

ANNOUNCEMENT CIRCULAR

OF THE

STATE NORMAL SCHOOL,

EDINBORO, PA.

A SCHOOL FOR TEACHING TEACHERS.

ITS PECULIARITIES ARE :

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|--------------------------------|---------------------------------|
| 1. Distinct and Definite Aims. | 4. Adaptation of Means to Ends. |
| 2. Thorough Instruction. | 5. Natural Methods. |
| 3. Concentration of Effort. | 6. Freedom from Shams. |

IT AIMS AT EDUCATION, NOT SCHOOLING. IT HAS FINE
GROUNDS AND BUILDINGS, COMMODIOUS CLASS-
ROOMS, EXCELLENT ILLUSTRATIVE APPARA-
TUS, EXPERIENCED TEACHERS.

CALENDAR 1883-4.

Fall Session Opens August 21, '83; Closes Nov. 23, '83.

Winter Session Opens Dec. 8, '83; Closes March 7, '84.

Spring Session Opens March 25, '84; Closes June 26, '84.

FOR CIRCULARS, ADDRESS

J. A. COOPER, EDINBORO, PA.

The State Normal School, Edinboro, Pa., is one of the best schools in the world. It aims to give culture, develop character, inspire a love of learning, establish healthful habits, and train students for successful work as students, as teachers, and as men and women.

Its equipment is first-class, its facilities are unsurpassed and its expenses are low.

A hand-book giving lists of teachers and students, an account of its apparatus, library and cabinet, and explaining its methods will be sent free to all who write for it.

These pages give the opinion of our students and of other Educators.

HISTORY.

The Normal School has been open for twenty-two years, and has a well-established reputation for thorough instruction, wise government, good moral influence and healthy progress. Its facilities and methods have improved year by year.

In 1880, a new building was erected, and new rooms provided for library, society halls, and recitations, at an expense of \$25,000, giving the school the best class-rooms and library facilities in the State.

In 1881, books were purchased for the library, stone walks laid, apparatus added, at an expense of \$5,500.

In 1882, new furniture was obtained, the apparatus increased, the grounds improved, costing \$4,500.

In 1883, Normal Hall was renovated and refurnished, a museum of natural history purchased, new furniture ordered, steam heating for the dormitory contracted for, all to the value of \$15,000.

IMPROVEMENTS—SUMMER—1883.

1. The Trustees have just purchased of Prof. Jacob Ennis, Washington, D. C., his collection of prepared birds, mammals, reptiles, fishes, mollusks, minerals and fossils, gathered during his forty years' teaching in Philadelphia, at an expense of nearly \$10,000. Prof. Ennis says it is larger and better than any collection in the State, outside of Philadelphia. Its size may be judged by the fact that the Trustees have ordered over one ton of glass to make cases for the collection.

Steam heating has been ordered for sixty-five rooms in one of the dormitories. Fifteen hundred dollars worth of new furniture has been bought. The value of the improvements, cabinet included, will be about \$15,000.

NEW TEACHERS ENGAGED.

For names of the instructors and departments see Hand-book of the school, which will be sent on application. The following additional teachers are engaged for year 1883-4:

Prof. Fred. W. Clark, a Normal School graduate, a successful teacher, and for the past three years a special student at Wesleyan University, Middletown, Conn., will teach Latin and Greek.

Miss Mary Lee, a graduate of the Normal School, now studying at Martha's Vineyard, will teach English Grammar and Reading.

During the Fall Term, 1883, a series of instructive, stimulating and edi-

READ AND CIRCULATE.

ying lectures will be given to our students. Among those already engaged are :

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|--|--------------------------------|
| Prof. H. C. Missimer, Erie..... | " Education Outside of Books." |
| Prof. S. F. Hoge, Tidicoute | " The Keynote." |
| Prof. R. M. Streeter, Titusville..... | " School Room Aesthetics." |
| Prof. H. S. Jones, Erie..... | " Smiles." |
| Prof. S. H. Prather, Franklin..... | " Man and His Development." |
| Rev. J. G. Townsend, D. D., Meadville..... | " Imagination." |
| Prof. James Burns, Erie..... | Subject to be announced. |

STUDENTS' ESTIMATES.

Thirty-three young men and women graduated in June, 1883. At the close of their last year at school they were asked to make an estimate of the value of the different parts of the school to themselves individually. The following is the average estimate :

| | |
|--------------------------------------|----|
| Class room instructions..... | 24 |
| General exercises | 22 |
| Library..... | 21 |
| Model school | 20 |
| Societies and social influences..... | 13 |

In most schools the class room instructions constitute the chief advantage. While our class room instructions are better, much better than common, they form less than one-fourth the value of the school. Hence, one dollar spent at school in Edinboro is worth as much as two dollars, or even four dollars, elsewhere.

