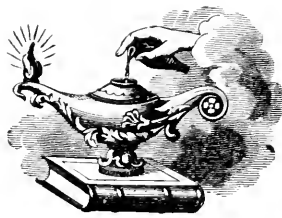
Indiana, Pa.

—•••••  
1888.  
—•••••  
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“'Tis pleasant sure to see one's name in print,  
A book's a book, although there's nothing in't.”

VOL. I.

HARRISBURG:  
MEYERS PRINTING AND PUBLISHING HOUSE,  
1888.

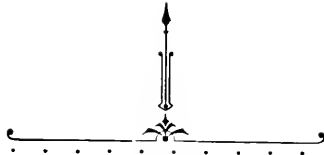


## Dedication.

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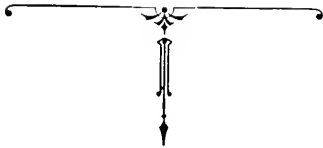
To the Students, Alumni, and friends of the State  
Normal School this, the first number of the  
Clonian is respectfully dedicated by

The Editors.



*Managing Editor,*  
*R. M. WILSON.*

*Assistant Editors,*  
*W. H. SPROULL,*  
*HARRY NESBIT.*



# Salutatory.

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THE Indiana State Normal School although in the beginning of its usefulness has been singularly successful. Its rapid growth and ever broadening interests are continually opening new fields of labor, affording rare advantages for the willing worker. The Scientific Class of 1888, perceiving this, and believing themselves to possess considerable latent ability, throw off the mantle of reserve and step forth boldly into the province of journalism. We would not, however, have our readers think that we have hastily or indifferently entered upon this work. On the contrary, by much effort, we have dispelled our fears concerning the waves of public opinion which are wont to swallow up the gorgeous castles of fame reared in the midnight visions of aspiring young editors. We have studied the past with all its failures and successes, the present with all its realities, the future with all its probabilities, and everywhere we are met by words of encouragement, inspiring us with greater zeal and earnestness, greater hope and confidence in our new undertaking.

The CLIONIAN represents an institution designed for the training of the teacher, it will therefore differ somewhat in character from the modern college annual. Although portraying student life as found in a Normal, it will devote itself especially to matters relative to the highest good of the school. It will endeavor to enlist the sympathy and influence of a united alumni in the welfare of the institution which gave them culture, to stamp indelibly upon the mind school associations, so that the days in which we have mingled together as students may be remembered and cherished as the brightest in our lives. It will endeavor, also, to assist the teacher in the labors and trials of the profession, to establish, with other institutions of learning, a coöperative influence in the great work of education.

Having thus briefly stated the aims and purposes of the CLIONIAN, we would say further, that in order to make its pages more interesting and instructive, we have secured, in addition to the information regarding the inner life and activity of the school, a history of the institution itself. We believe this history, coming from the pen of one so well known to all Indiana students, will be hailed with delight. Another marked feature is the literary department, in the support of which we have on our list of contributors the names of persons familiar to many of our readers—persons whose ability has won recognition in various departments of professional and literary work.

With this we submit the first volume of the CLIONIAN to the public, hoping that in the after years the work in which the class of 1888 are the pioneers, may be taken up and made more and more perfect. Whether we have been led astray by over confidence in ourselves or by false interpretations of the signs revealed to us, lies in the uncertainty of the future.





# History of the School.

JANE ELIZABETH LEONARD.

OF the eleven State Normal Schools of Pennsylvania, Indiana is the youngest but one, and yet it is now almost twenty years since the discussion among the citizens that led to its establishment began. In 1869, some eighteen or twenty thousand dollars were subscribed in aid of the project, but there the movement stopped. In 1871 an act was passed to aid the Indiana Normal School similar to the act passed in 1869, granting aid to the school of California. The subject was considered at the County Institute held in the fall of 1871, subscriptions were resumed, and from that time the work was pushed forward vigorously. The best site in the whole vicinity, overlooking the town, was purchased, plans were adopted, estimates were made, contracts were consummated, and building was begun.

On May 17, 1875, the school was opened. Many who read this sketch will remember that first term. It was ten weeks long and we had 148 students in the Normal School, and 80 in the Model School. Among the bright and earnest faces that greeted us on that opening day were at least two of the contributors to the CLIONIAN, Dr. McCurdy of Philadelphia and Miss Brooks of the Allegheny High School. The latter was, we remember, the first young lady who selected a room at Indiana.

The State recognition took place on Friday, 21st of May. At two o'clock on the afternoon of that day a thousand people were gathered in the chapel to hear the report of the committee of inspection, and to listen to their words of approval and congratulation.

What a ringing speech Mr. Wickersham, then State Superintendent, made, and we had a taste too of the really fine eloquence of the principal of the School, E. B. Fairfield, D. D., LL. D. In the splendid building, completed after so much effort, and in the large number of students already attracted to the school, its friends and the public spirited citizens of the town, began at last to realize their dream of a school at Indiana.

The Normal School law of 1857 provided for no State appropriations. The friends of these schools proposed to apply to them the old Pennsylvania policy of allowing private enterprise to precede State action in the establishment of public institutions. Later the State came to their aid, but, with all their required expensive and large equipments, they must be in the main self-supporting. This makes the struggles of new schools difficult, sometimes appalling. From such struggles Indiana was not exempt; but so determined were the Board of Trustees to shield the school that its reverses and mis-



## HISTORY OF THE SCHOOL.

fortunes were taken up by themselves, as far as possible, and borne in silence. It happened more than once that trustees had every dollar they personally owned pledged for the honor of the school.

The first two and best friends of the institution were John Sutton and Silas M. Clark. The former was elected President and the latter Secretary at the first organization of the board, as nearly as we can ascertain, on May 13, 1872, three years before the school opened. In the death of Mr. Sutton, June 9th, 1877, the school sustained a heavy loss. He had devoted himself actively to its establishment, giving to it largely of his thought and time, and private means. His sons have, since their father's death, become members of the board.

There still remain in the board three of the men who were trustees at the opening of the school thirteen years ago. Silas M. Clark, now on the Supreme Bench of the State, but still the wise friend and guide of the school, Andrew W. Wilson, and James R. Daugherty. Mr. Joseph R. Smith, like Mr. Sutton and Judge Clark, was in the original board of '72. When he died in February 9, 1887, we lost a friend who held nothing but his honor too much to give to the institution to which he had devoted so many years of loyal service.

It is to the wisdom and united effort of such men that the marked prosperity and success of the school is due. They have always been ready to give time and work to the school without any thought of compensation. They have labored weary days and nights to organize and administer its affairs, and this many times under great stress of circumstances. They have borne great burdens voluntarily and grandly. Our success has been won by their valor, labor and sacrifice. It is the prize of their well merited victory.

In the summer of 1876 Dr. Fairfield, the first principal of the school, resigned, and accepted the Chancellorship of the University of Nebraska. A man of learning and power the Doctor was, but he knew little about the management of a Pennsylvania Normal School. While here he collected \$3,000 for chemical apparatus, and through him the Hon. Edward S. Golden and others presented the fine bell which hangs in the cupola. Many of our old students will recall sweet Nellie Fairfield, who died not long after leaving us, and Mrs. Fairfield, and Major Bolar, Assistant in Mathematics, and Hiram Collier, the rare and accomplished Professor of Chemistry and Physics, all since passed to the land of shadows. Besides Professors Collier and Bolar, Mrs. Col. Porter, formerly Miss Butler, Principal of the Model School, is the only one of the whole teaching force of thirteen years not still living.

David M. Sensenig, M. S., who had previously held the chair of Mathematics, was Dr. Fairfield's successor. The Professor was a superior and inspiring teacher, but the more varied duties and larger responsibilities of a principal were distasteful to him, and his health failing, he declined reelection in the summer of 1878.

Dr. John H. French was chosen to succeed Professor Sensenig. Dr. French had been State Superintendent of Schools in Vermont, had written several text-books, had

*HISTORY OF THE SCHOOL.*

been a successful instructor in the State Normal School at Albany, N. Y., and in the one at Mansfield, Pa., and at teachers institutes in this State and elsewhere. Dr. and Mrs. French made a fine and deep impression upon the school, especially upon its social and religious character. They remained connected with the school three years.

Dr. French's successor, in October of 1881, was Professor Leonard H. Durling. Professor Durling is an Ohio man, was educated at the Wesleyan University, in Delaware, Ohio, and afterwards graduated and taught at the National Normal University, at Lebanon, in the same State. Five years later he was elected Professor of Natural Science in the Central High School, at Pittsburgh, which position he held until elected Superintendent of the schools of Allegheny City. From this superintendency he came to Indiana. Under his management the school has grown steadily in numbers and influence.

Like all institutions which have become a permanent success and power, the Indiana Normal School has grown gradually. The catalogues give the following attendance for each year:

YEARS.	STUDENTS.	YEARS.	STUDENTS.	YEARS.	STUDENTS.	YEARS.	STUDENTS.
1875, ...	306	1879, ...	305	1883, ...	436	1887, ...	601
1876, ...	304	1880, ...	375	1884, ...	522		
1877, ...	304	1881, ...	392	1885, ...	557		
1878, ...	353	1882, ...	422	1886, ...	527		

Leaving out the current year then we have had 5,404 students in attendance. The number of graduates is 313; of these 210 were ladies, and 103 were gentlemen. Of these graduates all have taught but 18, many of them for several years, and a very large majority of them are still engaged in teaching. Of the 18 who never taught only 6 refrained from doing so from choice, the others being deterred by death or other unavoidable circumstances.

The number of graduates who have been professors in Normal Schools and Colleges, is five; the number who have been County Superintendents, is three; the number who have been principals of graded and high schools, is twenty; the number besides these who have taught in graded and high schools, is two hundred and forty. Quite a number of our graduates after teaching a number of years study some other profession. Among these, eighteen have become lawyers, eight doctors, seven ministers, three editors, four missionaries. The whole number now teaching or engaged in educational work, as nearly as I can ascertain, is one hundred and ninety-six ladies and seventy-one gentlemen.

It has been charged that the State loses money by the early withdrawal of the lady graduates of the Normal Schools from the profession. The incorrectness of such a criticism may be seen from the following statement:

## HISTORY OF THE SCHOOL.

The entire number of lady graduates is 210; of these, 5 are dead and 19 are married, leaving a balance of 186 living and unmarried. The whole number of our lady graduates now teaching or attending school is 180. It is thus seen that a larger proportion of them, including those withdrawing from school work on account of marriage, remain in the profession of teaching than of gentlemen; and it must be a very blind and stupid economy that does not realize the advantage to the State of putting this culture and educational training into the family and social life of a neighborhood.

Not alone the number of our students, but the character of our patronage, is a matter of congratulation. It has been the constant aim of the trustees to furnish such accommodations and to employ such teachers as would attract the more ambitious, thoughtful, and cultivated students of western Pennsylvania. In this they have succeeded.

The health record of the school is one of the most remarkable features of its history. "Your girls are the pictures of perfect health," is a remark often made by visitors. Delicate girls coming here almost always grow stronger. This comes partly from our good fortune and partly from our earnest effort. The building stands on a hill where it is swept by the freshest of breezes, and where we have plenty of light and sunshine, and pure air and pure water without stint. And then we require regular habits, and gymnastics, and out-door exercise, and last but not least, plenty of hard work. Almost thirteen years have passed, and over 5,000 students have received training here, yet until within a few days of the writing of this article there had been but little severe illness, and never a single death in the school. Miss Mary Louise Dithridge died of scarlet fever, March 5, 1888. Memorial services were held for her in the chapel, the Sabbath following, in the presence of the students and citizens of the town, clergymen of the leading churches officiating.

Improvements in methods of teaching in all the departments have been promptly made. Toward this end recourse has been freely had, from time to time, to the leading Colleges and Normal Schools of the country to fill the different vacancies that have occurred in the department of instruction. Improvements in grounds and building have come more slowly but not less surely. When we, who have been here from the first, remembering how in that May of 1875, when fresh from our budding rosebeds in Lancaster county, we looked about on the rocky battery that surrounded our new building, and wondered if we should be able to grow even a geranium on such an unpromising ledge, display such pride now in our carnations and roses, we might surely be pardoned.

And then the trees we have planted, and the vines we have trained, that already make us glad with the glory of each returning spring, and the grading we have done, and the station we are promised at the foot of our own grounds. Oh, while our oaks have grown older and we wiser, to make no more painful admission, our grounds have certainly become more beautiful. And now that we have bought more houses and lands, and enlarged our borders, "Our home on the hill will be more graceful and beautiful still."

## HISTORY OF THE SCHOOL.

And then indoors. Eyes will fall on this that will recall those opening days of '75, before our furniture came, and when, do the best we could, the house would seem bare and empty. "The boys" for a week or two, cheered by Dr. Fairfield's hopeful words, bravely slept on the floor. He promised them that they would remember and laugh at their hardships some day, and be glad, in spite of them all, that they had been Indiana's first students. Now that the basement has been fitted up, that the dining room, the society rooms, the reading room, and the chapel are all beautifully frescoed and furnished, the parlor handsomely furnished, and the reading room and library filling up with books, is a fitting time to make good the Doctor's prediction.

Delightful associations already gather about the school. There are men and women in many States and in other lands that recall our class-rooms and chapel and halls in tender and happy memory. The grove, the lawn tennis, the croquet and base ball grounds they remember as that golden world where they did "fleet the time carelessly." The prayer meetings, the Bible class, the societies, are shrines to which good and grateful hearts render homage. Lasting friendships have been formed among both teachers and scholars, friendships that will make life more blest and more happy.

Pennsylvania has the foundation of a magnificent and rapidly developing system of Normal Schools. To-day in number, in attendance of students, in buildings and equipment, her Normal Schools will compare favorably with any that can be found elsewhere, at home or abroad.

Among these schools Indiana has from the first held an eminent place. She has done much to develop the science of education, and to introduce improved methods of teaching, much to furnish a body of workers whose thoroughness and skill will everywhere be recognized, much to bring into clearer light the meaning and dignity of the teacher's office.

INDIANA, *March 8, 1888.*









*Yours truly,  
L. H. Paulding.*

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Education is the process of guiding, stimulating, and aiding man toward an actualization in his own character, of God's ideal, and to a conscious unity with God himself.—*L. H. Durling.*

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# Faculty.

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"Here am I, the Professor, a man who has lived long enough to have plucked the flowers of life and come to the berries."

LEONARD HARRIS DURLING, A. M., *Principal.*  
*Psychology, History and Philosophy of Education.*

JANE ELIZABETH LEONARD, *Preceptress.*  
*History, Rhetoric and English Literature.*

ROBERT WILLIS FAIR, M. S.  
*Mathematics.*

MRS. MARY PAYSON HAYS-DILL.  
*Vocal and Instrumental Music.*

ANSON JASPER DILL, M. E.  
*Superintendent Com. Department and Graphics.*

ALBERT ELIAS MALTEY, A. M., C. E.  
*Natural Sciences.*

ANNA ADELE KIMBER, (Graduate Oswego.)  
*Superintendent Model School, Methods and Criticisms.*

JAMES WOODWARD CLARK, A. M.  
*Greek and Latin Languages.*

NETTIE CHLOE DANIELS, A. B.  
*English Grammar, Composition and German.*

EMMA ALLIENE MAYER, A. M.  
*Elocution, History and Calisthenics.*

EDITH DEERING MANSFIELD, (Graduate Oswego.)  
*Critic Teacher in Model School.*

RENA MAY WILLS.  
*Instrumental Music.*

MARGARET ISABEL KENNEDY.  
*Instrumental Music.*

CHAUNCY HOWARD BICKFORD, A. B.  
*Mathematics.*

ABRAM HILLIS BOYD.  
*Vocal Music.*

BIRD ELVIRA MARQUIS, M. E.  
*English Branches.*

MRS. ELLEN AUGUSTA LAWREY.  
*Superintendent of Study Room and School Matron.*



# Courses of Instruction.

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The Normal School law of this State, having in view the professional training of teachers, provides three distinct courses of study: the Elementary Course, the Scientific Course, and the Classical Course.

The graduates of the Elementary Course receive diplomas conferring the degree of Bachelor of Elementary Didactics, and those who graduate in the Scientific Course receive diplomas conferring the degree of Bachelor of Sciences.

Either diploma exempts the holder from further examination for teaching by State authorities, and entitles him to the Master Degree, M. E. or M. S., after two years successful experience in teaching in the public or normal schools.

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## Elementary Course.

This course is intended for the preparation of teachers for our common schools.

The course of study requires two or three years, according to the qualifications of the student when he enters school.

The studies are arranged for this institution as follows:

### Preparatory and Junior Years.

PEDAGOGICS.—School Economy, Methods, Psychology, and School Management.

LANGUAGE.—Orthography, Elocution, English Grammar, Composition, Latin Grammar and Reader, preparatory to Caesar.

MATHEMATICS.—Arithmetic, Algebra.

NATURAL SCIENCE.—Physiology and Hygiene, and Chemistry.

HISTORICAL SCIENCES.—History of United States, Civil Government, Geography, including Political, Mathematical and Physical.

ARTS.—Penmanship, Drawing, Book-Keeping, and Vocal Music.

### Senior Year.

PEDAGOGICS.—Psychology, Methods, History of Education, Model School Practice, and a Thesis on a Professional Subject.

*COURSES OF INSTRUCTION.*

LANGUAGE.—Elocution, Rhetoric, English Literature, English Classics, Essays, Latin, Cæsar through Hevetian War.

MATHEMATICS.—Mensuration and Plane Geometry.

NATURAL SCIENCES.—Natural Philosophy and Botany.

HISTORICAL SCIENCE.—General History, History of Education.