LIBRARY.

At no institution in the State can the student find equal facilities for making himself familiar with both current and standard English literature.

Our general library includes all the American and British classics, with translations of the best productions in other languages. We exclude rigidly all trashy, sensational writings, and invite students to examine freely all that our shelves contain, and select what is adapted to their individual wants, knowing that the perusal of any of the books thus placed at their command will cultivate a healthy taste for reading. Such suggestions for making the most of the library are offered, as experience has shown to be of value. Personal advice is given when needed as to a proper selection of books.

Our reference library contains the best authorized and most reliable dictionaries, cyclopedias, gazetteers, &c., and those not already familiar with them, are instructed how to use them with the greatest economy of time and labor.

The professional library is made up of works on teaching and other books bearing directly on education, and includes the best English and American publications on that subject. Those who are pursuing the theory and practice of teaching are particularly directed in the use of this department of the library.

Our reading tables are supplied with nearly all the first-class monthly publications and many of the best weeklies. Our list includes Harper's, Atlantic, Century, Lippincott's, Popular Science Monthly, Longman's, Contemporary Review, Fortnightly Review, Nineteenth Century, Education, American Naturalist, Kansas City Science Review, Science, International Review ; School Journals of the various States and sections ; Scientific American,

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QUESTIONS FOR YOUNG PERSONS.

- Have you native talent? Does it need cultivation?
 What is the best paying work? Do you intend to cultivate your mind?
 What help do you need? Where can you find it?
 Do you mean to rise in life? How? What is the cost of an education?
 What is it worth? Do you want an education? Do you want it greatly?
 How much do you want it? How will you prove you want it?

QUESTIONS FOR TEACHERS.

- Can you teach? Can you teach better than you once could? Why?
 Do you expect to be able to teach better than you now can? How?
 Is your knowledge specific and exact?
 What gives a teacher power? How does he get it?
 Are all teachers of equal value?
 Why are some teachers better than others?
 Can any one get more out of his profession than he puts into it?
 How does a teacher grow?
 Does the possession of knowledge make one a teacher?
 What does a teacher need to know that others do not need to know?
 Why do some teachers fail? Why do some teachers succeed?
 Is the path to success easy? Is it plain? What is a student?
 Why should a teacher be a student?
 What do you call a teacher who can attend school and will not?
 Are all schools of equal value to students?
 What makes a school valuable?
 Why should students attend the best school? Is talking teaching?
 How is brain power developed? How is thought power developed?
 How are good habits formed? What is the law of habit?
 What is the cause of waste? How is mental culture measured?
 What is the law of training? Who will improve?
 What teacher is as good now as he ever will be?
 Is teaching the most brainy work in the world?
 Does it require the most careful preparation?
 Have you thoroughly prepared? Do you encourage others to prepare?
 Will it pay to prepare?
 Can any one afford to teach without preparation?
 What is the test of good teaching?
 Can one teach what he does not know?
 What outfit does a teacher need? Who can improve?

The handbook of the Normal School giving answers to nearly all these questions sent on application.

A COMMON ERROR.

It is commonly thought that any one who can pass an examination in the common school studies, can teach school. So wide spread is this delusion that half the teaching in the schools is done by persons who have made no special preparation for teaching. How often we hear, "He is a good scholar, therefore he can teach." To counteract this delusion, we here give

THE OPINION OF EDUCATORS.

Teaching is a profession. It demands technical institutions. For the larger number of teachers the training of the Normal School is absolutely necessary for professional success. Even the High School graduate knows but little of what the successful educa-

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tor prizes highest. For the common school teacher, who is limited to a short preparation for teaching, a year or two in the Normal School is absolutely necessary.

F. N. THORPE, Principal Public Schools, North East.

I think no young person should be permitted to teach without one or two years at the Normal School. Normal training brings success.

S. F. HOGE, Principal Union Schools, Tidioute.

I consider it of the highest importance that the graduates of our higher schools and seminaries, who intend to engage in teaching, should spend at least a year in a good Normal school.

G. R. STONE, Supt. Schools, Bradford.

I believe that every student, who intends to be a teacher, whether a graduate or not can do nothing better than to spend at least a year in a good training school for teachers. Without such training the teacher, however well qualified intellectually, must get his experience at the expense of his pupils and cannot be practically successful until he has had that experience. Our Normal Schools are designed to give those practical methods in teaching which insure success and enable the teacher always to do the right thing and in the right way at the right time. **H. C. MISSIMER**, Principal High School, Erie.

I wish you would persuade our High School graduates to spend a year at the Normal School, before they begin to teach. They could do so much better work.

Miss ELIZA DICKSON, Principal High School, Meadville.