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*Scientific Course.*

The Scientific Course is intended to prepare teachers for the highest grades of work in public schools, principalships, superintendencies, chairs in high schools, academies, &c., &c.

Students who have completed the Elementary Course, or its equivalent, can graduate in this course in two years.

The studies are as follows :

*Junior Year.*

PEDAGOGICS.—Moral Philosophy and Logic.

MATHEMATICS.—Algebra, Solid Geometry, Trigonometry and Surveying.

SCIENCES.—Zoölogy and Chemistry.

LANGUAGE.—Virgil, Cicero and Tacitus.

HISTORY AND LITERATURE.—General History, Literature.

OPTIONAL.—French, German and Greek.

*Senior Year.*

PEDAGOGICS.—Philosophy of Education.

MATHEMATICS.—Analytical Geometry, Spherical Trigonometry, Differential and Integral Calculus.

SCIENCES.—Geology, Mineralogy, Astronomy and Mechanics.

HISTORY AND LITERATURE.—Essays and Advanced Rhetoric.

OPTIONAL.—French, German and Greek.

An equivalent of Greek, French or German will be accepted for Spherical Trigonometry, Analytical Geometry, Calculus, Mathematical Astronomy, and Mathematical Natural Philosophy.

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*Classical Course.*

This course embraces the Latin and Greek Languages—German and French optional, and the advanced English, Mathematical and Scientific studies of the Normal Course.

## COURSES OF INSTRUCTION.

In one to three years students can make thorough preparation for college, or for teaching in college preparatory schools.

The studies in Latin and Greek are scheduled as follows:

### First Year.

LATIN.—Same as in Elementary Course.

### Second Year.

LATIN.—Cesar completed, Cicero and Latin Prose.

GREEK.—Grammar, Reader and Anabasis, Book I.

### Third Year.

LATIN.—Sallust's Cataline, Virgil, six books, and Latin Prose.

GREEK.—Anabasis, Books II and III, Homer's Iliad, Books I and II, and Greek Prose Composition.

Classes in German are always formed when a demand is made for them.

## Special Courses.

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For the accommodation of students who desire to pursue special studies, the institution has two courses: the Commercial Course and a Course in Vocal and Instrumental Music.

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### Commercial Course.

This course aims to give a thorough commercial training, by strict conformity to the most modern methods. Each student receives separate and individual instruction, thus making the time required for graduation depend solely upon the ability and application of the student. All who complete the course and pass a satisfactory examination are awarded a diploma. The work embraces the following:

WRITING.—With a view to rapidity, neatness and legibility.

### COURSES OF INSTRUCTION.

ARITHMETIC.—Especially short methods of Percentage, Interest, Exchange, Averaging and Settling of Accounts.

BOOK-KEEPING.—Single and Double Entry.

PARTNERSHIP.—All phases of Partnership Business.

COMMERCIAL CORRESPONDENCE.

PRACTICAL BUSINESS PREPARATION.—Making out, using and filing of Bills, Receipts, Notes, Drafts, Bills of Exchange, &c.

COMMERCIAL LAW.—Contracts, Sale of Personal Property, Negotiable Paper, Corporations, Agencies, Deeds, &c.

BANKING.—A bank with all necessary accessories is in daily operation. In this the general business of banking is carried on by the students under careful supervision.

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## Music Course.

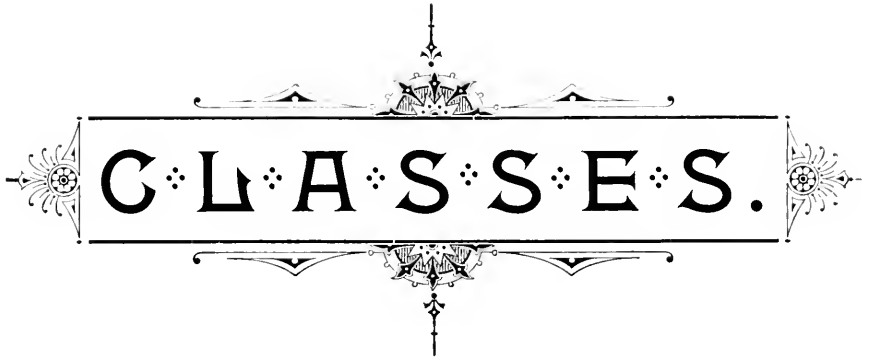
In addition to the general instruction in vocal music given to all students, those who desire to make a special study of this subject are offered excellent opportunities. Among the opportunities offered students in the music department are the following:

INSTRUCTION.—Daily class instruction in Vocal Music; Instruction in Harmony and Composition; Private lessons in Voice Culture; Private lessons on Piano and Organ; Instruction in Chorus Singing.

PRACTICE.—Use of good pianos and organs.

PERFORMANCE.—Recitals, in which pupils participate as soon as they are qualified to do so. Frequent opportunities to perform in public assemblies.





C L A S S E S .

# Scientific.



CLASS COLORS—ROYAL PURPLE AND OLD GOLD.

## Officers.

*President*, ..... McCLELLAN GORDON.  
*Secretary*, ..... AGNES MORROW.  
*Treasurer*, ..... HARRY NESBIT.

# Scientific Class.

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SADIE McCUNE GALLAHER, . . . . . New Washington, Pa.

"The skillful nymph reviews her force with care;  
Let spades be trumps! she said, and trumps they were."

McCLELLAN GORDON, . . . . . Ft. Littleton, Pa.

"Man delights not me; no, nor woman neither,  
Though by your smiling you seem to say so."

AGNES MORROW, . . . . . Allegheny, Pa.

"Grace was in her step, Heaven in her eye,  
In every gesture dignity."

HARRY NESBIT, . . . . . Clarksburg, Pa.

"See what a grace was seated on his brow,  
Hyperion's curls; the front of Jove himself;  
And an eye like Mars, to threaten and command."

\* HARRY WILSON RUOFF, . . . . . Indiana, Pa.

"Oh, love, love, love! love is like a dizziness;  
It winna let a poor body gang about his bizziness."

WILLIAM HENRY SPROLL, . . . . . Leechburg, Pa.

"Your quirks of music broken and uneven,  
Make the soul dance upon a jig to Heaven."

ROBERT MILES WILSON, . . . . . Belleville, Pa.

"For rhetoric he could not ope  
His mouth, but out there flew a trope."

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\* Not a candidate for graduation.

# The Tale of the Scientifics.

AGNES MORROW.

Time hath, my lord, a wallet at his back,  
Wherein he puts aims for oblivion.—*Shakespeare.*

IF there be any room in this wallet of Time for our contribution, let our historian stand on tip-toe to put it in. But Time would need to pause for us, were we to go back to search the annals of '84, '85, '86—minutes of faculty meetings, and records of similar character, for the pre-scientific history of our class.

Two years ago we assembled, six relieves of former battles, and joined in a new march for victory. We have stopped sometimes to laugh, sometimes to pick up chestnuts; again to bid farewell to those who have left us, and Godspeed to those who have joined our company. And now there are six of us, to look back at the tracks we have made in the eternal snow, to rejoice over the distance passed, or to regret the sometimes dim, uncertain traces of our footsteps.

We started out with one girl, well protected by five brothers, from the wild beasts of Zoölogy, prowling around in countless numbers, and from the director of these animals who often played his "Broken Cracker Act," a performance fraught with danger.

In the summer term we hailed with joy the arrival of another girl, who brought us a whiff of fresh Clearfield air, and gave us a new impetus. She added much to the pleasure of our surveying expeditions. Concerning these, we may say this much: the trampled down briars, and fallen trees on the hills about our little town, still bear witness that Scientific feet have passed that way. The geological expeditions were also much enjoyed, especially by the ladies, who forgot to be invited. It was several miles to that coal mine, and when the boys arrived there they sadly needed some wise girl; for they became confused about the gunpowder and coal oil, and the results were almost fatal.

When the summer vacation came, some of us turned our faces homeward. But one went to Philadelphia, and for awhile we thought he was forever lost to us; but at last he returned, and while we were making our laboratory aprons and racks, we listened to an account of the wanderings of our Ulysses.

These aprons and racks, the tubes and other chemical apparatus, deserve a prominent place in our history; for they wore themselves out in our service, and now have gone to that "bourne whence no traveler ever returns."

Their remains were hardly laid away before leap year came upon us—a troublesome year, as may be imagined, to the majority of our class, on account of our "two maiden ladies of uncertain age." At least their ages were formerly uncertain, but the moon



*THE TALE OF THE SCIENTIFICS.*

of Astronomy came out from a total eclipse, and in the glare of her bright new light all mighty secrets were revealed. The ages, henceforth, were certain.

The winter was made lively by receptions and Roseneranz. Our dear old friend, the Reading Circle, also proved a source of much comfort.

Our story is nearly told. We have hitherto looked at the tracks behind us; let us now look far ahead.

First, reflected on the clouds, I see a mighty throng of people. Before them stands an orator whose eyes flash forth his feeling, whose tongue utters his sympathy for the people. A burst of applause breaks on my ear. The picture vanishes. The noise is thunder.

Now I see a land all dark. In the distance a light appears, dim yet, but showing the dusky wondering faces of the inhabitants. As the darkness disperses, the faces grow eager, and we recognize the figure that bears the lamp. A flash illuminates the scene, and the land once dark is filled with radiance. The picture fades. It is only a lightning flash, but the steady moon still shines.

Next I see a busy student. Books are piled high around him. His lamp is burning, and in the intense silence his pen still scratches on. At last he lays aside his pen, puts out his light. The scene is enveloped in darkness. The moon has gone behind a cloud.

A little clearing in a forest. A hardy pioneer leans on his ax, and smiles as he views his little cabin surrounded by the guardian trees. It begins to rain. He leaves his work, and walks briskly to the home. As the door closes behind him the cabin disappears. But I still hear the rain.

A man is playing a great organ, whose tones thrill us through and through. But hark! he lifts his voice, which rises and swells with the sound of the organ, then dies away to a soft, sweet strain. The cloud curtain drops, and I hear only the wind.

I see a weary teacher standing before a class of eager pupils, whose questioning faces are all turned toward her. And as she talks, her own tired face loses its weariness and she vanishes with a smile. Yet the pupils' faces become brighter, brighter, until my picture is gone. But the storm has ceased, the clouds have rolled away, and the stars are out.

# The Normal Revisited.

SADIE M. GALLAHER.

O wondrous Nile, whose silver stream,  
For ages now the poet's theme,  
Whose waters sweet the taste allure,  
In thee we find an emblem pure,  
Of wisdom's wealth and learning's lore,  
In rich and still exhaustless store.

From hidden lakes and mountains high,  
From crests of snow against the sky;  
From lands beyond the desert waste,  
Thy devious path is slowly traced  
By springing flower and growing grain,  
And verdure covering all the plain.

Thy children nourished by thy hands,  
The waters loathe of other lands;  
And hastening from an alien shore,  
Stoop down to touch thy wave once more,  
And quench their thirst with cooling drink,  
Amongst the lillies on thy brink.

So we, true Normalites of yore,  
A taste acquired for learning's lore,  
And now returning years much later,  
Happy revisit our Alma Mater,  
To glean new truths in Normal fields,  
And seek the pearls that wisdom yields.

Familiar scenes our memories greet,  
As with them once again we meet;  
Extending welcome true and warm,  
With all their olden grace and charm;  
With silent voice they cheer the heart,  
And bid us not again depart.

*THE NORMAL, REVISITED.*

O'er looking grove and field and town,  
The Normal towers in height alone,  
And measuring with the neighboring hills,  
Their rugged breasts with envy fills;  
About her spreads the campus green,  
Where shady nooks sweet violets screen.

At home once more within the walls,  
We seek for those the heart recalls—  
Friends, teachers, school-mates of the past,  
And soon with some glad hands are clasped;  
Yet here with joy a sadness blends,  
For met we mourn the missing friends.

Returned we rest, O Father Nile,  
As Egypt blessed by good Ptah's smile.  
Revisited! our purpose strong,  
A taste for wisdom to prolong,  
Until we've proved our motto true—  
"Not what we know, but what we do."



# Senior.



CLASS COLORS.—DARK BLUE AND CHOCOLATE.

## Officers.

<i>President</i> , .....	SELDEN M. ELY.
<i>Vice President</i> , .....	FINDLEY N. WEDDELL.
<i>Secretary</i> , .....	ELIZABETH HARRISON.
<i>Treasurer</i> , .....	WILLIS T. DURLING.

## Senior Class.

DAVID BIRD ALLISON, .....	Indiana,	Pa.
MARY BOYLE, .....	Emsworth,	"
RUDOLF HENRY BITER, .....	Portage,	"
MARTHA CARSON BRADSHAW, .....	Allegheny,	"
MARY GERTRUDE CAULFIELD, .....	Enon,	"
ANNA MARGARET CHEESMAN, .....	Library,	"
KATHARINE SHARRETT'S CHRISTY, .....	Indiana,	"
LILLIAN AGNES CHISHOLM, .....	Allegheny,	"
DELLA CHESTER, .....	McKeesport,	"
MARY JANE COOPER, .....	Johnstown,	"
ANITA CORDIER, .....	Allegheny,	"
ALICE LEONE CAMPBELL, .....	Indiana,	"
IVY CULEY, .....	Allegheny,	"
WILLIS TUDOR DURLING, .....	Indiana,	"
AGNES EKAS, .....	Sarversville,	"
SELDEN MARVIN ELY, .....	Farmwell,	Va.
JESSIE EVANS, .....	Pittsburgh,	Pa.
SAPHRONIA FIELDING, .....	McDonald,	"
BLANCHE FISCUS, .....	Kittanning,	"
REBECCA NEAL FIX, .....	Wilkesburg,	"
CLARA FISCUS, .....	Indiana,	"
LIZZIE FAHLEY, .....	Allegheny,	"
ELLA FETZER, .....	Pittsburgh,	"
MARY MARGERIE GILMORE, .....	Allegheny,	"
FRANK GIBSON, .....	McKeesport,	"
ANNA MAY GRASSEL, .....	Allegheny,	"
ELIZABETH HARRISON, .....	McKeesport,	"
EMMA JANE HOOD, .....	Johnstown,	"
MINNIE HARRIS, .....	Allegheny,	"
NANNIE JANE HINE, .....	Elder's Ridge,	"
LIZZIE HAMILTON, .....	Sandy Lake,	"
EMMA JANE HERRIOTT, .....	Federal,	"
ROSAMOND BEATRICE HARRINGTON, .....	Allegheny,	"
ALBERTA HAY, .....	"	"

SENIOR CLASS.

EDITH OLINDA HADLY, .....	Allegheny,	Pa.
ROBERTA LAVERNE JONES, .....	Richmond,	Ind.
ESTHER JONES, .....	McKeesport,	Pa.
SARA MAYES JONES, .....	Camden,	"
EMMA CLARE MENKE, .....	Webster,	"
LILLIAN MAY MYERS, .....	Allegheny,	"
MARY CORNWELL MCFARLAND, .....	Bankok,	Siam.
MOLLIE MCGAREY, .....	Pittsburgh,	Pa.
ELLA PARR MCKEE, .....	Jamestown,	"
LUELLA MILLER, .....	McDonald,	"
FRANCIS CLARE PRICE, .....	Wilkinsburg,	"
SOPHIE ROSE, .....	Allegheny,	"
MILTON CURTIS RAMALEY, .....	Cochran's Mills,	"
BELLE ROBINSON, .....	Butler,	"
REBECCA RIDDLE, .....	Tarentum,	"
MARY ETTA ROW, .....	Indiana,	"
OLIVE ANNETTE STOUT, .....	"	"
MARY AGNES SWAN, .....	Allegheny,	"
BELLE SIMPSON, .....	Indiana,	"
JOSHUA THOMPSON STEWART, .....	Strongstown,	"
GEORGE BENJAMIN SHUPE, .....	Scottdale,	"
BESS WILDE STEVENSON, .....	Allegheny,	"
MARGARET SWARTWOOD, .....	Hulton,	"
MARTHA TRIMBLE, .....	Indiana,	"
FLORA MAY VANARD, .....	Beaver Falls,	"
JAMES PATTERSON WILEY, .....	Oakland X Roads,	"
JOHN HAMILTON WACHOB, .....	Strongstown,	"
FINDLEY NEWTON WEDDELL, .....	Irwin,	"
EVA VIRGINIA WALKER, .....	Allegheny,	"



# History of '88.

KATHARINE S. CHRISTY.

SINCE histories are as perfect as the historian is wise, there can be no doubt that this work will be beyond criticism. Yet even we can hardly tell what facts to record. At this early day it is not deemed expedient to give an account of stolen interviews, to tell where and how the dainties with which to make forbidden feasts are procured, nor to explain that the mysterious figure that sometimes startles the watchman on his rounds is not Mary Anne wrapped in her faded drapery. We shrink from giving publicity to such matters, and dislike to furnish occasion for the calling of a Faculty meeting, as "When princes meet, astrologers may mark it, an ominous conjunction, full of boding."

We are too modest to tell the world how some of our members have distinguished themselves in debate, how, in the famous case of Freezeout vs. Hardscrabble, as learned judges and able lawyers, some have shown themselves well fitted to accept a seat in the highest court in our land, or how, in the same case, a few of those to whom nature gave "Blinder motives, bounded in a shallower brain," have conclusively shown that they possess the requisite qualifications for an "intelligent juror." Nor can we rouse our readers to envy by an account of days spent in pleasure excursions. Ours is a life of labor. We pass our days in unremitting toil, and if we are certain that the teachers are enjoying their needed rest, our lamps burn far into the night, for of the Normal Course the haughty senior cannot say, "I came, I saw, I overcame."

To us was given the honor of being the first class to take Junior Final, and on the morning of that fatal day, after much kindly advice from our good Principal, we entered the Chapel. First we were asked to write our names and ages. This we did without reference to family Bibles, hence there may have been some inaccuracies. This formality finished, we were given a list of questions in United States History. Before entering the arena we had felt able to discuss anything in American history, from the landing of Columbus to the passage of the Inter-State Commerce Bill, not excepting the Battle of Monk's Corner, with an accurate list of the killed and wounded. But alas for human hopes, what a Waterloo we met when we attempted to plant colonies that never grew.

Many of the incidents of those days have been forgotten, but some of the most important are indelibly impressed upon our minds. We remember that in spite of earnest endeavor, many of us could not spell *psychopannychism*; that when called upon to display our penmanship by writing the letters of the English alphabet, one of us could recall but twenty-three letters, and that when asked to draw we were permitted to write the

## HISTORY OF '88.

name of the object represented beside the sketch. At length the examination and subsequent agony of waiting were over, and we were duly proclaimed the Seniors of 1888.

We now began to feel that we were a united body, and when our representatives in the junior exhibition acquitted themselves so well, and our exercises were so favorably compared with those of the outgoing Seniors, we felt that commendable pride, pride in our own, because it is our own.

It might be well for us to allow others to tell how we have distinguished ourselves in the class-room, but for fear no future historian will give us the praise that is our due, we shall simply say that no other class has equaled us. It has been said, "Man is whatever is imputed to him," hence, in certain branches, we have forgotten more than any preceding class, but at the same time we have eaten more of the results of chemical experiments than any of our predecessors could do and live. The walls of the laboratory have been decorated with our sketches of grinning skulls and of bones, that would lead Cuvier to imagine we had unearthed skeletons of animals hitherto unknown to science. Impelled by a desire to excel, one of our number actually claimed that he had a spinal column ninety-two inches long, and when the professor in charge insisted that such a "watteau pleat with train attachment" did not exist, we, as a class, felt that we had been denied the privilege of being unique. Altogether, we have made it very difficult for our successors to win our laurels.

While we seem to boast of our achievements, we freely acknowledge our shortcomings. We have sat for whole recitation periods listening to an explanation of some difficult point, and when on the next day, some evidence that we had heard and understood was demanded, our manifest failure to grasp the leading thought has caused the patience of the instructor to be a decreasing variable, whose limit was speedily reached.

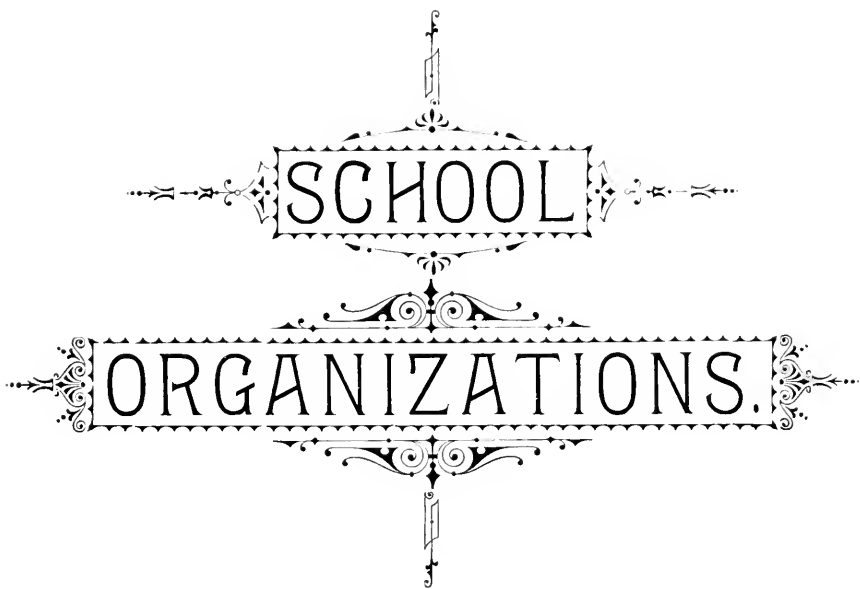
We remember with delight the hours spent in contemplating the massive evidences of Egypt's desire to build for eternity; in studying under the guidance of a skillful leader the rise and fall of peerless Greece and imperial Rome; in reveling in the oriental magnificence of the Saracenic empire, or glorying in the bold demands of England's barons at Runnymede.

Our work would be incomplete without some mention of the Model School, of the hours spent in carefully washing slates, ruling paper and pointing pencils, hoping that by this tithing of mint and cummin, we might escape censure for failure in the weightier matters of the law; but alas, no such attention to minor duties saved us from criticism when we had failed in essentials.

For two busy years we have worked together, and with humility we confess that though some knowledge has been gained, yet "wisdom lingers." But whether we have gained wisdom or not, the time is near when, like those who have gone before us, we shall give place to our successors, and our work over, shall lay aside

"Physics, metaphysics, logic,  
Mathematics—all the lot,  
Every wisdom crammed octavo  
We have mastered and forgot."





SCHOOL  
ORGANIZATIONS.

The image features a highly decorative title centered on the page. The word "SCHOOL" is written in a serif font within a rectangular frame that has a decorative, dotted border. This frame is part of a larger, symmetrical ornamental structure. Above and below the "SCHOOL" frame are intricate scrollwork and floral patterns. A vertical line with a decorative flourish at the top and bottom passes through the center of the entire composition. Below the "SCHOOL" frame, the word "ORGANIZATIONS." is written in a similar serif font, also enclosed in a decorative frame with a dotted border. This lower frame is also part of the same symmetrical ornamental structure, with scrollwork and floral patterns extending from its top and bottom. The entire design is perfectly centered and balanced.



Erodelphian Literary Society.





# Erodelphian Literary Society.

ANSON J. DILL.

ON May 19, 1875, the gentlemen students and the gentlemen of the Faculty met in the Normal School Chapel for the purpose of organizing a literary society. The meeting was called to order by Prof. A. J. Bolar. After electing the necessary officers for the evening, and hearing a number of enthusiastic speeches in behalf of the organization, a motion was passed ordering the necessary steps to be taken towards effecting a permanent organization. The result of this motion was the naming of a committee of four to prepare a constitution to be presented at the next meeting.

The report of the above committee was presented and accepted May 23, 1875, thus ushering into existence an organization that has done much in helping to shape the destiny of our grand and popular Institution.

In the first constitution of the society we find this: This organization shall be known as "The Fairfield Literary Society." This name was given it in honor of E. B. Fairfield, D. D., LL. D., the first principal of the school, and was used until July 22, 1875, when, upon his earnest request, the name was changed to "The Erodelphian Literary Society," under which name it has since been known.

Having now all the credentials necessary for carrying on the work, the place for meeting was next to be considered. The room at the west end of the north hall, second floor, one of the rooms originally intended for society purposes, now used for the Commercial Department, was the one chosen, and in this weekly meetings were held until the fall of 1878, when the society was obliged to move to the Normal Chapel.

At the organization the Faculty thought it best to bar the doors against the ladies of the school and not admit them to membership in the society. This opinion prevailed until the opening of the following term of school, when its doors were thrown open to both sexes alike. The effect of this is too apparent to need any comment here.

The school at this time being small, the society was correspondingly small, but the work was telling and effective. The members being of rather mature years felt the need of just such training in preparing for actual life, and consequently spared neither time nor energy in the performance of their society duties. The school not growing in numbers so fast as in thoroughness of work, it soon became apparent that the meetings should be changed from weekly to bi-weekly, in order that the students could better carry along both the school and the society work. During these years trials and vexations beset her on all sides. Poverty stared her in the face from every quar-

*ERODELPHIAN LITERARY SOCIETY.*

ter. The society was without a library, had no money in the treasury, and no friends able to give either. The first fifty dollars worth of books was bought at the expense of personal comfort on the part of a few of her most earnest members. This was the beginning of the present library of over six hundred volumes.

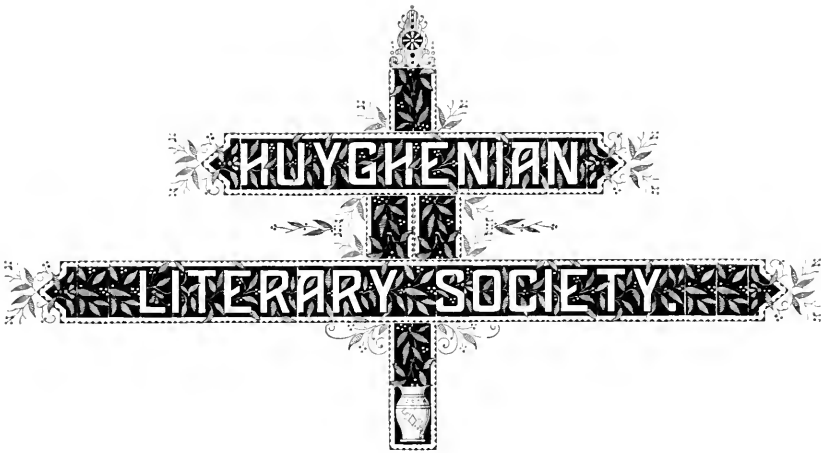
The fall of 1883, was a red letter day for The Erodelpbian Literary Society. The trustees of the school set apart a hall for her exclusive use. A charter was obtained in which she was given the power to buy and hold property in accordance with act granting the same. From this time forward prosperity took the place of the poverty of a few years back. Her present condition is one to be envied by many literary societies. The hall has been handsomely frescoed, the floor covered with brussels carpet, pictures are on the walls, and a new upright piano helps the decoration along.

Not only has prosperity shown herself in the society, but with the individual members as well. In the ministry, in the legal profession, in medicine, in the teachers' profession, in the editor's chair, and in business we find them making for themselves a reputation of the highest character.

In brief, we here give you the history of a society of which we are proud, and regret that the want of space will not permit of more.







HUYGENIAN  
LITERARY SOCIETY

The image features a decorative cross-shaped title. The horizontal bar of the cross contains the text "HUYGENIAN" in the upper section and "LITERARY SOCIETY" in the lower section. The text is rendered in a bold, blackletter-style font. The background of the cross is filled with intricate, repeating floral and leaf patterns. At the top and bottom of the vertical stem of the cross are decorative finials: the top one is a pointed, ornate structure, and the bottom one is a classical-style vase or urn. The entire design is centered on a plain white background.







## Huyghenian Literary Society.

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SOON after the opening of the school two literary societies were organized, namely, The Fairfield Literary Society, the name of which was afterward changed to Erodolphian, and the Ladies' Literary Union. Both organizations were based upon the old idea that ladies and gentlemen should not be members of the same society. This notion, however, was soon to be uprooted, for in the early part of the second term of school, many students decidedly opposed to such isolation, instituted a movement which resulted in the admission of ladies to the Erodolphian Society, in the abandonment of the Ladies Union, and in the organization, on October 2, 1875, of an entirely new society—the Huyghenian.

Nineteen students, eight ladies and eleven gentlemen constituted the first membership. Officers were chosen, and W. L. Stewart as President, and A. D. McComb as Vice President, and Agnes L. Thompson as Secretary, were the first to bear the crimson standard which has since been followed with so much love and devotion.

Although organization had been safely effected, there still remained difficulties to be overcome. Prejudices had to be broken down. A vigorous and powerful rival was already in the field. There was but one way to succeed and that was bravely to face all opposition. This the first Huyghenians did not hesitate to do, for they believed in their cause and that honest effort would in time bring reward. Not satisfied with simple organization, they applied for a charter for incorporation, which was granted on June 14, 1876.

Thus founded, growth was certain. Obstacles could only serve to give greater strength. Members were loyal. Year by year goodly numbers increased the membership. In this period also we see the beginning and growth of the library which is now one of the features of the society.

The summer of 1883, was the dawning of a still brighter day, for the trustees of the school then set apart, for the sole use of the society, what is now known as the Huyghenian Hall. This has since been fitted up and handsomely furnished. The latest acquisition is a new and valuable piano, which was placed in the hall and dedicated, free of debt, on December 3, 1887.

While devoting time and money to the improvement of its hall, the society has not forgotten the benefits to be derived from literary work. The attendance and interest taken in its meetings, the sustaining of two debating clubs, organized for improvement in extemporaneous speaking, the celebration of its Twelfth Anniversary—the best at-

*HUYGHENIAN LITERARY SOCIETY.*

tended and most successful in its history—all show that its members energetically improve opportunities, and earnestly aim at higher attainments.

The society also takes pleasure in referring to its representatives who occupy many positions of trust and honor. They are to be found in the professions and all departments of business, not only around about us, but in distant lands. Whether their greeting comes from Persia, India, South Africa, South America, or from the legislative halls of our own State, it is always from loyal hearts.

Thus what only a few years ago was but a germ has developed into a strong and useful organization. May its advances in the future be still more marked than they have been in the past.



TWELFTH ANNIVERSARY

— OF THE —

*Huyghenian*: *Literary*: *Society*,

Friday Evening, October 28th.

—♦♦PROGRAM♦♦—

PRAYER, .....	By Rev. KNOX.	
<i>Salutatory</i> , .....	PRESIDENT.	
<i>Duet</i> , .....	“La Juif Errant,” .....	Frederick Burmuler.
	ELLA WILSON and LIZZIE KINKAID.	
<i>Recitation</i> , .....	“Nell,” .....	Mrs. VIRGINIA HITCHCOCK.
<i>Essay</i> , .....	“The Cave of Æolus,” .....	MARY W. CANNON.
<i>Solo</i> , .....	“Piertott,” .....	Hutchinson.
	NETTIE SUTTON.	
<i>Oration</i> , .....	“Pessimism of our Citizenship,” .....	HON. JOHN P. ELKIN.
<i>Solo</i> , .....	“Queen of the Night,” .....	TORTY.
	TILLIE LEEZER.	
<i>Huyghenian Gem</i> , .....	.....	J. B. KEENER.
<i>Solo</i> , .....	“Calvary,” .....	Paul Rodney.
	LIZZIE KINKAID.	
	<i>Adjournment</i> .	

W. L. STEWART, Esq., *President*. CLARA CAMERON, *Secretary*.  
*Solo Accompanist*, Mrs. MARY P. DILL.

# The Normal School Christian Association.

## Officers.

<i>President</i> , .....	Prof. DURLING.
<i>Vice President</i> , .....	SADIE M. GALLAHER.
<i>Secretary</i> , .....	MARTHA BRADSHAW.
<i>Treasurer</i> , .....	FLORA M. VANARD.

**T**HE Normal School is not without its religious organization. Moral and religious always, in sentiment, it was not until the winter of 1885 that the religious life of the school was crystallized into outward form. During that winter an unusual religious interest pervaded the school. Special services were held for several weeks, conducted chiefly by the teachers and students. The spirit of God was present in power, and as a result many students publicly professed their faith in Christ.

In order that the good results of this season of revival might not be lost, the Normal School Christian Association was formed, having for its object the promotion of personal piety, and the extension of Christian work by and for students. At the organization, March 29, 1885, Professor Fair was elected President, Miss Annie Given, Vice President; Professor Davis, Secretary; and Miss Adah Marshall, Treasurer. The membership was divided into two classes, Active and Associate, and the following covenant was adopted as the bond and seal of the organization:

“In becoming a member of this Association, I do covenant and engage that by the grace of the Lord Jesus Christ, I will strive to walk worthy of God who hath called me ‘unto His kingdom and glory’; that in all things I will aim to glorify my crucified Saviour by leading a life of prayer, and fidelity to all my Christian duties; that I will make it a special object of my prayers and endeavors to edify my brethren in Christ, and to promote the interests of religion among my fellow students; and that I will endeavor to promote the unity and welfare of this Association.”

From that time to the present, the Christian Association has been the agency for the religious work of the school. Through its committees the students are sought out and invited to enter the Association, and to engage actively in Christian work, Bible study is promoted and directed, and the devotional exercises of the school are maintained.

The Association has already enrolled the names of two of its members among the missionaries of the Cross. Miss Given, the first Vice President of the Association, labors with enthusiasm in Northern India, while Miss Mary Angus sends her greeting from among the heathen tribes of South Africa.

Thus, without pastor or ordinance, dogma or sect, the Association, standing on the broad foundation of “Christ and Him crucified,” labors at home and abroad for the coming of the kingdom of “our Lord and His Christ.”

# Y. W. C. T. U.

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“For God, and Home, and Native Land.”

BADGE.—WHITE RIBBON. FLORAL EMBLEM.—GLADIOLUS.

“Ready Armed, Face to the Foe.”

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As an organized society, the Y. W. C. T. U. is the youngest in the annals of the Normal. Its history may be said to date from a day early in November, 1887, when twelve young ladies, representing eleven W. C. T. U. organizations in the State, met in the Normal reception room, and resolved themselves into a permanent society for the purpose of carrying forward the temperance work they had begun previous to their entrance into the Normal.

A resolution that new members should be admitted to the Society was immediately passed, and with the aid of the State Organizer, more than fifty names have already been added to the original roll. By the prompt enlistment of so large a number, it will be seen that the importance of temperance work is fully realized by many preparing for the teacher's profession.

The Y's will endeavor to equip themselves here, that they may go out into the world as teachers prepared to obey not only the letter but the spirit of our Pennsylvania laws in regard to temperance instruction.

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## Officers of Y. W. C. T. U.

---

<i>President</i> ,.....	SADIE M. GALLAHER.
<i>Recording Secretary</i> ,.....	EMMA C. MENKE.
<i>Corresponding Secretary</i> ,.....	ELLA SLATER.
<i>Treasurer</i> , .....	LIZZIE M. YOUNG.
<i>Vice Presidents</i> — <i>Presbyterian</i> ,.....	BIRD E. MARQUIS.
<i>United Presbyterian</i> ,.....	GERTRUDE DAVIDSON.
<i>Reformed</i> ,.....	EMMA A. MAYER.
<i>Episcopalian</i> ,.....	FRANCES HAZLETT.
<i>Methodist Episcopal</i> , .....	EMMA PITTS.