We urge our High School graduates to spend at least a year in professional work before entering school as teachers. It is exceptional for any one to be employed here before doing so. They should spend a year or longer at a Normal School.

H. R. ROTH, Supt. Schools, Meadville.

I believe it the duty of every teacher to spend a year or more at a Normal School,

C. D. ARIRD, Supt. Warren Co.

Teachers should gain a thorough knowledge of their profession, and there is no better place to learn it than in a Normal School.

C. F. CHAMBERLAIN, Supt. Crawford Co.

The Normal School is the place to acquire teaching power.

J. H. MURTLAND, Supt. Butler Co.

I believe that every teacher needs for his work a thorough preparation in a Teachers' Training School. Though some succeed without such training, yet their success would be doubly certain by faithfully preparing at a first-class Normal School.

F. O. REEVE, Principal Schools, Rock Creek, O.

I advise graduates of our High School to go to a Normal School. They should go until they graduate there.

M. L. KNIGHT, Principal Beaver Falls Public Schools.

Among the teachers of this country are a class—graduates of High Schools—who are good scholars, but have paid no attention to the theory of teaching; hence they lack in knowing how to teach and what to do next. I wish you could induce them to spend a term or two at your school. We need teachers who better know how to teach reading, writing, language and first lessons in arithmetic.

M. O. CAMPBELL, Supt. McKean Co.

I favor graduates of High Schools and all advanced students attending a Normal School before they begin to teach. Teachers in the public schools have not time to give the practical instruction needed by those intending to teach.

J. G. ANDERSON, Supt. Clarion Co.

I desire all young teachers to attend Normal Schools, because:—1. They will then do better work. 2. They will stimulate others to greater effort.

A. J. DAVIS, Supt. Clarion County.

Normal School students rarely fail to do good work from the first. Their distinguished characteristics are: Knowledge, teaching skill, ready resources, professional enthusiasm and spirit in their work. **D. F. BALTH**, Supt. Lawrence County.

I believe every instructor of youth should receive professional training, in some good Normal School. One year's training itself, will add half to a teacher's proficiency. I wish that all school boards could be made to understand the superior fitness of Normal trained teachers.

W. A. KELLY, Supt. Jefferson Co.

The weakest point in our school system is the very general employment of untrained teachers. There are persons born with the natural capacities to make superior instructors. But there are no born teachers; they are the product of technical training super-added to education. The great curse of American life, to-day, is the lack of competent knowledge, trained faculty, and reserved force in our industrial and professional life.

A. D. MAYO.

READ AND CIRCULATE.

All intelligent teaching must be based upon principles derived from a consideration of the powers of the mind; their modes of action, the order of their development and the means by which their activity is awakened. Then how can a boy or girl who has never studied these principles be able to teach.—N. E. JOURNAL OF EDUCATION.

I think it a wise plan for all High School graduates and advanced students, not graduates, to spend a year at a Normal School before beginning to teach.

G. W. WEAVER, Principal High School, Penfield.

I believe every High School graduate expecting to teach in the public schools, should spend one year at least in a good Normal School. I do not believe any one, at this day, should attempt to teach without some special training for the work.

JOS. J. SHARP, Principal High School, Greensburg.

It is hardly necessary for me to say a good word for Normal Schools. Whoever has much to do with teachers and school work knows that a lack of trained teachers is what the schools are suffering from more than from anything else. I urge my High School graduates, if they want to teach, to fit themselves for the work at the Normal School. It is the surest way to success in the school-room.

R. M. STREETER, Supt. of Schools, Titusville, Pa.

PROF. COOPER.

YOUNGVILLE, June 22, 1883.

Dear Sir—I have never had the pleasure of witnessing the work carried on in the Edinboro schools, but I have had the extreme pleasure of witnessing the work of teachers trained in your school. They have system methods, and a style of imparting knowledge that cannot be acquired outside of a Normal School. We hope to send you more students that you may send us thorough teachers. Very respectfully.

C. D. ARIRD, County Supt. Warren County, Pa.

The necessity of State Normal Schools is generally acknowledged. All observation proves that a thorough professional training gives a measure of promptness and confidence to the teacher which renders his scholarship effective and controlling.

Hon. E. E. HIGBEE,

Superintendent Public Instruction, Pa.

Extracts from County Superintendents' Reports 1882.

The improvement of the schools demands better qualified teachers.

Teachers can and must qualify themselves for their work.

The teacher makes the school.

The soul of our educational forces is the efficient teacher.

Many of our teachers have attended Normal Schools and it has given us better teachers.

Teachers should qualify themselves better.

Teachers should attend school and prepare for their work.

Teachers lack ability to benefit their pupils.

The successful teachers must come from the ranks of those who attend school and are prepared for teaching.

At the Penn'a State Teachers' Association, Williamsport, July 12, 1883, a speaker said. "There is now no intelligent honest opposition to Normal Schools."