# Clio Reading Circle.

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The Clio Reading Circle is a branch of the Teacher's National Reading Circle. Its work consists in the study of standard educational works, and in the discussion of current educational topics.

*"Read, mark, learn and inwardly digest."*

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## Officers.

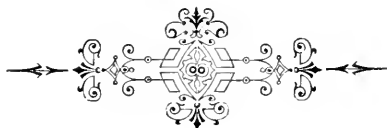
<i>President</i> ,.....	Prof. DURLING.
<i>Secretary</i> ,.....	BIRD MARQUIS.
<i>Treasurer</i> ,.....	H. W. RUOFF.

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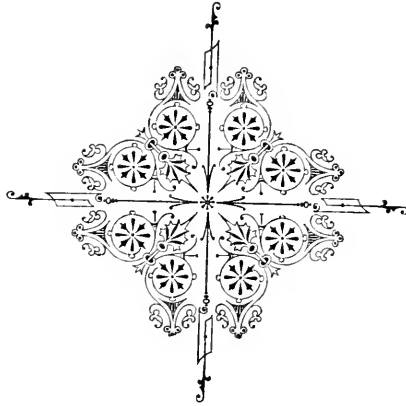
## Members.

C. H. BICKFORD,  
A. H. BOYD,  
J. WOOD CLARK,  
L. H. DURLING,  
MRS. L. H. DURLING,  
SADIE GALLAHER,  
M. C. GORDON,  
ISABEL KENNEDY,  
ANNA M. KIMBER,

ALBERT E. MALTBY,  
AGNES MORROW,  
EDITH MANSFIELD,  
BIRD MARQUIS,  
HARRY NESBIT,  
H. W. RUOFF,  
W. H. SPROULL,  
R. M. WILSON.









# Athletic Association.

*President*, . . . . . A. J. DILL.  
*Vice President*, . . . . . J. WOOD CLARK.  
*Secretary*, . . . . . M. C. GORDON.

---

NO institution of learning is complete without a proper amount of attention to physical training. The Normal School Athletic Association has for its object the promotion of good health and bodily strength, to prepare the student for work in his studies. Ample opportunities are offered us in the happy possession of Base Ball and Foot Ball Grounds, Lawn Tennis Courts and a Gymnasium.

The Gymnasium occupies two rooms in the building, and is supplied with the latest improved apparatus, consisting of stationary rowing machines, chest weights, parallel and horizontal bars, Indian clubs, dumb bells, climbing ladders, and all the apparatus that is necessary to make a complete gymnasium.

The base ball grounds are the scene of many a hard contest for supremacy between the different clubs of students. The club of '87, as representative of the school, is worthy of especial mention as having passed through the entire season without suffering a single defeat.

The young ladies spend a great deal of their idle time on the lawn tennis courts. Several organized clubs serve to keep up the interest in this exceedingly healthful exercise. Grace and ease of movement are not the least advantages derived from practice in this game, and the young ladies are not slow to appreciate these qualities. More interest is taken in this than in any other out-door sport.

There is not much attention paid to foot ball, except by a few ardent admirers of that game, which is almost wholly confined to our larger colleges.

The management of this Association is conducted by three officers, President, Vice President and Secretary, who are chosen by the students, and who have a general oversight of all in-door and out-door sports. Upon the payment of a very slight initiation fee, any young man, who is a student, becomes a member so long as he is connected with the school.

# Alumni Association.

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MOTTO.—*Opus finis probat.*

COLORS.—SLATE AND CRIMSON.

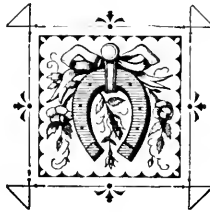
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Alumni Anniversary, Wednesday, July 4th, 1888.

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## Officers.

*President*, ..... R. M. WILSON.  
*Vice President*, ..... M. J. MOHNEY.  
*Secretary*, ..... MARY E. WORK.  
*Treasurer*, ..... BESSIE G. SANSOM.



~\*~ Thirty-Fifth ~\*~

# PIANO AND SONG RECITAL, SATURDAY, MARCH 3D.

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## PROGRAM.

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1. "The Cukoo," ..... Geibel.  
LADIES' TRIO.
2. *Piano Solo*, ..... "Heather Rose," ..... Gustave Lange.  
CHARLIE DURLING.
3. "When Mary was a Lassie," ..... J. F. Petri.  
MISS MINNIE SINGER.
4. "The Maid of the Mill," ..... Stephen Adams.  
MISS NELLIE GUTHRIE.
5. *Piano Solo*, ..... "Gondolied," ..... Theo. Oesten.  
MISS MARGARET SWARTWOOD.
6. "Come Where the Lindens Bloom," ..... Dudley Buck.  
MISS BERTHA CHADWICK.
7. "Deep in My Heart a Shadow Lies," ..... Centemeri.  
MISS EVA WALKER.
8. "Jerusalem the Golden," ..... Geibel.  
MR. HARRY NESBIT.
9. *Piano Solo*, ..... "A Dream," ..... Bousoit.  
MISS LOTTIE CLARK.
10. "I Know That My Redeemer Liveth," ..... Handel.  
MISS TILLIE LEEZER.
11. "Tell Me, My Heart," ..... Sir Henry Bishop.  
MISS MARY CLARK.
12. "Over Rocky Mountains," ..... Sullivan.  
LADIES' QUARTETTE CLUB.

# Normal Dramatic Club

— IN —

## “She Stoops to Conquer.”

### DRAMATIS PERSONÆ.

*Directress*, ..... EMMA A. MAYER.

Harcastle, ..... J. P. WILEY.  
Sir Charles Marlow, ..... M. C. GORDON.  
Young Marlow, ..... J. K. RUSH.  
Hastings, ..... E. B. PARKS.  
Tony Lumpkins, ..... J. WOOD CLARK.  
Diggory, ..... W. B. STEPHENSON.  
Tom Twist, ..... H. W. BOWMAN.  
Little Aminadab, ..... R. B. WALLACE.  
Jack Slang, ..... J. R. JACK.  
Mat. Muggins, ..... A. P. STEVENSON.  
Mrs. Harcastle, ..... DANNETTA MITCHELL.  
Miss Harcastle, ..... EVA V. WALKER.  
Miss Neville, ..... FRANCES C. PRICE.  
Dolly, (a maid,) ..... GERTRUDE HEMPHILL.



# Monday Evening Club.

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*Director,* . . . . . MRS. MARY P. DILL.  
*Leader,* . . . . . A. H. BOYD.  
*Accompanist,* . . . . . RENA M. WILLS.

*Soprano,*  
MARY CLARK,  
EVA V. WALKER,  
LOUISA MUTZIG,  
TILLIE LEEZER.

*Alto,*  
GERTRUDE HEMPHILL,  
ANITA CORDIER,  
SADIE PATTERSON,  
EDITH HADLEY.

*Tenor,*  
D. IRVIN ROWE,  
J. PATTERSON WILEY,  
HARRY McDOWELL,  
THOMAS L. GIBSON.

*Bass,*  
J. WOOD CLARK,  
HARRY NESBIT,  
HARRY W. RUOFF,  
ELMER ALLISON.

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## Ladies' Quartette Club.

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*First Soprano,*  
LOUISA MUTZIG.

*Second Soprano,*  
FRANCES PRICE.

*First Alto,*  
MINNIE SINGER.

*Second Alto,*  
GERTRUDE HEMPHILL.



# Normal Quartette.

---

A. H. BOYD, . . . . . *Leader.*  
 C. H. BICKFORD, . . . . . *Accompanist.*

<i>First Tenor,</i>	<i>Second Tenor,</i>
R. J. McDOWELL.	A. H. BOYD.
<i>First Bass.</i>	<i>Second Bass,</i>
H. F. McDOWELL.	J. J. ISENSEE.

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## Concerts.

PLACE.	DATE.
West Newton, Pa., . . . . .	September 16, '87.
Poland, O., . . . . .	September 26, '87.
Freeport, Pa., . . . . .	October 3, '87.
Tarentum, Pa., . . . . .	October 4, '87.
Allegheny, Pa., . . . . .	December 28, '87.
New Lisbon, O., . . . . .	December 31, '87.
East Palestine, O., . . . . .	January 1, '87.
&c.,	&c.,
&c.,	&c.,
&c.,	&c.

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## Normal School Ladies' Trio.

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MARY CLARK,	EVA V. WALKER,
TILLIE LEEZER.	



## Strodelphian Glee Club.

*Leader*, ..... HARRY NESBIT.  
*Accompanist*, ..... SADIE PATTERSON.

*Soprano*,  
LOUISA MUTZIG,  
LILLIAN MYERS.

*Alto*,  
EMMA C. MENKE,  
EDITH O. HADLEY.

*Tenor*,  
H. F. McDOWELL,  
J. P. WILEY.

*Bass*,  
HARRY NESBIT.

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## Huyghenian Glee Club.

*Accompanist*, ..... ELIZABETH M. HARRISON.

*Soprano*,  
TILLIE LEEZER,  
KATE HUTCHINSON.

*Alto*,  
MARGARET SWARTWOOD,  
ALICE J. CAMPBELL.

*Tenor*,  
D. I. ROWE.

*Bass*,  
E. W. ALLISON.

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## Strodelphian Gentlemen's Lyceum.

*Meets*,  
WEEKLY.

*Evening*,  
FRIDAY.

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## Huyghenian Gentlemen's Debating Club.

*Meets*,  
WEEKLY.

*Evening*,  
TUESDAY.

## Stodolphian Ladies' Lyceum.

*Meets,*  
WEEKLY.

*Evening,*  
WEDNESDAY.

## Huyghenian Ladies' Debating Club.

*Meets,*  
WEEKLY.

*Evening,*  
FRIDAY.

## Stodolphian Orchestra.

*First Violin,*  
W. FRED. WETTLING.

*Clarinet,*  
HUBERT WIGGINS.

*Cornet,*  
DR. H. P. GRIFFITH.

*Piano,*  
FRED. J. MARRIOTT.

## Huyghenian Orchestra.

*First Violin,*  
R. M. SMITH.

*Bass,*  
E. W. ALLISON.

*Second Violin,*  
M. C. RAMALEY,  
G. T. JAMISON.

*Cornet,*  
PHIL. APPLE.

*Piano,*  
W. D. LUKEHART.

# Base Ball Club.

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SULLY MAIZE, .....	<i>Catcher.</i>
A. H. STEWART, .....	<i>Pitcher.</i>
J. WOOD CLARK, .....	<i>Short Stop and Captain.</i>
J. K. RUSH, .....	<i>First Base.</i>
E. B. PARKS, .....	<i>Second Base.</i>
HARRY NESBIT, .....	<i>Third Base.</i>
J. H. McFARLAND, .....	<i>Left Field.</i>
D. B. ALLISON, .....	<i>Right Field.</i>
GEO. G. SMALL, .....	<i>Centre Field.</i>

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## Lawn Tennis Clubs.

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### The "Vantage All."

COLORS.—OLIVE AND RED.

LILLIAN CHISHOLM,  
JENNIE McCONNELL,  
J. WOOD CLARK,

EDITH HAHN,  
EVA WALKER,  
E. B. PARKS.

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### The "30, Love."

COLORS.—YELLOW AND BLACK.

MARA CLINGERMAN,  
ESTHER JOHNSON,  
HARRY JOHNSON,  
A. H. STEWART,

IVY CLULEY,  
LAURA TAYLOR,  
HARRY NESBIT,  
F. E. WILSON.

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### The "40—40."

COLORS.—MAHOGANY AND PINK.

MATTIE BRADSHAW,  
BESSIE STEVENSON,  
S. M. ELY,  
FRANK GIBSON,

SOPHIE ROSE,  
MAME WILSON,  
H. F. McDOWELL,  
F. N. WEDDELL.

# Miscellaneous Clubs.

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## Fire Escape Club.

\* F. N. WEDDELL,  
W. C. EDMUNDSON,

F. Z. GIBSON,  
D. B. ALLISON.

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## Lilliputian Club.

† M. C. GORDON,  
AGNES MORROW,  
ALBERTA HAY,

H. W. RUOFF,  
ELLA FETZER,  
JESSIE EVANS.

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## Tantalus Club.

ADA MENGES,  
CORDIE SCOTT,

LETTIE CULLERS,  
MINNIE LOBEMAN.

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## Goliaths.

† J. R. JACK,  
W. M. MAHAN,

T. L. FISCUS,  
S. S. HAMILTON.

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## Knights of Labor.

LILLIE CHISHOLM,  
ELIZABETH HARRISON,

FLORA VANARD,  
MARY McFARLAND.

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©. ©. ©. ©.

MARY BLACKWOOD,

BLANCHE STACKHOUSE,  
TILLIE LEEZER.

\*Also Manager of Squirt Gun Association.

† Height, 3 ft. 6 in. ; weight, 66 2-3.

‡ Height, 7 ft. 2 in. ; weight, 851.

MISCELLANEOUS CLUBS.

Infatuators.

<i>1st Infatuator</i> , .....	H. F. McDOWELL,
<i>2d</i> " .....	HARRY F. McDOWELL.
<i>3d</i> " .....	H. FREDERICK McDOWELL.
<i>4th</i> " .....	HARRY FREDERICK McDOWELL,

Spring Poets.

EMMA C. MENKE,  
J. P. WILEY,

G. B. SHUPE,  
MARY J. COOPER.

Gormandarian Club.

\* SELDEN M. ELY,  
† A. H. BOYD,

‡ C. H. BICKFORD,  
§ H. F. McDOWELL.

Mendelssohn--Liszt Symphony.

<i>Director</i> , .....	W. M. JACK.
<i>General Manager</i> , .....	W. M. JACK.
<i>First Tenor</i> , .....	W. M. JACK.
<i>Second Tenor</i> , .....	W. M. JACK.
<i>First Bass</i> , .....	W. M. JACK.
<i>Second Bass</i> , .....	W. M. JACK.
<i>Trombone</i> , .....	W. M. JACK.
<i>Clarinet</i> , .....	W. M. JACK.
<i>First Violin</i> , .....	W. M. JACK.
<i>Bass Viol</i> , .....	W. M. JACK.

\*Administering angel.  
† Eats double.  
‡ Nectar of the Gods.  
§ Tonic diet.





## A Little Fun.

Some acrobats are fresh, and somersault.—*Puck*.

Deaf old age is, after all, the hey-day of life.—*Merchant Traveller*.

"Woman feels where man thinks," says a writer. Yes, that's why man is bald.—*Puck*.

The favorite hymn of the pious electrician: "I'm going home to dynamo!"—*Boston Transcript*.

A printer up in Canada is said to be 103 years old. Will somebody give the devil his due, and let him die?—*Exchange*.

Librarian, (recording the condition of a book,) "page 47 a hole, (turns the leaf) page 48 another hole."—*Fliegende Blatter*.

Advice to young ladies who are setting their caps: Use percussion caps so that the "pop" may be heard.—*New Haven News*.

"Shall I sing for you, Tom?" "Have you a song with a refrain?" "Yes." "Well, then, please refrain."—*Exchange*.

Why is a jack-o-lantern like a watch-key? Because there's a *b* in both. [N. B.—This answer will fit any conundrum.]—*Exchange*.

*France*: "You'd better not tread on my tail!" *Germany*: "Why, I am treading on it." *France*: "Ah! I mean with both feet."—*Tid-Bits*.

The single eye-glass is worn by the dude. The theory is that he can see more with one eye than he can comprehend.—*Exchange*.

Russia has placed a tax of one kopeck each on every egg sold in the kingdom, and the hens kopecking around with every mark of dissatisfaction.—*Epoch*.

Peter Jones, of Buffalo, wishing to name his son after himself, and disliking the affix "Jr," had the poor child christened "Repeter."—*Exchange*.

An Omaha clergyman has preached a sermon to barbers. His text probably was, "This is the haircomb; let us kill him."—*Portland Transcript*.

*Little Pitchers*.—"Mamma, who is Sally Forth?" asked little Dumley. "I'm sure I don't know, child; I never heard of her." "Why, papa knows her, for he says every morning, 'Now to Sally Forth.'"—*Detroit Free Press*.

*Magistrate*: "It's ten dollars or thirty days, Uncle Rastus. You can take your choice." *Uncle Rastus*, (after some contemplation,) "Well, yo' kin gimme de money, sah."—*Harper's Weekly*.

A LITTLE FUN.

*Mrs. Bliven*: "Ah, Mrs. Lordly, here comes Colonel Saddle. Colonel, have you met Mrs. Lordly?" *Mrs. Lordly*, (pleasantly,) "No, I don't think he has had that pleasure."—*Washington Critic*.

"Bessie, I hear your sister is sick. What ails her?" "I don't know, ma'am. Maybe it's the diploma." "The what, child?" "The diploma. I heard mother say that she took it at school."—*New York News*.

The different kinds of laughs they have: Dudes, "Ha! Ha! Farmers, "Ho! Ho!" Teamsters, "Haw! Haw!" Balloonists, "Hi! Hi!" Feed dealers, "Hay! Hay!" Women, "He! He!"—*Washington Critic*.

A bow-legged man was standing before the stove warming himself. A small boy watched him intently for a while, and then he broke out: "Say, mister, you're standing too near the fire, I guess; you're a-warping."—*Exchange*.

"Why, Miss Clarwa, are you weading another of Tolstoi's novels? Weally, you are so devoted to this new litewature that I shall have to call you 'Wussia.'" "All right, Mr. Featherly; you call me 'Russia,' and I'll call you 'Half-calf!'"—*Exchange*.