In Erie, Pa., the Directors have resolved not to employ a teacher, even in the lowest grade, without one year's training in a teachers' school, or one year's successful work as a teacher.

The great lack of our schools to-day is a lack of preparation, on the part our teachers. This preparation can no where be made so well as in our Normal schools.

F. E. SANFORD, Supt. Schools, Washington, Pa.

It would be a good thing for High School graduates to spend a few months at some Normal School before beginning to teach. The knowledge of the principles of didactics acquired, the hints received, the stimulus given, would be of incalculable service to them.

T. A. EDWARDS, Principal Schools, Union City.

Teachers, in order to be successful, must be trained to the work, and no where else can they receive this training so well as in a school devoted to that purpose.

CALLIE G. FOREST, Supt. of Schools, Mercer.

High School graduates should have some training before beginning the work of teaching.

F. M. KENDALL, Principal High School, Franklin.

A good education helps the best of brains, THE PRESS, Philadelphia.

Preparation is the leading quality of mastery. The chief cause of failure is the lack of special preparation.

In view of the unanimous opinion of educators is it not time to banish the delusion that any one who can answer questions can teach?

READ AND CIRCULATE.

CONDENSED TESTIMONIALS.

The Handbook contains valuable general information. The school has contributed much towards raising the standard of education in the State.—ADVANCE ARGUS, Greenville.

The school is so well known there is nothing new to be said. It sustains its merited reputation. The large attendance it draws is its best recommendation.—NEW-CASTLE COURANT.

The catalogue is of special value to all persons thinking of preparing for teaching. The school is one of the most prosperous in the country.—BUTLER CITIZEN.

The handbook is full of information.—ERIE ADVERTISER.

For making teachers this institution is excelled by none.—WARREN MAIL.

Its reputation is merited. Whether viewed in the cold light of statistics; in its nature and teachings; in its moral influence, or its inspiration, it is entitled to confidence and esteem.—ERIE DAILY DISPATCH.

It is one of the most popular and powerful educational agencies in the State.—ERIE EVENING HERALD.

We recommend its advantages to all young persons, and especially to those desiring to become teachers.—MERCER REPUBLICAN.

It is deservedly a popular educational power, with a wide and growing influence.—SHARON HERALD.

The catalogue is receiving the most flattering notices from the press. The catalogue is only a fair specimen of the systematic manner in which everything is done in connection with the school.—EDINBORO INDEPENDENT.

The catalogue of the State Normal School at Edinboro is a valuable work, giving useful information to teachers and students. To say the special work of the school is done in a most thorough and excellent way is less than the truth. The student at Edinboro finds himself surrounded by the most favorable conditions possible. The training is valuable because practical, sympathetic, systematic and complete. We heartily advise all young teachers and those intending to become teachers, to take a term, a year, or a full course at Edinboro. It will prove a profitable investment. Even one term will prove of much benefit.—THE CAMBRIDGE NEWS.

AS OTHERS SEE US.

Some years ago I was a student at the Edinboro State Normal School and have visited the institution several times since. I have also a large number of friends who have been students at the school, and among them several who have taken the regular course and are now graduates. The impressions I have received are that the instruction given at the school is of exceedingly practical character, and is such as has a special bearing upon better qualifying men and women for the active duties of life. The methods employed also appear to me as of special value to those who intend to make teaching a profession. I take pleasure in heartily commending the school to the public, and I feel that those who are so fortunate as to be enabled to receive instruction at this institution will get impressions, methods, and discipline that will be of incalculable service to them either as teachers, in business or professional avocations, or in any sphere in life that calls for the best mental and moral powers of men and women.

Very sincerely yours,

A. M. MARTIN, Pittsburg.

The two years I spent in the Edinboro School, I look upon as among the most profitable and pleasant of my life. The lessons I learned there of economy of time, and how to study, I hope never to forget. The memories of my associations there are all pleasant. Somehow, whenever I meet with persons who have been students at Edinboro, I have for them a peculiar regard. Your friend,

IRA D. DARLING, Spartansburg, Pa.

J. A. COOPER,

JACKSON, MICH, June 12th, 1883.

Dear Sir and Friend.—The two years of foundation work at the Normal, I regard of more value than either my subsequent college or university course, not in point of information, but for real discipline of mind. At the Normal how to think, how to use time, and the relations of mind to knowledge, were uppermost. In higher institutions I have seen very little attention directed to these points, especially to the laws that govern methods of study and instruction. The mistaken idea that to hear is to know, and to know is to be able to teach is too prevalent. I have yet to hear of college professors meeting to discuss "how to teach." Much valuable time and discipline is lost on the supposition that advanced students do not need the painstaking methods of instruction required of teachers in the public schools, while Normal methods are doubling the efficiency of children's schools, the old abnormal methods prevail in most higher institutions.

The one agency which has proven most influential in my case, is the drill connected with "chapel exercises." Those old stories pointed with a moral, the rules of life and living so repeatedly rung in our ears, have become a part of me and I cannot act outside their influences.

Gratefully yours,

ALAN J. MAXWELL, Pastor M. E. Church.

READ AND CIRCULATE.

Nothing has impressed me more favorably in connection with the Normal School than its *methods of teaching*. You do not so much teach *text-books as established habits of independent, intellectual inquiry*. This may not be knowledge—but it is better—it is education. Other institutions may perhaps share these honors with you, but my impression is that their inception belongs largely, in this county, to the Normal School. It is of the utmost importance that those who teach should be able to do something in this direction for their pupils, hence a term or two at the Normal School, where these methods have been so long and successfully practiced, seems a desideratum with all who expect to make teaching in the common schools a profession.

L. W. SAVAGE, East Springfield, Pa.

I am doing the best I can to impart to others what I acquired at the Normal School. I was just thinking that the proceeds of last fall's term was equal to my expenses during two years at Edinboro. I should be glad to put what I am now earning into an investment equally as remunerative.

A. V. SUNDERLIN, Reed City, Mich.

The impressions I received while a student at Edinboro have been a great benefit to me, both as a teacher and business man. Your methods of instruction and your morning "talks" on topics in general are so unique that they make a lasting impression.

E. E. WHEELER, Bradford.

The advantages of the State Normal School at Edinboro as an educational institution for teachers has long been recognized. Its well-appointed faculty, practical course of study and thoroughness of instruction have won it a well-deserved reputation as a training school for teachers. Its great advantages are not confined alone to those who intend to teach, but to all who wish to acquire a thorough knowledge of the English language and the collateral sciences preparatory to business or professional life. The special feature of the school is the cultivation of patient independent habits of thought and self-reliance in study and recitation. I feel an earnest conviction that what little success I have had in college, and since in my profession, is chiefly due to the foundation laid while a student at the State Normal School at Edinboro.

THOMAS D. DUNN, West Chester.

ERIE, PA., July 7, 1883.

The Elder Adams, when on a visit to his neighbor and relative, the late Josiah Quiney, on the 2d day of November, 1821, in giving some reminiscences of his early life said: "After I left college I came home to Braintree to see my friends, and then went to Worcester to keep school to support myself, while at the same time I studied law with Judge Putnam. I advise every young man to keep school. I acquired more knowledge of human nature while I kept that school than while I was at the bar, than while I was in the world of politics or at the Courts of Europe. It is the best method of acquiring patience, self-command and a knowledge of character." I would advise every student, whether graduate or under-graduate, whether teaching as a life profession is contemplated or not, to take at least a year's course in a Normal Training School, to be followed by a few terms of active earnest teaching. As a step preliminary to any vocation in life, the value of such a training and experience cannot, in my humble judgment, be overestimated. As to the excellence of the Edinboro Normal as a teachers' training school, I speak from personal knowledge as well as from its merited and well-earned reputation.

GEO. A. ALLEN, Erie.

ERIE, PA., July 7, 1883.

A student at the Normal School in Edinboro, in '71 and '72, and a close observer of its workings and results during the past few years, I am able to speak of the merits of the institution with a good deal of information and certainty. I would earnestly advise all who desire to become successful teachers, to prepare themselves by attending the Normal School at Edinboro for one or two years. The methods used there are natural, the instruction given practical, and the discipline acquired indispensable. Those not intending to teach, but anxious to obtain a thorough training to fit them for other pursuits, can find no better place to attend school than at Edinboro. The town itself is pleasant, healthful and easy of access. The people are social, hard-working, and honestly interested in the welfare of the students, while the prices of living are so reasonable as to be within the reach of almost everyone.

JAMES BURNS, Erie High School.

The best teachers are those who have been specially trained to teach, and possess a thorough knowledge of the art of teaching, both in theory and practice. Many a one who has acquired great learning falls as a teacher, for the want of knowing how to impart his knowledge to others, or how to direct the energies of his pupils. The Normal School supplies this want and none more completely and thoroughly than the State Normal School at Edinboro. It also furnishes unusual advantages for the general student. I consider the year spent at the Normal of great advantage to me both in teaching and in business.

CHAS. W. TOWNSEND, Bradford.

FRANKLIN, PA., June 15th, 1883.

I have been acquainted with Prof. J. A. Cooper, Principal of the State Normal School at Edinboro, Pa., for over twenty years, and have been a close observer of his methods of teaching and discipline, and have been uniformly pleased with the result. The school seems to be practical and abreast of the times. The teachers who come from the institution are well qualified for their work, and seem to bear the impress of the school in system, thoroughness and discipline. Every teacher in our common schools should seek for preparation for successful work at Edinboro.