(Young Mr. Sissy has declared his passion and was feverishly awaiting his fate.) "Mr. Sissy," she said, and the name as she spake it, fell upon his ear like music in the night, "Have you said anything to your mother about this?"—*Harper's Bazaar*.

*Barber*: "There you are, sir; next!" *Young Bladslee*, (who has been out very late the night before,) "Hol' on! Hair cut." *Barber*: "I've cut your hair already, sir." *Bladslee*: "Sham-p-poo!" *Barber*: "I've done that too." *Bladslee*, (who is too comfortable to get up,) "P-ull a tooth!"—*Judge*.

*Lieutenant Boxer*: "I'm ordered to Morocco, Miss Elson. We're likely to have trouble there, you know." *Miss Elson*: "You must be careful not to get captured." *Lieutenant Borer*: "I'll try not to." *Miss Elson*: "I would. Just think how ridiculous you'd look bound in Morocco."—*Tid-Bits*.

"Have you seen my beautiful yacht?" "Have I seen your beautiful whacht?" "Beautiful yacht." "Oh! No, I have nacht." "If it's nacht too hacht, let's tracht down to the spacht where I keep my yacht." "I wacht that you have nacht gacht a yacht. Great Scaht! I know your placht. You ought to be shaht. I'll not stir one jacht."—*Exchange*.

The principal of an academy in New Jersey advertises in the city papers that he "prepares boys for bus. or col. Backward boys taught pri. If you have a boy who is a little slow in his gram. or dilator. in his rith. or weak in his Lat. that you want to run for a bus. posish. or a profesh., you should write a let. to the prin. of this acad. for a circ. and a cat. containing terms and currie." The prof's head is level.—*Burdette*.





**P**ersonalities.

## Former Teachers.

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The Chair of Higher Mathematics in the Normal School, West Chester, Pa., is now held by our second Principal, David M. Sensenig, M. S. His amiable wife is a teacher in the same Institution.

John H. French, LL. D., our third Principal, and now State Institute Director in New York, is one of the prominent educators of this country.

The Public Schools at Malone, N. Y., are prospering under the management of John S. McKay, A. M. Mrs. McKay is not teaching.

John C. Sharpe, A. M., and John Wilson, A. M., are both teachers in the Shady Side Academy, Pittsburgh, Pa.

Robert Bruce Hays has been on the dramatic stage since September, 1883. During this time he has been rising rapidly, until at present he is a member of an excellent caste. We predict for him a brilliant career as an actor.

The students in the Central High School, Brooklyn, N. Y., receive instruction in Elocution from Stella M. King.

A. Maclay Snyder, M. E., is Superintendent of "The Light and Heating Company," Reading, Pa.

Joseph H. Young, A. M., is Principal of the Public Schools, Indiana, Pa.

A Commercial College, in Jersey City, finds in W. C. Sandy an efficient instructor  
Silas C. Delap is practicing medicine in Denver, Col.

The Primary Schools of Youngstown, O., are doing excellent work under the superintendence of Adaline Quigg.

J. O. Smith, M. E., is practicing law in Columbus, Ohio.

A. H. Berlin has lately resigned the Principalship of the Public Schools, Pittston, Pa., and is now engaged in the insurance business, Harrisburg, Pa.

Eleanor Jones lives in Great Valley, N. Y. She is not teaching.

The Trustees of the Normal School, California, Pa., congratulate themselves that in the Department of History and Literature they have such an efficient teacher as Elma Ruff. Miss Ruff is a member of the class of '83.

John H. Coney, A. M., is teaching in a College Preparatory School, Harrisburg, Pa.

*FORMER TEACHERS.*

S. M. Davis, A. M., has been, during the past two years, Professor of Natural Sciences in an institution in York, Pa., but is now a law student in St. Paul, Minn.

Thomas J. Chapman, A. M., is Principal of the Public Schools in the Fourth ward, Pittsburgh, Pa.

Fred. N. Rutan, A. M., is a student in the Union Theological Seminary.

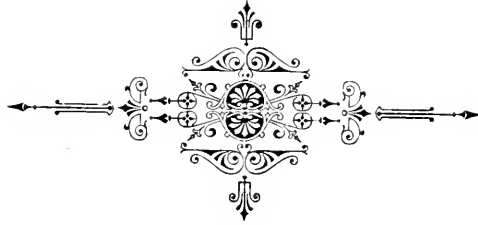
Rev. Johnson E. Walter lives near West Newton, Pa. He is now engaged in writing psychological works.

Frank Alberts, M. E., is not teaching. His address is Latimore, Pa.

Maggie Lichteberger, who was our music teacher three years, in the early days of the Institution, is now a teacher of music in Indiana, Pa.

W. W. Barbor, a member of the class of '83, is one of the prominent young lawyers at the Elk county bar. His address is Ridgeway, Pa.

Allan B. Angney, a member of the class of '85, is Principal of the Public Schools, Mansfield Valley, Pa.



# Alumni.

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## *CLASS OF '76.*

Irwin P. McCurdy, Pastor of the South-western Presbyterian Church, Philadelphia, Pa., is one of the city's favorite preachers. Besides his popularity in the pulpit, Dr. McCurdy has won many laurels in literature.

One of Pittsburgh's most promising young lawyers is found in the personage of Selmer U. Trent. His rare ability as a public speaker has added much to his success, and won for him admiring friends.

Stewart H. Whitehill, a well known and respected lawyer in Brookville, Pa., is now prominently identified with the politics of Jefferson county.

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## *CLASS OF '77.*

R. Willis Fair, a graduate in the Scientific Course, and for many years our able and respected Professor in Mathematics, is spending his last year with us as a teacher. Mr. Fair and A. W. Wilson, Jr., of Indiana, Pa., have purchased the Kiskiminetas Springs Hotel, at Saltsburg, Pa., where they will open a College Preparatory School, September next. Our good wishes go with Professor Fair, and may success attend him in this new undertaking.

James W. McCreery, taking the advice of a noted American, has gone to Greely, Col., where he is now practicing law.

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## *CLASS OF '78.*

James E. Andrews, is practicing law in La Crosse, Kansas.

The teachers of Somerset county find in Jacob M. Berkey, a most efficient Superintendent. Mr. Berkey is the right man in the right place.

Joseph A. McCurdy is a prominent lawyer at the Greensburg bar.

D. Harbison Tomb has been recently admitted to the bar at Indiana, Pa., where he is now practicing law.

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## *CLASS OF '79.*

Lizzie Uncapher, of Allegheny, Pa., is at present the only lady among our Alumni practicing Medicine. This distinction, however, will not long remain to Miss Uncapher,

## ALUMNI.

for Ida May Porter, '82, and Mary Getty, '85, are already students in the same profession.

Edward P. Johnson has recently resigned the Principalship of the Fourth ward schools, Allegheny, Pa., and accepted the Principalship of the Eleventh ward schools, Pittsburgh, Pa.

Butler McGrew is a Civil Engineer, in Wheeling, West Va.

Although successful as Principal of schools in Pittsburgh and Allegheny, J. J. Miller has given up teaching, and is now devoting himself to law. Among the young lawyers of Pittsburgh, Mr. Miller holds a prominent place.

The Class of '79, although in general quite truthful, has given rise to two editors. The "*Middletown Press*," of Middletown, Pa., is ably edited by Isaac O. Nissley, and the readers of the "*Greely Sun*," Greely, Col., find in Geo. T. Statler a live and progressive journalist.

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### CLASS OF '80.

Gaspar C. Brinkey is a successful physician, Johnstown, Pa.

John R. Calder, since graduating from this school, has taken the course at Cornell University; also, the law course at Ann Arbor, Mich. Mr. Calder is now practicing law at Toledo, Ohio.

Indiana county has shown its appreciation of the ability of W. A. Cochran, by twice electing him to the County Superintendency.

Daniel W. Doty is a lawyer in St. Paul, Minn.

The Legislature of Pennsylvania can boast of an honest and able member in John P. Elkin. Besides holding this honorable position, Mr. Elkin has a rapidly increasing law practice in Indiana, Pa.

David Pierce is a physician of McKeesport, Pa.

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### CLASS OF '81.

The "*Punxsutawney News*," Punxsutawney, Pa., is managed and edited by J. Lewis Allison. Mr. Allison is also Principal of Public Schools of the same place.

Geo. H. Fair is practicing law in Dakota City, Nebraska.

Mrs. Harriet Kemp is now Principal of the third building in the Second ward schools, Allegheny, Pa.

John H. Pierce is a member of the bar, Indiana, Pa.

Chas. A. Riddle, for the past four years Principal of the Minersville Public Schools, is one of Pittsburgh's popular Principals.

ALUMNI.

*CLASS OF '82.*

Sadie Row is now Critic Teacher in the Normal School of Winona, Minn.

Florence Stephenson, 129 East Tenth street, New York City, is teaching in a Mission School.

William P. Reese is Principal of the Millville High School, Johnstown, Pa.

R. Wilson Allison is practicing Medicine in Wilkinsburg, Pa..

Humphrey Barton is a lawyer in St. Paul, Minn.

William B. Harnish is Principal of Public Schools, Monroe, La.

For the past five years, Edward D. Hickman has been Principal of Public Schools in Third ward, McKeesport, Pa.

J. Lincoln Ralph has been recently admitted to the bar in Pittsburgh, Pa., where he is now practicing law.

David Williams is Principal of Public Schools, Essex, Iowa.

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*CLASS OF '83.*

Lewis C. Harnish holds the position of Principal in the Public Schools of Jeanatrette, La.

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*CLASS OF '84.*

After graduating from this school, Virginia Reynolds spent a year in the training school at Oswego, New York. Miss Reynolds is now Superintendent of the Model School in the State Normal School at Farmwell, Va.

W. E. Mathews is meeting with marked success as a physician in Reading, Pa.

W. W. Ulerich is Principal of the Public Schools at Latrobe, Pa.

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*CLASS OF '85.*

Mary A. Angus taught for one year after graduating, and then took up the work of a missionary. She is located in Southern Africa.

Misses Fannie L. and Carrie D. Hays, classmates and sisters, are both teaching in Hayswood Seminary, Maysville, Ky.

M. J. Mohney is Principal of the Public Schools at Irwin, Pa.

Another of '85, Annie F. Given, has taken up the labors of a missionary. Miss Given's address is Jhelum, Punjab, India.

J. B. Woodruff is Principal of the Public Schools at Leechburg, Pa.

ALUMNI.

CLASS OF '86.

H. H. Fisher has resigned the Principalship of the Public Schools, Ludwick, Pa., and accepted the position of Teacher of Mathematics in the High School, Greensburg, Pa.

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CLASS OF '87.

Ella R. Day is teaching in the Mission College, at Norfolk, Va.

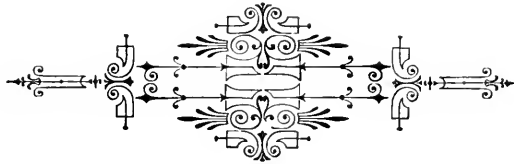
E. B. Parks is Principal of the Public Schools, Irondale, Ohio.

W. M. Jaek recently resigned the Principalship of the Soldiers' Orphan School, Mercer, Pa., and returned to Normal to prepare for college.

Lizzie C. Fraser is a teacher in a College Preparatory School, Harrisburg, Pa.

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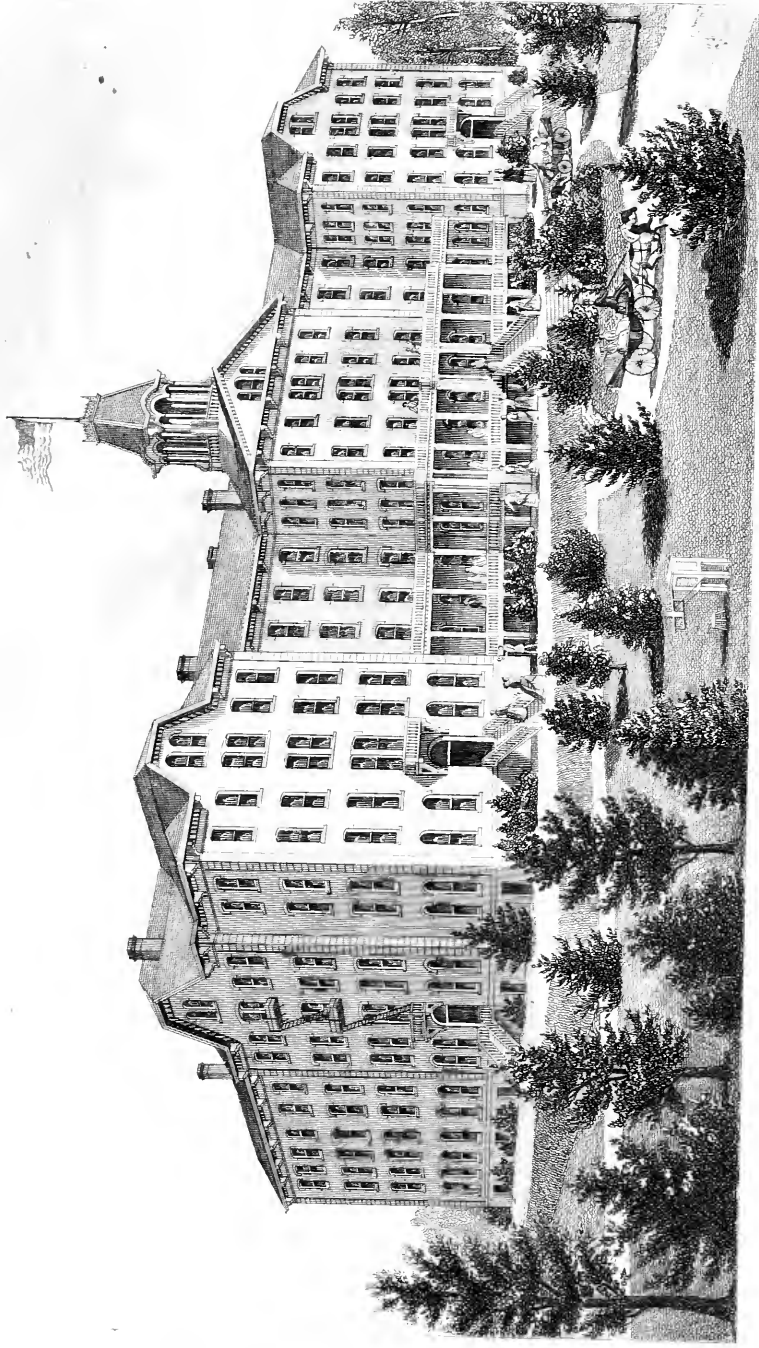
Of our three hundred and thirteen Alumni, besides those above mentioned, we note: Eliza Brooks, '79, Birdie McClaren, '83, Clara E. Bóthel, '84, Laura C. Cochran, '85, Thomas J. Itell, '85, May C. Fair, '85, Robert S. Simpson, '85, Mary W. Cannon, '86, Geo. G. Small, '87, and J. G. Carroll, '87, as teachers in High Schools; Samuel T. Lewis, '80, and W. F. Shields, '85, as Theological Students; Jonathan N. Langham, '82, Ralph C. McAllister, '84, and William Williams, '84, as Law Students; John B. Ague, '84, as Medical Student.











STATE NORMAL SCHOOL, INDIANA, PENNA.



Literary Department.



# The School of Life.

R. WILLIS FAIR.

'Tis the lot of all in the life below,  
The lessons of life to learn;  
And sometimes the pages before us show  
A bitter lesson of pain or woe,  
From which we would gladly turn.

In the school of life, youth and silvery age  
Are but learners every one;  
And as time, all relentless, turns the page,  
New tasks await us, new toils engage;  
Toils and tasks that we may not shun.

While life's morning hours glide swift along,  
The glad lessons of childhood come—  
Of a father's guidance, so wise and strong,  
Of a mother's love breathed in prayer and song,  
And the joys of the dear old home.

We shall learn as the years are multiplied,  
And the world is before us spread,  
That truth may be found on the weaker side,  
The wrong be triumphant, the right defied,  
And justice from judgment fled.

We shall learn that earth's glory may turn to shame,  
That the world may prove false and cold,  
That riches are placed before wisdom and name,  
That honor is lost in the mad thirst for fame,  
And friendship is bartered for gold.

But though evil abound, yet the good is more,  
If the pages be studied aright,  
And when we have reached the invisible shore,  
The right will appear where we saw wrong before;  
What is darkness will then be light.

*THE SCHOOL OF LIFE.*

We must learn though the lesson be hard and long,  
To wrongfully suffer awhile;  
To silently bear some injustice and wrong,  
To lighten our burden of care with a song,  
And brighten life's woes with a smile.

We must learn to trust all the future to God,  
While the dark veil of sense intervenes;  
To walk, by the help of His guidance and rod,  
In the way he has shown to that blessed abode  
Where the Saviour eternally reigns.

Then let us, each one, in the school below,  
Learn the lessons of faith and love;  
Let us learn to trust where we cannot know,  
Till, made meet by the merits of Christ, we go  
To the great "high school" above.



# Waste Regions.

ELIZA HOWITT BROOKS.

THIS beautiful world is not entirely beautiful. Dotted here and there, over the land, are to be found arid regions—not oases in a desert, but deserts in a world-wide oasis, repellent, barren areas, from which we turn aside in search of earth's more favored soil, forgetful that many regions once waste have been reclaimed, and now blossom as the rose—the possibility indeed of much bad land. Waste regions are but those awaiting the reclaimer's hand ere they yield enjoyment to both sense and mind.