S. J. M. EATON, D. D.

READ AND CIRCULATE.

I consider your school one of the best Normal Schools in the country. Your catalogue alone is a very valuable text book on education and has given me many useful hints.

ERVING L. RICHARDSON,
Principal Public Schools, Windsor Locks, Conn.

To any one intending to teach I consider a course at a Normal School almost indispensable. The especial merits of the school at Edinboro are economy of expense, the pleasantness of the surroundings, its excellent teachers and its natural methods of instruction by regular and progressive steps.

A. G. GREENLEE, Wooster, O.

It did me good to go to the Normal School. It will do others good. I am getting twice the pay now that I did before I went to Edinboro, and I am now much better worth what I get.

C. F. McNUPT, Lamartine.

I consider the information, drill, encouragement, stimulus and enlargement of ideas I received while at Edinboro, of great value to me in my present work. The maxims and precepts there taught give one determination and energy.

D. D. DARROW, Publisher, Denver, Col.

PROF. J. A. COOPER.

ERIE, PA., July 2, 1883.

Dear Sir:—I received your catalogue of the State Normal School, to-day, for which accept my thanks. All such reminders have for me a peculiar interest, and I am greatly pleased to note the evidence of unmistakable progress made in the school since I left there in 1872. It is undoubtedly the outgrowth of deserved merit. The system used there was such as would naturally stimulate progress, not only in the pupil but in the faculty itself. The principle of self-reliance was ever foremost, giving courage and manhood and womanhood to the students. Mind-training, rather than book-learning, should be the principal object of every school.

Yours respectfully,

A. A. FREEMAN, J. P.

FRIEND COOPER.

CHARLESTON, W. VA., June 14, 1883.

Your note June 6th just received. It is now fifteen years since I have been connected with the cause of education. But during those long years I have never forgotten old Edinboro, nor your kindness to me, nor the good work done by you and your assistants. In private life I have always had, and always will have, a good word for you and the institution.

Respectfully yours, S. P. DAME.

PROF. J. A. COOPER, Edinboro, Pa.

ALLEGHENY CITY, July 3d, 1883.

Surely the advantage of a good State Normal School could not be otherwise than beneficial to our graduates from High Schools. However excellent such students may already be in the branches studied, yet but few of them have acquired tact in imparting instruction. As a class, graduates from our State Normals excel in this direction.

Yours truly,

R. H. HOOD, Formerly Principal of Covode Academy.

PROF. J. A. COOPER, Edinboro, Pa.

KITTANNING, PA., June 12, 1883.

My Dear Sir:—I thank you for the catalogue of the Normal School received some time ago. All reminders of the school days at Edinboro have for me a peculiar interest. I am greatly pleased to notice in the catalogue the unmistakable evidence of progress made by the school in the years intervening since I was with you. But such progress occasions no surprise. You have only met with merited success. Your system of instruction is direct and explicit. You teach and illustrate independence in thinking and studying. You stimulate self-reliance and a degree of courage which enables students not only to have opinions but to act on them. Any school having these features so prominent, and as well established as I know them to be in your school, must necessarily succeed. No student, I suppose, ever realizes the full importance of such methods while he is a student. But their value and importance comes to him when he himself enters the profession of teaching or engages in any one of the various lines of employment open to him. I believe that, in your terse, explicit and self-reliant methods of instruction, you have wielded a very wide and most favorable influence. It would be well if all the public schools could be supplied with teachers educated on your plan. I wish for the old school, having for me only the most pleasant and grateful memories, all the success it deserves.

I am, very truly, your friend,

J. P. COLTER.

PROF. J. A. COOPER.

CAMBRIDGEBORO, PA., June 14, 1883.

Dear Brother:—Yours of several days ago and of to-day are received. Been busy or I would have answered sooner.

I can with heartiest conviction give testimony of the real efficiency of the State Normal School at Edinboro, during all the long period it has been under your management. I am sure, from the statements of many former pupils whom I meet here and there, filling prominent and responsible stations in society, that a great many, even hundreds, of the young men and women, who have attended at Edinboro, have occasion to thank God for turning their feet thither. They acknowledge to me the debt of gratitude they owe to you, and the faithful, conscientious and efficient men and women who have been associated with you in the glorious work of instruction and government in which you have been engaged. Were it not designed for the eye of the public I would say more, and do justice to my feelings towards you, your co-laborers, and the school.

Yours most kindly

WM. GRASSIE.

It would be impossible for me to write anything that would do justice to my feelings in regard to the State Normal School at Edinboro. I consider the money spent at Edinboro for an education the best investment I ever made. It has paid me the best per centage. For those who wish to teach, the State Normal School at Edinboro, in my opinion, has no superior.

Respectfully,

THOS. OSBORNE, Jr., Wellsburg, Pa.

READ AND CIRCULATE.

The system of government is excellent; its methods of recitation natural, thorough and systematic; the general influences of the school stimulate to earnestness and fidelity.

W. B. JAMESON, Meadville.

Nature and an efficient management have conspired, seemingly, to make school life of Edinboro pleasant and profitable. A pure air, shady groves, grassy walks, and a gain of a lake bordered with green fields and shady woods are nature's donation. To the management is due a discipline that appeals to all that is manly and worthy in a student, so much so, that I never did amiss while there but I was heartily ashamed of it. Then there is that moral tone, that honest and economical disposition of time and means to be found only in a school where students themselves have been teachers.

S. T. BROCKBANK, Clearfield.

J. A. COOPER.

AKRON O., June 9th, 1883.

Dear Sir:—I take pleasure in bearing testimony to the excellence of the Edinboro State Normal School. I left it, with my class, in 1871. I feel that the work done there was systematic and thorough, and consider the training I received there as the foundation of my life-work as a teacher. I think that every person intending to teach should attend a regular Normal School.

Prof. W. D. SHIPMAN, Buchtel College, Akron, O.

DEFIANCE, O., July 3, 1883.

Dear Sir:—Looking back through thirteen busy years both as teacher and attorney, I can truly say a great part of my success has been in every instance due to the intensely practical training I received at the Pennsylvania State Normal School at Edinboro. Though other diplomas hang now in my office the one you gave me in 1871 hangs in the central place. Wishing you the success you so richly merit, I am

Your obedient servant.

FRANK W. KNAPP.

WAYNESBURG, May, 1881.

The Normal School, Edinboro, is one of the best schools in the land. I believe that the Normal School, Edinboro, is the leading Normal School in the State, if not in the United States.

Supt. S. F. HOGE, Supt. Greene Co.

Edinboro Normal School gives us scores of good teachers. Its students bring with them earnestness, industry, and teaching ability. Year by year its work is elevating the character of our schools.

D. F. RALPH, Supt. Lawrence Co.

My intimate acquaintance with your methods as well as with those of several similar schools, enables me to form, I believe, a correct judgment. Believe me, when I state that in my estimation, Edinboro State Normal School is one of the best schools for teachers of all grades in the country. Judging from the work of Edinboro graduates in this county, there remains no question of the merits of the school.

A. J. DAVIS, Supt. Clarion Co.

Our State Normal School is a mighty engine, elevating public sentiment and lifting up our schools toward the high plane which they are yet to occupy.

S. H. PRATHER, Supt. Venango Co.

The Edinboro Normal School in its aim, methods, and results is one of our best schools for the preparation of teachers. The institution especially excels in giving really practical educational power to its students. Every educator can but accept its "Creed" of seven golden propositions.

H. S. JONES, Supt. Schools, Erie, Pa.

I was a student at Edinboro. From experience and observation I regard the Normal School as one of the best educational institutions in our country.

J. M. SPROUL, Union City.

After twelve years acquaintance with the State Normal School, at Edinboro, Pa., and an intimate acquaintance with the Principal, I think I can say without any exaggeration of facts, that the school is all that it claims to be, and that as an instructor and manager its Principal cannot be excelled in the State of Pennsylvania. The school is a complete organization of system, which starts when the term opens with the regularity of an immense machine, and runs with great care and prudent management until it closes, and every student is required to conduct himself with the same regularity and prudent habits that are required of teachers.

W. HOLLISTER, M. E. Pastor, Cambridge.

While all Normal graduates may not be successful teachers, I take pleasure in saying that not only the graduates, but all the teachers who spent any considerable length of time at the Edinboro State Normal, and who have since taught in the schools of Butler County, during my Superintendency, are successful teachers.

JAS. H. MURLAND, Supt. Schools of Butler Co., Pa.

James T. Radle, Randolph, Pa., says to his neighbor's boy: "Beacher, go to school at Edinboro. Go through the course. You can do it. It will be worth more to you than a farm."

There is no better school for those who desire to fit themselves for teaching.

J. G. TOWNSEND, D. D., Pastor First M. E. Church, Meadville.

I take pride in making the statement that the teachers of our county who have had the advantages of several terms, and even one term of school, at Edinboro have succeeded well as teachers. Prof. Cooper's earnestness, peculiar and practical methods, make impressions on the minds of his pupils that must necessarily manifest themselves when such pupils become teachers independent of their instructor. There is certainly a powerful inspiration in Prof. Cooper's methods, and apt young persons catch this inspiration and are greatly benefited thereby.