In this as in many other respects, the mental world but repeats the natural world. In the mind of any individual there are to be found uncultivated regions; areas left waste by inauspicious circumstances, or by negligence; and the latter cause may be justly emphasized. The youthful mind, perhaps, sees no such possible region within its boundaries, nor even descries it in dim perspective; but the mind past youth—the mind that has realized somewhat of success and failure—looks out over a mental prospect not all under cultivation. We look upon that corner of our worldly possessions not yet perfected as so much space for cultivation, so should we regard a region yet waste in the mental world. And as material possessions are improved partly for the yield they bring of a tangible kind, but more particularly for the increased pleasure in the prospect, so knowledge is good, and its social and market value is not to be despised, but enjoyment and mental activity are the chief ends of mental improvement.

Hence the areas yet uncultivated are but so much possible pleasure and profit; so much yet to live for; so much yet to accomplish. Cease to learn, and age comes on with rapid strides. Accumulation of years is not the surest way of growing old, as the accumulation of money is not the surest way of growing rich. Who has not seen men wealthy in dollars, and yet pitifully poor in all that constitutes true wealth? Who has not seen men old in years who were young in all that constitutes youth? Youth being but the growing period. And how sadly old are those who have given over learning aught but the lessons experience thrusts upon them.

School was quitted when but part of our mental world was fitted to bear its share of fruitage. The knowledge acquired was meant to lead the way to richer acquisitions. College walls have overheard high-hoped vows of self-improvement. But who has recorded their fulfillment? What fields of science were to be enriched by our

## WASTE REGIONS.

efforts; what fine bits of landscape were to have formed part of our mental world; what by-paths of literature were to have been opened up into highways of learning. If all this is not yet done, then there lies within reach a possible harvest from regions now barren.

Why make the effort necessary to render mental wastes productive? Chiefly for the consequent enjoyment. No exertion was ever put forth, but was doubly repaid in the power gained. Deep enjoyment is but the measure of the effort put forth. Some one has said that "A scholar is the favored of heaven and earth." This is doubly true if by "favored" is meant power to enjoy. To be a scholar is to know and to feel; and to know earth's wonders, and feel its beauty is truly to be earth's favored.

But turn the mind upon the coldest pages of astronomical text, and at once a region lying waste in the mind may bear a crop of rich enjoyment. Learn so far as type can teach, of a boundless world above, and when the eyes turn to behold the bright galaxy overhead, forgotten is the tedious study that was necessary to learn pages of facts, and names, and localities. Each term committed is multiplied in enjoyment thrice over by every ray that shines from distant star. Each rood planted out in intellect becomes an acre in the sensibilities.

Give studious thought to earth's page of rocks, and what the result? In ardorless moments the flagging mind may lose interest in the peculiarities of granite, marble, mica, gneiss. But perseverance arms the student with power to enjoy. He goes forth to the field, and lo! as the shapely crystal lies glinting in his palm, no thought of the mental effort necessary to learn its technicalities crosses his mind. The true harvest of labor is reaped—he enjoys. The fern-marked stone speaks a new language to the willing ear; the lowly cobble stone awakes a kindly curious interest; that lump of coal unfolds a philanthropic story written ages ago. And another mental waste is thus made to yield a rich fruitage, with richer prospect.

To know the truest beauty of that page of German lore, clumsy tongue and dullard memory must be taught to answer to those foreign terms. And see the world of beauty that opens up to view. The "Song of the Bell," "The Walk," those "Words of Faith," bring to eager, glowing sense all the richness Schiller meant they should. But effort preceded, enjoyment followed; a waste region was cultivated in the intellect, a harvest gathered in the sensibilities.

All hands have not the cunning, nor all minds the creative power necessary to produce the beautiful, but all minds are capable of enjoying it—not to the same extent however, for somewhat depends upon cultivation. It is possible for one to have more delight in contemplating a prospect than another has in its possession; for we possess only as much as we understand. The man of wealth may pay many dollars for an object of rare beauty, but unless he have the sensibility to really enjoy it, he is looking out over an arid waste in his own powers every time that object greets his eye. Ability to enjoy the best is a region to be cultivated; ability to materially possess it is quite another thing. What matters it who is the nominal possessor of the landscape

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which the artist transfers to canvas. In heart he possesses it all, who in contemplation feel the beauty of its tints and hues, the symmetry of curves and angles, the harmony of light and shade. The master poem, the marble bust, song of bird, and glowing sunset, each belong only to those minds attuned to understand the best the world affords.

“Rotation in crops” applies equally as well to mental fields as to terrestrial ones. If it be possible to produce sterility in land by too often sowing the same kind of seed, a like result is just as certain in the mental world. Atrophy of mind is as possible as is atrophy of a physical part. One-idea people are useful members of society, but the man of versatile genius is the one who gets and gives the most enjoyment. To have mind developed on all sides is to be educated. The more we know about everything the better, but since it is almost impossible to know all of any one subject, then it is better to cultivate the mind by sowing miscellaneous crops; that is, read studiously books on history, geology, chemistry, religion, science. Ruskin says, “The real animating power of knowledge is only in the moment of its being first received, when it fills the mind with wonder and joy.” Granting this true, it is readily understood why we keep not long to one study. Rotation in mental crops becomes a necessity in order to so animate the mind as to produce the broadest results. And the more fixed the line of business a man follows, the greater the necessity for avoiding the one-idea mind. The banker sows a crop of figures all day; the more reason for science in the evening. The teacher deals all day with real life in the school-room; the more urgent the demand for idealism in leisure moments. Ultimate sterility is the result of too closely following one line of thought.

The soil of mind “before culture has ploughed it, before knowledge has enriched it, before one great thought has rooted in it” is virgin ground. It may be worked out to sterility, or it may be made variously productive. By neglect it may run to barren wastes, or it may be planted out with that which will yield life’s richest harvest—an educated mind.





# William Harvey and the Circulation of the Blood.

ALBERT E. MALTBY.

**T**HROUGH the narrow windows of an old house in the quaint little town of Folkstone, England, the sunlight glistened down, one April morning, 1578, and rested on the face of a new-born child. A prophecy was there; for that child was William Harvey, whose name shines brightest on the roll of English physicians, as the discoverer of the circulation of the blood, as the founder of the modern science of physiology.

If we would form a just estimate of the value of the discovery which Harvey made, we must consider the previous state of knowledge upon the subject. Hippocrates, the Grecian, the Father of Medicine, was the first to cast superstition aside and base the practice of medicine upon true inductive philosophy; but the respect with which the Greeks regarded the bodies of the dead prevented the practice of dissection, and so his knowledge of the veins and arteries was vague and confused.

Aristotle taught that in man the blood was elaborated from the food by the liver, thence carried to the heart, and then sent throughout the body. Some of his successors thought that the veins carried the blood to the members, while the arteries were filled with a subtle kind of air or spirit. The arteries were traced to the heart; and, since the larger vessels were found empty after death, the conclusion was reached that the heart was the centre of life—the dwelling-place of the soul. Traces of this old idea still linger in our language in the words courage, cordiality, and others of similar import. Cicero, in a short sketch of physiology, speaks of the blood as conveyed by the veins through the body; but he refers to the air, inhaled by the lungs, as conveyed through the arteries.

The older anatomists studied the veins, but the use of these vessels was a subject of vague and mystical speculation. They claimed that the large veins consisted of four pairs and proceeded from the head to the various parts of the body. Not until the time of Galen was it known that the arteries are not, as their name implies, mere air-passages, but that they contain blood. Galen's knowledge, however, was vitiated by the erroneous physiology of his time, and he seems to have retained many of the errors of the earlier theory.

But the dawn of a brighter day was at hand. Vesalius, the first of an illustrious line of teachers who raised the anatomical reputation of Italy to the greatest degree of emi-

### THE CIRCULATION OF THE BLOOD.

nence, showed that many great errors were daily taught and learned under the broad mantle of Galenian authority. Eustachius and Columbus, Fallopius and Aranzi, Varolius, Servetus, Cæsalpinus, and Fabricius, by their discoveries and labors, paved the way for that great physiological discovery, which, obscurely conjectured or partially taught by them all, it was reserved to William Harvey fully and satisfactorily to demonstrate.

Taking his degree at Cambridge, Harvey went to Padua, in Italy, where was located the most renowned medical school of his time. Studying under the anatomist Fabricius, he learned of the existence of valves in the veins of the extremities; and, by a series of experiments, he undertook to ascertain their uses. The energy displayed by this young man of twenty-two was remarkable. Collecting all the available information, and mastering all that others knew about the subject, he set himself at work, and began with infinite patience that long series of experiments which made his name immortal.

Fellow-teachers, the *method* by which this great man arrived at his almost faultless solution of a very difficult physiological problem is worthy of our careful attention and study. He, in truth, had learned "to read nature in the language of experiment." In his treatise, he first points out the inconsistencies and defects of the Galenian theory. He then calls attention to the natural method by which men must learn anatomy: not from the decrees of philosophers, but from the fabric of Nature herself. Indeed, his whole work on the circulation is a model of accurate observation, patient investigation, ingenious experimentation, and logical deduction. Finally, he gives his conclusion: "*The blood in animals is urged forward in a circuit, and is in continual motion; and this is the action or function of the heart which it shows by its pulsation. Indeed, the motion or beating of the heart is the only cause of this circulation of the blood.*"

Fellow-students, in imagination we may see the master as he does the *work* in proof. He ties a vein with ligatures; it fills on the side farthest from the heart. Now he ties an artery; it fills with blood on the side nearest the heart. He puts his fingers upon it, he feels its strong pulsations. He takes the glistening lancet, and at its stroke the scarlet jet bursts forth. Ah, during life, the arteries are filled with blood and not with air! filled with living blood, throbbing and beating against the restraining ligature! He sees the arteries divide, and sub-divide, and sub-divide again. Master, you may not lift the curtain here and see the microscopic capillaries!<sup>3</sup> but your mind crosses intuitively the million narrowing bridges! The branches unite and re-unite into larger and yet larger tubes, and these are veins. On toward the heart the purple current flows, while wondrous little valves prevent its reflux to the arteries. On, still onward, past the ligature, until through one large trunk the blood enters the right auricle of that holy of holies, the heart. It floods against the three-cusped valves, and as the cords are loosed, it enters the spacious ventricle. A spasm,—the heart's own systole,—and the purple liquid sweeps through the pouched semi-lunar valves to reach the cleansing lungs. The branches divide, and sub-divide, and sub-divide again. O, mystery of

*THE CIRCULATION OF THE BLOOD.*

purification, yet so as by fire! God is the alone High Priest! He only enters here! Back in ever-increasing volume, back to its sacred temple the stream now scarlet flows; but it enters the left side of the heart. Through auricle and ventricle, past bicuspid and semi-lunar valves, it pours into the aorta's arch of life. And now through arterial trunks it passes directly to the ligature. The chain is complete; and the circulation of the blood, demonstrated by experiment, becomes an acknowledged fact. Master, your work is done!

Ripe for such a discovery his age was not. Conservative to a degree, it looked with disfavor upon upon all innovators. Opposed by the leading physicians of the continent, Harvey was obliged to establish more fully the truth of his discovery. Popular prejudice was almost too strong for him, but still he labored on with patient trust. His practice decreased, his friends deserted him, but truth was with him. And so he lived to see his discoveries acknowledged, and a marble statue commemorating them erected to his honor. Lived to see all honor paid, as Descartes says, "to that English physician to whom belongs the honor of having first shown that the course of the blood in the body is nothing less than a perpetual movement in a circle."

But the physician's life-work was ended. He had reached his eightieth year; and, because of failing health, he had refused the many honors tendered him. And so, one beautiful day in June,—the sky all tinted by the setting sun, the spires of the great metropolis shining with burnished gold,—his body, which had revealed its own heart's secrets, fell on sleep.

MARCH 10, 1888.



# Our Alma Mater.

By REV. IRWIN P. McCURDY, D. D.,

[CLASS OF 1876.]

*Pastor of the Southwestern Presbyterian Church, Philadelphia.*

## I.

### PROEM.

A "*Normal Annual*"—I'm told—  
With news from Alma Mater's fold,  
Will come to friends, both new and old—  
Her strength and beauty to unfold.

I greet this coming magazine;  
And trust that she may reign a Queen  
In this great literary world,  
And keep the folds of Truth unfurled.

May this wing'd messenger be sent  
To many friends, to represent  
Trustee, professor, graduate,  
All Normalites, in Eighty-eight.

And may this welcome messenger  
Of Truth from Alma Mater stir  
Us all to greater interest  
In that dear School we love the best.

I'm asked to wake from dreams of ease,(?)  
This great occasion's forelock seize,  
And write a piece for Number One  
About some subject 'neath the sun.

I'll try—and yet I hesitate!  
When I became a graduate  
Of Normal School twelve years ago,  
I knew much more than now, you know.

OUR ALMA MATER.

Although in some strange way the Fates  
Upon the roll of graduates  
Have honored me as being first,  
This time the roll should be reversed.

I know not what I should rehearse,  
Nor how to write, in prose or verse—  
I'm told: "McCurdy, that's all bosh;  
Send on your piece as did McCosh."

McCosh's baccalaureate!  
Again, I greatly hesitate;  
That mighty sun has brightly shined!  
I'm but a little star, you'll find.

But since you've put me to the test,  
A little star, I'll shine my best;  
Before I reach my zenith line,  
You'll wish you hadn't made me shine.

'Tis strange we find to few belong  
The Muses for a Normal song;  
And, in the smooth poetic verse,  
Our times at Normal School rehearse.

I'm told such work I'd better quit,  
For "*Poeta nascitur, non fit.*"  
Who cares for that poetic rule  
As now we write of Normal School?

May cheerful thoughts my fancy fill,  
And words run fluent from my quill,  
And be arrayed in easy rhyme,  
And let our Normal bell keep time.

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II.

"AULD LANG SYNE."

"Should auld acquaintance be forgot?"  
And Alma Mater have no thought?  
No, "here's a hand," dear friends of mine  
For happy "days of auld lang syne."

*OUR ALMA MATER.*

'Tis well to have each Normalite  
Recall again the old delight  
Of Normal days, when life was new  
And sparkled as the morning dew.

Recall once more those joyous days,  
Still bright in memory's golden rays,  
When all the world was fair and new,  
And Normal friends were always true.

Recall our Erodelfian,  
Her rival the Huygenian;  
They both were great societies,  
And we were like Demosthenes.

What grand orations there had birth!  
They could not be surpassed on earth—  
We had great courage to orate,  
And we were mighty in debate.

We heard sweet music in the air,  
Saw things of beauty everywhere;  
We had great courage and great power—  
Except at recitation hour.

Of active life we only dreamed,  
And everything was what it seemed—  
Those blessed Normal times are o'er;  
Ah yes! they're gone forevermore.

Of Normal life we might rehearse  
Fit themes for high poetic verse,  
If vocal made by fancy's spell,  
The dear old times we loved so well.

We'd sing, in sweet, melodious lays,  
The memories of those golden days—  
They do us good as gentle showers  
Invigorate the leaves and flowers.

“We'll tak a cup o' kindness yet;”  
Those dear old times we'll not forget;  
Then let us have “a hand o' thine,”  
For happy “days of auld lang syne.”

*OUR ALMA MATER.*

III.

**ALMA MATER.**

We hail our Normal School with praise :  
A grateful song we'll try to raise ;  
Our hearty song in joy and glee  
Of Alma Mater now shall be.

We greet Professors and Trustees—  
To our success they've been the keys—  
Their Normal work so nobly done  
Brings forth the praise of every one.

We greet our Teachers, those who wrought  
A finer texture in our thought ;  
Their faithful work has borne the test  
Because it was the very best.

Those women and those men of might,  
They taught us well the truth and right ;  
They taught us how through life to go—  
To them our gratitude we owe.

And graduates of former days,  
Of whom the world now sings their praise,  
We greet them all, for now we write  
To Normalites with old delight.

Since Alma Mater had her birth,  
Some thirteen years have passed on earth ;  
We'll not forget that happy day—  
'Twas in the Spring, the month of May.

We're thankful for the era done ;  
We're trustful for the coming one ;  
May coming years by power divine  
Surpass the old and brighter shine.

May Heaven's benediction be  
On both Professor and Trustee,  
To work for God and do the right,  
And keep our Normal pure and bright.

As faithful workers sow the truth  
In minds and hearts of hopeful youth ;  
And when you reap, you'll find a yield  
Of fruitful lives the harvest-field.

*OUR ALMA MATER.*

Our Alma Mater may God bless  
In leading men to righteousness;  
May her career be ever bright  
In training men for truth and right!

God keep our Normal always bright  
With Christian Learning's holy light;  
And free from error may she be  
In this great land of liberty!

Thus will our Alma Mater stand  
The greatest Normal in the land;  
And to our sons and daughters give  
Instruction that will always live.

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IV.

**NORMALITES.**

We meet our school-mates now and then,  
And grasp true Friendship's hand again—  
What changes time and chance have wrought  
Since we at Normal School were taught!

Although we Normalites are told  
We talk and act as if we're old;  
The only things that keep their youth,  
We're sure, are Normalites and truth.

Although we say we're girls and boys,  
We're told we have the world's applause;  
That in our work with tongue and pen  
We've had success—we must be men.

These Normalites have great degree;  
For there's a learned "Ph. D.,"  
And there's another with "M. D.,"  
And there's a lad—a great "D. D."

While some as "brief appendix wear  
As Tam O'Shanter's luckless mare"—  
As Holmes would say—"they've won the prize,  
And grand they look in people's eyes."



*OUR ALMA MATER*

And there are Preachers—men of God—  
They walk the road the Master trod;  
Some speak with mighty eloquence  
Of Heaven, God, and Providence.

And there are Lawyers—Judges too—  
Without these men what would we do?  
The folds of Right they keep unfurled  
For sinners in a wrangling world.

And there are Doctors, and each fills  
A sacred place to heal our ills;  
The Great Physician this way trod  
To lead the people back to God.

And there are Teachers—sound their praise  
They lead in Wisdom's pleasant ways—  
And some profound Professors are—  
For truth they shine a Morning Star.

And there are Statesmen—mighty men!  
Before their names there's "H O N."—  
They've heard the people's urgent calls—  
Are found in Legislative Halls.

And there are Authors—written books?—  
You couldn't tell it by their looks—  
And from their pens great poems flow—  
Such men are born, not made, you know.

These Normalites have great success,  
For such our God has sent to bless;  
They've done good work with voice and pen,  
They're numbered with the best of men.

Each one has done his very best,  
And thus our work has borne the test;  
And, when the work of life is done,  
We'll find a crown of glory won.

But be our honors what they will,  
The youths we were, the youths we're still;  
In spite of what success may bring,  
With us there dwells eternal Spring.

*OUR ALMA MATER.*

Yes, yes! we're young! You ask, Just when  
Will youth like you be women, men?  
We hardly know—we're youngsters yet,  
For Normal life we can't forget.

We'll always thus be young and gay,  
As one by one we pass away—  
And when we've done with earthly mites,  
May God receive us Normalites.

Our Normal friends are not all here;  
For some we shed a sacred tear;  
Alas! the breezes softly pass  
Across their graves now green with grass.

They've found the happy end at last;  
Examinations all are passed;  
Rank, honors—prizes too—they've won;  
They've heard the Master say—"Well done!"

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V.

EPILOGUE.

Now friends, I've passed my zenith line;  
And other planets wait to shine;  
It is high time for me to set—  
Let others shine the brightest yet.

Forgive, dear friends, this poor display  
Of Normal times now passed away,  
If these my vagrant thoughts shall seem  
A school boy's playing with his theme.

With other men you would have fared  
A better feast, and thus been spared  
The reading of my rhyming verse;  
Then take the better—leave the worse.

To all our Alma Mater's dear—  
Long live our Normal school! as year  
By year she gives recruits of worth  
To bless mankind through all the earth.

OUR ALMA MATER.

As Normal friends once more we stand  
With heart to heart and hand in hand,  
Let's pray—God bless our Normal School,  
And guide her by thy holy rule!

God keep us all, at work or play,  
Till comes the great Commencement day—  
And then may we with honors be  
Prepared to take our last degree.

And when our work of life is wrought  
In harmony with God's great thought;  
Then may we reach the shining shore,  
And have reward forever more.

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VI.  
APPENDIX.

The first of March, in Eighty-eight,  
A throng of many a graduate  
Of classic College Lafayette,  
In our old Quaker City met.

It is but justice here to write  
That to these men that festal night  
As "College Poet" I addressed  
A few of thoughts herein expressed.

Just one word more, and I am done;  
A health to Normal! May each son  
And daughter of her proudly boast—  
"E*sto perpetua*" the toast.

Success to "*Normal Annual!*"  
We have no doubt but that she shall  
Be ever true to Friendship's shrine,  
And have good words for "auld lang syne."

# Modern Psychologic Methods.

LEONARD H. DURLING.

ALL history is replete with illustrations of the fact that ever and anon the world awakens to new and exalted ideas of the importance of some line of research hitherto ignored, or to which little prominence had been given.

In all ages, the study of the human soul has been a fascinating subject for the philosopher, and Mental Science, in some form, has constituted a portion of the curriculum of most institutions for advanced learning.

Usually, however, it has been considered a subject dry and uninteresting, save to the select few, and, however brilliant in theory, of little practical importance amid the sober realities of life.

At present, however, there is abundant evidence of a general awakening to the value of Psychological knowledge, and this seems to be an epoch of genuine interest and earnest inquiry in this direction.

This is indicated in many ways.

The most profound thinkers in the world are turning their attention to those problems which involve the nature, mode of activity, and development of the human soul.

As is usual, in questions of a profound and philosophical nature, Germany heads the list with a long line of her ablest scholars.

But Germany is not alone in this, for France, England, and other European countries, have all joined in the onward movement, and even American thought has been stirred profoundly, and has contributed in no slight degree to the new movement.

In several of these countries societies for Psychical Research have been organized, and their labors have been prosecuted with the vigor of enthusiasm, and with results which already indicate possibilities more wonderful than those found in any other realm.

Here, as in the domain of matter, the methods of science are coming into use. Already a number of Psychological laboratories have been equipped and original investigation has been diligently working for the solution of problems more complicated, more hidden and mysterious in their character than those of physics, and promising even richer and more practical results than they. In Germany, Prof. Wundt established a pioneer in this direction in the city of Leipsic, as early as 1879, and thither students have gathered from almost all parts of the civilized world, eagerly desiring to learn how they may hope successfully to question nature as to the secrets of the human mind. Other German Universities have followed the example set by Leipsic, while

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Cambridge, in England, and a few other noted schools of Europe, have followed suit. In our own country, Harvard and Johns Hopkins, together with Princeton and one or two more, have taken up the work and are prosecuting it with vigor.

That the results, so far as certainty is concerned, are somewhat meager as yet, is not surprising. A work of such magnitude as this, and involving factors of such a hidden nature, must of necessity in its beginnings, move slowly; years must be spent largely in the accumulation of facts before broad and searching generalizations can be made, and the progress of the work in these psychical laboratories has probably been such as to compare favorably with that done in the same length of time in any other class of scientific work-shops.

In the last few years a number of Psychological Journals have made an appearance; notably, "*Mind*," an English Quarterly, published in London, and the "*American Journal of Psychology*," the exponent of this movement in the Johns Hopkins University.

Besides these Journals devoted exclusively to this subject, many others have introduced departments of psychology where from time to time brief summaries are given, together with articles of greater or less length; while ever and anon interesting articles make their appearance in periodicals devoted in the main to quite different subjects, and whose pages are intended to address themselves to the popular eye.

The past few years have brought out numerous text-books upon this subject, all of them differing in a marked manner from those of earlier years; while books for popular reading and books upon special departments of the subject already present quite an array of literature.

As already indicated, a change in the plan of studying this subject is distinctly noticeable.

Formerly this was almost altogether deductive in its nature, and its province was principally one of abstractions. Now all this is changed, and its methods are becoming more and more inductive with a strong tendency to study the soul from a physiologic stand-point, even when all materialistic views are sternly set aside. As a result, the comparatively new science of Psycho-physics is attracting a large share of attention, and is accumulating a literature embracing a number of works from authors of well known reputation and merit.

What is to be the outcome of all this is difficult and, indeed, impossible to foretell; but, without doubt, this earnest study by so large a number of the world's most profound thinkers and investigators, can not go for naught.

Although many blunders will be made, many extravagant things said and written, and theories presented which will share the fate of many others already buried in forgetfulness, still it is safe to predict that out of it all will come very much which is valuable and that, more and more, the world will come into a true knowledge of that most mysterious of all things with which we have to deal, the last and best of created things, the "human form Divine," and the animating soul within.

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*The new form which this study has taken, among other results, must tend to emphasize the value of physical training.* Man, no longer soul alone, but embodied soul—a soul mysteriously interwoven with the very fibres of the body, must find his highest realization in a developed, a cultured, or refined, and purified body. Hence physical culture rises into prominence. The body must be sacredly cared for, not merely that muscle may grow stronger and physical power be attained, but that the delicate organism which is to quiver in every atom with psychic force, shall be more perfectly adjusted, more delicately balanced, and shall be trained into more complete harmony with its spiritual partner, and shall be brought into line with his reason and will, subordinate, and yet in perfect harmony.

That mind may be able to attain to its true estate, the body must be perfectly attuned and brought into its best possible condition.

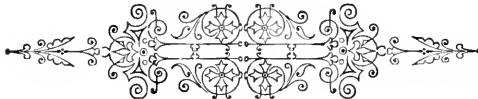
*Another result, without doubt, will be that new light will be thrown upon psychical operations themselves.* The comparison of a multitude of facts; facts obtained under varying circumstances, and by many investigators, varying in opportunity, in motive, and in ability, must result in the discovery of laws hitherto unknown and in the correction, and, possibly, the discarding of old ones.

*Without doubt, we are in a period of transformation,* and in no other department of human knowledge may we expect richer development than here.

To the sincere and earnest teacher all this is of prime importance, as every new discovery in this realm must throw a flood of light upon those questions of supreme importance to him.

If it is his to lead the minds of his pupils to a discovery of themselves; of themselves as related to the universe, as related to the Eternal fountain and source of intelligence, and finally, to actualize in themselves all that was rendered possible by their wondrous birth, then surely the teacher should welcome all real advancement in psychical knowledge.

But has the teacher nothing to do except to reap where others have sown? How is all this to be brought about? Has the teacher no opportunity for pioneer work, for original investigation, or is he not rather in a field where constant experiment is possible?



# Baccalaureate Sermon.

JAMES McCOSH, D. D., LL. D., LITT. D.,

Normal Chapel, Sabbath Evening, July 3, 1887.

*John XII: 39, as compared with John III: 1-2, and John VII: 50.*

**A**MONG other and higher excellencies by which the four evangelists are characterized, every thinking mind is much interested to notice the variety of character, good and evil, brought before us. In the center or foreground of the painting, (if painting it can be called, which is the simplest of all simple narratives,) stands Jesus, the brightness of the father's glory and the express image of his person, only seen in shadow, working miracles, relieving distress and teaching his disciples, under the pressure all the while of the mighty load of a world's sin. Around we see the apostles distinguished by almost every possible diversity of character, some timid, others confident; each with a heart ungodly by nature, but all with one sad exception coming under divine power, which is struggling with remaining corruption within them. Farther on we get a glimpse of other disciples shrinking from the view, for though convinced that Jesus has come from God they have not the courage to avow themselves to be His followers. Here and there among the groups that hover around we notice enemies irritated by the faithfulness of the Holy One in the midst of them and seriously plotting to get rid of Him. At this place we observe a company of scoffing Sadducees, at this other a band of scowling Pharisees. Scattered among these we meet with persons who had been relieved by the love of Him who went about continually doing good, who had had their burdens removed or their diseases healed. This man, fixing his eyes so eagerly on Jesus, was lately blind; this other listening so intently was lately deaf; this third walking and leaping with such alacrity was a short time ago hopelessly lame; while the fourth was only a few days ago prostrated on a bed of sickness, or shut up in the gloom of the sepulchre. In the background we have the mass of the people vascillating between two opinions; now strewing his path with branches and shouting hosanna, and again with loud voice demanding his crucifixion.

Where else will you meet with such a variety of character reaching from spotless excellence on the one hand to bloated lust and demoniacal fury on the other. Heaven and earth and hell, God and man and devils, the flesh and the spirit, human nature and divine grace meet and wrestle till we discover the several properties of each. By this mingling of light and shadow, we are interested and allured to pursue the path before us, and in doing so we gather deep instruction. I believe that it may be said of him

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who has thoroughly studied the gospel history that he knows more of human nature, in its deeper modes, especially in relation to God the friend and God with whom the carnal mind is at enmity, than one who has read all the histories that have been written of all the peoples that ever lived.

I mean at this time to single out for more special contemplation a single person from the multitudes that pass before us. That individual is Nicodemus. He is presented to us in three different positions. In the passage immediately before us he is engaged with Joseph of Arimathea in committing the body of Jesus to the place of sepulture. (John). But the evangelist in mentioning this circumstance so much to his credit refers to another passage in his life not so commendable. "There came also Nicodemus, which at the first came to Jesus by night." On turning back (to chapter vii) we read of Nicodemus giving a noble testimony in difficult circumstance in behalf of justice and Jesus; but in that passage the same humbling clause is added, "he that came to Jesus by night." Among other distinguishing qualities the scriptures are ever faithful in recording the infirmities of those whose excellencies are held forth to our admiration. Paul, in alluding to his success, adds, "unto me who was once a persecutor, a blasphemer and injurious," and claims "not but by the grace of God in me." In like manner when the faithfulness of Nicodemus is recorded it is added that at first he was so ashamed of Jesus that he could not come to him except at the dead of night. We are thus taught in reading the lives of the saints to distinguish between the weakness of the men themselves and the power from above that controlled them. "Not unto us, not unto us, but to thy name be praise." Let us consider Nicodemus in the three positions in which he is presented to us.

### I.

"Nicodemus who at first came to Jesus by night." This carries us back three years in the history. At that time Jesus was just commencing his public ministry. He had come to Jerusalem for the first time since he began to preach and work miracles. His life had hitherto been obscure in Galilee; but now in the capital of the country he wrought wonders which proved that he was a leader come from God. From his first appearance the prejudices of the priests and rulers were armed against him. Finding the temple, which was his father's house, profaned by unseemly merchandise, he proceeded to cleanse it casting down the tables and removing the money-changers—as a type of the work which he came to perform in purifying the world which ought to be his temple. From this time forward the jealous eyes of the hierarchy were fixed upon him, narrowly watching his conduct. A wound had been inflicted which continued to rankle in their breasts. Nor did their enmity cease till three years after, it succeeded in bringing him to the cross and to the grave.

You can easily conceive how in these circumstances it must have required much courage on the part of one possessed of rank and authority to avow himself a follower of the new teacher. "Not many mighty, not many noble are called." Yet God in every age has had witnesses for the truth from among the higher as well as the lower



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grades of life. It was at this very time that Nicodemus came to Jesus. Nicodemus was a member of the Jewish sanhedrim, the supreme council of the nation, in short was one of the judges and senators of the land. He belonged to the sect of the Pharisees, the most popular and influential of all the parties unto which the Jews were at that time crowded, and the one which felt its self-righteous spirit most deeply wounded and its powers shaken by the life and teachings of Jesus. We can thus understand how great must have been the struggle before he could come to receive instruction from the new teacher from Nazareth, the lowly Jesus, the son of Mary and Joseph the carpenter.

On the one hand prejudice must have led him to doubt whether one in so lowly an appearance could be the Messiah mentioned in such glowing language by the prophets, and expected by the people to be a temporal prince who was to sit on the throne of David, and establish a more extensive dominion than the Jewish one had been in the time of its greatest prosperity. On the other hand, reason must have told him that no man could do these miracles that Jesus did except God were with him. Pride must have suggested that by avowing himself a follower of Jesus he would be lowered in the esteem of the circle in which he moved. He felt as if he needed a teacher, and yet he was ashamed of one who came in so lowly a form. For a time there may have been a struggle in his breast like that between chaos and order at creation when the spirit moved on the face of the waters, like that which we have seen between light and thick masses of clouds at the dawn of the day, and no one but he who searcheth all things can tell which is to gain the mastery.

When at last the good overcame the evil, no doubt through the guiding of the spirit of Jesus, it was accompanied by an unworthy compromise of principle. He resolved to go to Jesus, but he had not the courage to do so openly in the light of day. He was afraid that if he were but seen in the company of the new teacher he would lose the favorable opinion of those of his own station, and every one acquainted with human nature knows that most men would rather lose the favor of those beneath them in rank, or even of those above them rather than of persons of their own circle with whom they are in the habit of daily associating. We ought all to be ashamed of our foolish deeds, but here is one shrinking from the performance of the wisest resolution he ever formed. If he had been about to visit an earthly prince he would have chosen the light of day; but so much are men dazzled by the splendor of worldly station, and so little do they esteem spiritual excellence that he could not come to him who was born king of the Jews except under the clouds of concealment. If heralds had announced that Tiberius, the Roman emperor, had arrived at Jerusalem, we can conceive Nicodemus would have selected the most public hour of the day and the most public street to wait upon him in the midst of bustling crowds; but now when he was the prince of peace, foretold by prophets for thousands of years, his birth celebrated by angels and his power attested by miracles, and he himself the king of kings and lord of lords, came to Jerusalem he could not visit except in a way that showed that he was ashamed to be seen in his presence.

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But it is well when we come to Jesus at all. We will be received if we have faith, but as a grain of mustard seed. Virtue will come out of him to make us whole if we but touch the hem of his garment. If Nicodemus had come to an earthly prince at this unreasonable hour he would have been scornfully rejected, but he came to the prince of peace and he received a welcome. This teacher come from God did not discourage him by a single word of reproach or look of disapprobation. The greatest of all teachers proceeded to instruct him in the grand doctrine of the necessity of being born again by the spirit of God. While the great prophet of the church taught him by his word he also taught him by his spirit. He came with a veil over his heart so that he could not discern as he read them the meaning of Moses and the prophets; he went away with the veil removed and his mind enlightened to discern the truth. He came with his soul dark as the night which enveloped him; but he came to the sun of righteousness, to him who is the light of the world, and he went away under the light of the morning, which shineth more and more unto the perfect day.

Now the spirit which Nicodemus showed we find appearing in all ages, including the present time. We still see the young, the vain, the timid, coming or professing to come in much the same way—in secret—afraid of the censure or ridicule of their associates, and apparently more ashamed of their attachment to the cross of Christ than of their follies or of their sins. They are convinced of the claims of religion, and of the need of salvation. Conscious of their sin they are afraid of the indignation of God and would wish to avoid it under some of the disappointments of life, the loss of health or wealth or friends. They are made to feel “this is not their rest for that it is polluted,” and they look around for an enduring good. But still they would not choose to be regarded by this world or by their companions to be deeply concerned about the salvation of their souls. They would be more ashamed of prayer, if found in the act, than if caught in some sin. They would shrink from being thought converted or seeking conversion. Among their associates they are anxious to appear free and unfettered or gay and indifferent as others around them, and would scarcely dare to utter a serious sentiment for fear of the ridicule that might follow.

I am afraid as to the great body of such persons that they have never come to Christ, and that when they would come, the fear of man beats them back, as we have heard of the shipwrecked sailor being sucked back by the recoiling waves after he had reached the shore, and thought he was safe. They have often resolved to come to Christ, but have never like Nicodemus come to him. As to others, however, whose conduct is thus wavering, we may believe that their faith, though weak, is genuine and sincere. Like Nicodemus, they have come to Christ, but like him under the clouds of night. Unseen by the world they have had a meeting with Christ. When no human eye noticed them they have had a whole night's wrestling with him as Jacob had with the angel of the covenant, and they wrestled till the breaking of the day, till the day star arose in their hearts. The world did not know it but the tears of conviction and of penitence rolled from their eyes and they came timidly in the darkness to express their

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faith in Christ. They feel themselves drawn against their very nature toward God as by the cords of love and the bands of a man. Their desires were so weak and their motives so imperfect that Christ might have refused them, but he encouraged them, and instead of breaking he proposed to bind up the broken reed. In very truth Christ appeared to them in the visions of that night as he did to Jacob at Bethel. While they drew nigh to him he drew nigh to them. A ladder was set up on earth which reached to heaven, and down it the grace of God descended unto their hearts, and up it their faith and affections did climb to heaven above. Surely the Lord was in that place though they did not expect it. Though he might have rejected them, Jesus did truly receive them, and instructed them experimentally in the doctrine of regeneration, and the spirit who bloweth where he listeth breathed unto them the breath of spiritual life, and they were born again while they were wondering at this mysterious communication. I invite such and I invite all to follow Jesus into the second scene in which he is presented to us.

## II.

Upwards of two years have elapsed without our hearing of the Jewish ruler. We do not read how he passed this time, or whether he had any further communication with the great teacher who had instructed him in the doctrine of regeneration. After the feast he may have returned to his own home. Shortly after this interview we know that Jesus returned to Galilee, his usual place of abode, or rather of his wanderings, and so then further meetings could not have been frequent. But when Jesus came up as he did to the great religious festivals, we can conceive that Jesus would wait on his ministry and seek opportunities of meeting with him. This is certain that he would often meet with God in spiritual communion, and the teacher who had come from God, and taught him the spiritual nature of Christ's kingdom would help him in his aspirations. We can picture him in his own home searching the scriptures to see if this was not the very Christ foretold by the prophets. The spirit which at the first converted is now sanctifying him. As he was born of the spirit so is he now living in the spirit and walking in the spirit.

We find him next presented to us in his place in the Jewish sanhedrim. Jesus had come to Jerusalem at the feast of tabernacles, and his presence had been hailed by the multitudes that crowded around him, eagerly listening to the words of grace and salvation and avowed their convictions. Their feelings were too loudly expressed not to reach the ears of the Pharisees and priests, who felt as if their dominion were tottering beneath them. Stung by malice and jealousy they called a meeting of the great council of the nation to determine what should be done in the extraordinary circumstances in which they were placed. It was resolved to send out officers to apprehend Jesus and drag him to their tribunal. When the officers drew near they found him in the midst of the people, inviting them in the most encouraging manner to partake of the mercy brought nigh to them. "If any man thirst let him come unto me and drink." Before seizing their intended prisoner the officers were induced to listen, and as they

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did so they found themselves interested in the discourse; their attention became more and more riveted; they caught the feeling of adoration which heaved in every breast; they hesitated and delayed carrying their design into execution, and when Jesus finished his discourse they were so awed that they became completely powerless; they allowed him to pass away undisturbed, and at the risk of being severely punished they came back to those who had sent them out with this signal testimony: "Never man spake like this man." The council had sat in stern and sullen impatience waiting the return of their servants, and on hearing this unexpected answer their passion could be restrained within no bounds. Here were their own dependants failing them at this critical moment. "Are ye also deceived? Have any of the Pharisees believed on him, but this people who know not the law are cursed." It is as if they said: "This is a popular delusion, only the lowest and most ignorant of the people have been deceived by him, none of the learned have thought for one instant of espousing his cause. Can you point to a single man of influence who regards him with a friendly eye? No, it is impossible, and cursed must that people be who are thus liable to be deluded."

It is a trying time to Nicodemus as he sat there in the council, a time fixed to search him and to show to himself and others the innermost springs and motives of his nature. He sees the temper of his brother councillors exasperated to the utmost. Not a voice in the assemblage is lifted in the behalf of justice. Does he seek now to conceal his faith in Jesus as he had done on a former occasion? No, though he should stand alone as a break-water in the midst of the waves, he feels himself called on to speak out even if he should be bringing down upon him the ire of all his associates. He saw that the council was about to proceed to violent measures, and in language which showed how calm he was in the midst of the storm, he put the simple question: "Doth our law judge any man before it hear him and know what he saith?" The angry feeling which had been burning against Jesus and the officers is now directed full against Nicodemus. Suspicion is awakened in every breast, and they charge him with being a follower of the Galilean teacher.

But there is a dignity and a majesty in justice which awes when it fails to convince. The sanhedrim were overpowered by the question put to them, and they separated each to his own house, in all the sulkiness of disappointed revenge, breathing out imprecations against Jesus and the friend which they now discover that they had in their own body.

In the conduct of Nicodemus on this occasion we discover courage and faithfulness of a high order. It was a testing time and Nicodemus stood it. He said enough and he said no more. He could not have said less in justice, and perhaps he was not required to say more in prudence. It is evident that during these two years that have elapsed since first we met with him he has made decided progress in the Christian life. He who at the first could come to Jesus only by night now stands by him in open day, and in the face of the most formidable opposition before which the courage of the strongest quail. "Add to your faith virtue"—the old Roman courage—a noble quality

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when used in defense of a good cause. Christ has a kingdom and a cause in this world which he requires his followers to defend. We live in a world in which there is evil opposing the good. We condemn the wickedness of the Jews, as well we may, at the time when Christ came to his own and his own received him not. But I believe that human nature is much the same in all ages, and that if Jesus had fixed on our age and nation as that in which to come to our earth, that wicked band would have persecuted and slain him just as the Jews did. We need still to defend his cause against the open and insidious attacks of his enemies. How pleasant to observe Christians growing as Nicodemus in zeal and devoutness to their master. They may have been frightened by the danger when they saw it at a distance, but when they are face to face with it their courage rises with the occasion. How pleasant to find a youth at first timid now facing the foe; at first like the sapling bending before every wind, but now like the full grown oak, firm and upright amid the fiercest storms. When the youthful David left his sheep cots to visit the army, it was to carry a message of peace to his brothers and not to fight. But when he heard Goliath defying the army of the living God, his whole soul was stirred within him, and taking courage when he remembered how he had slain the lion and the bear which had attacked his flock, he went forth in the name of the Lord of hosts and with his sling and his bow laid the giant prostrate. So you may see that youth at first timid, now ready to stand by the right and resist the evils that meet him. A short time ago he concealed his religion, now he is ready to declare with God. "God forbid that I should glory save in the cross of our Jesus Christ." Before he followed the practices which prevailed around and the customs of his companions without enquiring whether they are in conformity with God's law or not, now he is firm in resisting the evil and very jealous for the Lord God of hosts. Only a few years ago he may have shrunk from every proposal fitted to further the cause of Christ provided it was likely to expose him to odium or reproach. You laid before him a way of doing good, but he saw a thousand difficulties in the way of its execution; it might lose him the good opinion of all influential friends or bring him into trouble. But now he is ready to listen to and eager to pursue every project fitted to restrain evil and promote the cause of religion and morality. Wherever there is a true work I believe it will be thus progressive. God will carry on the good work which he has begun until the day of Jesus Christ.

We shall discover a farther and more striking proof of this as we look to the third incident in the life of Nicodemus.

### III.

Again the curtain drops, and months elapse before we hear any more of the Jewish councillors. During this time he may have suffered not a little persecution owing to the suspicion raised against him for the part he had taken. But his faith was now strong; it could bear the trial and was now strengthened by it. The wind that might blow out the feeble spark may only fan the stronger into a flame. In the providence

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of God he was now separated more from the world, and made to depend less on man and more on God. In this way he was prepared for a yet greater trial before him.

Everything indicated that the earthly course of the new teacher who had appeared was drawing to a close. He had fulfilled the time appointed in the councils of heaven, and his work was about to be completed. The stratagems of the rulers were laid more skillfully, and the people who had stood by him now abandoned him when he found that he condemned these worldly expectations as well as the pride of their rulers, and that the kingdom he was to establish and the blessings he was about to bestow were spiritual. When he told them plainly that unless they ate the flesh and drank the blood of the Son of Man they had no life in them, from that time many went back and walked no more with him. There is a strange combination of powers against him. An apostle is bribed to betray him. The grand council of the nation, headed by the high priest, condemns him. Pontius Pilate, the Roman governor, when appealed to refers the case to the people, who demand his crucifixion. Every voice is raised against him, and they continue to rail against him in his dying agonies when the vilest malefactors have had sympathy expressed in their behalf.

The circumstances are still more trying than those in which he had formerly been placed in the sanhedrim. At that time if he was opposed by the rulers he had the great body of the people to support him. Now he stood almost alone. The very disciples had fled in the hour of trial, and only one had the courage to come to the foot of the cross. A few pious women, scarcely observed by the multitude, remain to do the gentle offices of the dead.

How is Nicodemus to act now? Does he at the first conceal his faith, or does he content himself as in the second instance in uttering a protest in behalf of innocence and against injustice? No; he is now ready to brave every peril. A friend, Joseph of Arimathea, begs the lifeless body of Jesus, and Nicodemus joins in preparing it for the sepulchre. Far above the fear, far above the applause of men these two join in their becoming offices. It would be difficult to find in history a courage superior to that of Nicodemus. There may be a nobler valor than even that of the soldier in the battle or that of the sailor in the storm. When Luther defended himself before the great emperor of his age and a council of powers and prelates, an old general grasped him by the hand and said: "I have fought in the hottest battles of my time, but I have never, after all, shown a bravery like yours." The valor of Nicodemus was of a higher order than that which faces and fights with the danger; it was so ardent that it did not see the danger; it was in fact utterly unconscious of it. You need not tell that mother that she is exposed to infection as she sits for days and nights beside the sick bed of that son who is in raging fever. She will not heed what you say to her. So the Jewish ruler as he pursued his work of love and duty, did not feel, did not for one moment think of the opprobrium he might meet with; his was "the perfect love that casteth out fear."

Observe the growth in the character of this man. At first believing, but fearful, he became faithful, and now his heart is filled with love and animated by courage. He

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has reached the highest excellence of Christian character, to that charity which is the fulfilling of the law, and the bond of perfectness which is greater than faith and hope, and shall be laid up as the fruit in the garner of God, when all else like the leaves which nourished it has disappeared.

So, Christian brethren, be not content with past attainments. "Besides this, giving all diligence add to your faith virtue, and to virtue knowledge, and to knowledge temperance, and to temperance patience, and to patience godliness, and to godliness brotherly kindness, and to brotherly kindness charity." The true Christian does not allow himself to think that he has attained or that he is already perfect, but forgetting the things that are behind he presseth forward to those that are before. Mounting toward heaven he is drawn the faster the nearer he approaches to it. He may not be perfect, but he is seeking to be perfect. A good soldier of Christ he will not cease from the contest till he has conquered all those sins which are Christ's enemies and his own enemies. But do I hear some one becoming weary in well doing and asking how long am I to continue in the contest. I answer till you have slain the last of our spiritual enemies. But if it is objected that this must be till death, then I say even till death you must continue faithful. The Christian dies in armor as we have heard of the warrior dying in the battle at the moment when his troops were raising the shout of victory. He dies like Samson amidst the glories of his strength, and he slays in his death the last of his spiritual enemies. The last sound which he hears on earth is the clang of arms in the final contest with sin, as the first sound which he hears in heaven is the song of triumph. "Blessing and honor and glory and power be unto him that sitteth on the throne, and to the Lamb that was slain."



# In Memoriam.



## TRUSTEES.

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JOHN SUTTON, .....	1877.
DANIEL PORTER, .....	1884.
JOSEPH R. SMITH, .....	1887.
WM. B. HILDEBRAND, .....	1887.

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## TEACHERS.

	DIED.
HIRAM B. COLLIER, .....	1887.
ANDREW J. BOLAR, .....	1886.
MRS. DANIEL PORTER, ( <i>Mary Butler</i> ), .....	1887.

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## ALUMNI.

	DIED.
THEO. L. WENNER, .....	1883.
SILAS A. SUTOR, .....	1883.
HARVEY MUSSELMAN, .....	1881.
MAUD A. CHRISTY, .....	1884.
MARGARET A. PRESTLY, .....	1885.
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CHAS. J. BROWN, .....	1887.
ADA HAMILTON, .....	1882.
JUSTIN W. CRAMER, .....	1888.



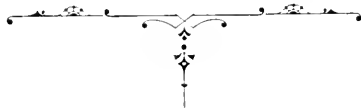


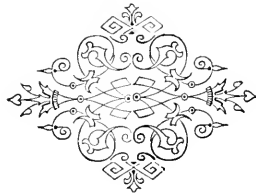
## Acknowledgments.

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If this volume of the *CHRONIX* has literary merit, it is largely due to our contributors, and we take this opportunity of thanking them for their interest in our undertaking.

We acknowledge our indebtedness to Professor Dickford for illustrations, to Professors Fair and Clark for their assistance, and to all who in any way have aided us.—Editors.







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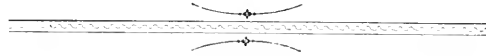
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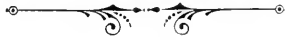
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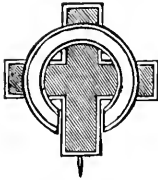
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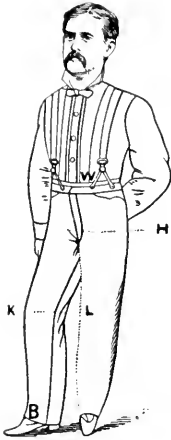
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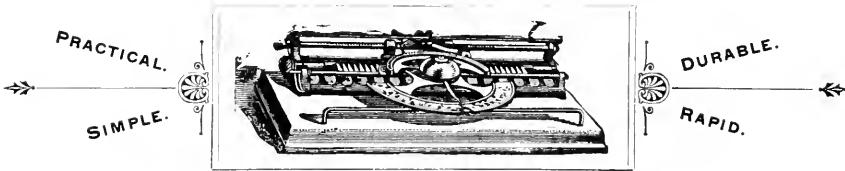
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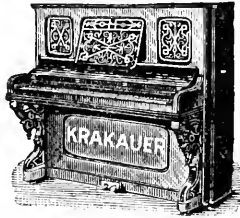
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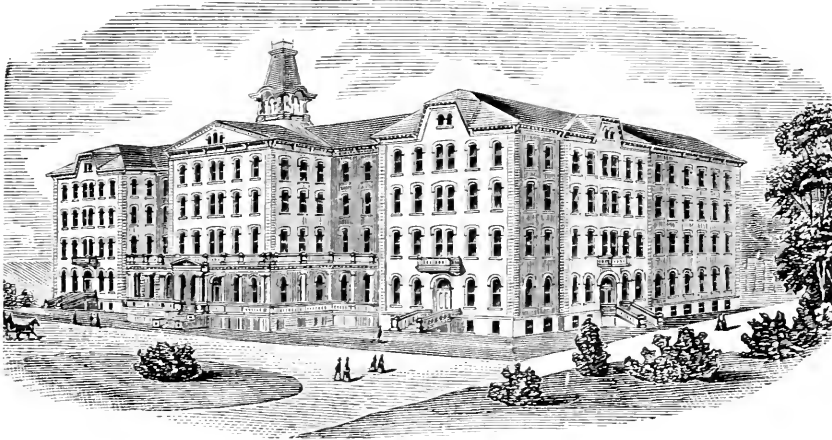
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*He who would win success, must first render it possible by preparation.*

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# 21 *Y*ears Ago

WHEN Indiana was a very small town, when West Indiana borough was a part of White township, when there was but one little frame school-house, with one teacher for a four month term to educate the youth, with no paved sidewalks, no stone crossings, no paved streets, no gas-lights, no water-works, no *Normal School*, and but few of the beautiful avenues then that are now filled with handsome residences, we began business in a little room, 20 x 20 feet, on the turnpike now corner of Philadelphia and Second streets, West Indiana borough. In the fall of 1881 we purchased the Bodenhammer property, 637, 639 and 641 Philadelphia street, and in April of 1882, after refitting room 641, we opened what has since been known as

## THE ONE-PRICE STORE.

We have just completed the putting in of a large *plate-glass* front and a large addition to the rear, the building covering over 2,700 square feet of ground. It is open for public inspection, to judge whether it is not the best lighted and most conveniently arranged room in the county, or outside of the large cities. During 1887 we put in four stations of the Lippy Cash Carriers, which are connected with our elevated office, and make our system of doing business the most complete in the county.

We feel proud of the progress of our town and appreciate the advantages of our Schools, and will, as we believe is the duty of every citizen, with our best efforts do what we can to make our town a pleasant place for all who may come to stay or pay us a visit.

Our aim has always been to give the best values and to be up with the demands of the trade. We mark all our goods with plain figures, ONE PRICE TO ALL, thereby assuring the stranger the same advantages of the old citizen.

FOR GENTLEMEN, WE CARRY A LARGE STOCK OF

**Clothing, Hats, Shirts, Collars, Cuffs, Ties,  
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FOR LADIES,

**Dress Goods, Wraps, Trimmings, Fine Shoes, &c.**

Buying as we do, in large quantities, from first hands far as possible, we can assure our patrons the **LOWEST PRICES THE MARKET AFFORDS**. With competent gentlemen and ladies for clerks, we assure you polite attention when you visit

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