M. L. McQuown, Supt. Clearfield Co.

I can not in too strong terms express my appreciation of the advantages offered to teachers and students by the Edinboro State Normal School. Its healthful location, its beautiful grounds, its large, elegant and tasteful buildings should in themselves prove a great attraction. But add to this its many facilities for imparting thorough, theoretical and practical knowledge of the teacher's art—its able, devoted and Christian faculty—its excellent museum and apparatus, its large reading room filled with ornamental book

READ AND CIRCULATE.

cases containing "the choicest works of the choicest authors,"—tables covered with papers and magazines—the best current literature of the day, a genial, accommodating librarian, easy chairs in "cunning" recesses for the reader, shrubs on the floor and portraits on the wall, giving one the feeling that he is in some author's parlor conversing with a living presence rather than in a reading room with dead volumes; and what more could be desired by any student in an Academic or Normal School. But in my judgment, one of the greatest excellencies of this school is its system of instruction. It seems to be the great aim of the faculty to arouse thought in the student, to stimulate to research, to train the mind to assimilate and classify knowledge for practical use, rather than simply to cram the mind "like a lumber garret" with undigested facts and theories. And I can say that this mental training, acquired while a student at Edinboro, has proved of inestimable benefit to me ever since.

Respectfully,
NARCISSA E. WHITE, Grove City, Pa.

I wish in some way to express to you my appreciation of our State Normal School at Edinboro, Pa. I do not know how I can do so better than by saying I moved back to Edinboro so that my children could attend that school. During the past nine months I have been over quite a portion of North Western Pennsylvania, and it has been my pleasure to meet a large number of students who have attended the school and who spoke to me of their great satisfaction with the school, and of their high esteem of the Principal. Parents also, who send their young people there, expressed themselves to me in the highest terms of commendation of the school. As a tree is known by its fruit, I will add this: In a number of villages where I have visited the schools have been taught by graduates from your school with abundant satisfaction.

Sincerely Yours,
J. R. PENDELL, Edinboro.

Your school has many commendable features. The thoroughness of the instruction, the simplicity of the regular course of study, the freedom from shams and unnecessary restrictions, these seem to me now, as I think it over, some of its strongest points. It certainly seems to me a much more suitable school for those intending to teach than any other of which I have any knowledge. It is not perfect, but it is so much less superficial than most boarding schools that I would advise every teacher to go there, whether intending to take the course or not.

Mrs. ELLA B. KRATZ, Beaver, Pa.

I regard the Edinboro methods as very superior. They are simple, practical and efficient. Even to the young man or young woman who contemplates a college course and does not intend to teach, I would say: "Take first a year or two at the Normal School."

L. L. DOANE, Peterboro, Ontario.

I remember many admirable things about Edinboro. What comes to me most forcibly at this distance of time is not your excellent methods of imparting knowledge, but your constant and unvaried efforts to mould the character of your pupils; to make men and women of them, men and women with true business habits and noble aims in life.

JAMES M. MICKEY, California, Pa.

The aim of every school should be mental discipline, teach students how to think, how to study, how to make the most of their time. The Normal I have always considered remarkably successful in doing this. No institution can do very much in the way of imparting knowledge. Yours does very little in this respect, comparatively speaking, but it does that which is of far more importance; it directs and stimulates the mind and develops in the student the power of similarly stimulating other minds with which he may come in contact. There are many other minor things that always commend Edinboro to me, its pleasant location, quiet surroundings, sociable and hospitable people, good moral influence and Christian sentiment.

G. W. KRATZ, Beaver, Pa.

I have attended several schools since I left Edinboro. But the impressions I received at Edinboro are more vivid in my mind than the ideas gained elsewhere. The demand for thorough recitations, the system observed in everything, the general lessons and exercises and the outside influences all combine to place the school at Edinboro for efficiency far above all other schools I have ever attended.

J. A. LAVELLY, New Bethlehem.

I have been to several good schools and am now a college graduate. In all my work and visitation of schools I have never found a place where I thought the moral tone and influence equal to that of the Normal School, Edinboro.

JOHN D. MEESE, Berlin, Pa.

I have felt since graduating at your school, and often said to others, that the Edinboro State Normal School gives to its students a more paying education than any other school. Your methods of stimulating students to independent thought, self-reliance, and perseverance are of the greatest importance. The moral lessons imparted there deserve the highest commendation. Honesty, integrity, obedience to duty, faithfulness, fidelity, and veracity are thoroughly impressed upon your students.

A. V. SUNDERLIN, Chase, Mich.

While attending Edinboro State Normal School, and since in my visits, I have been impressed with the disposition to thoroughness and the studious habits of its older students. In moulding this disposition and forming these habits, I consider it the first among all the schools with which I am acquainted.

CHAS. W. DEANE, Meadville.

I consider the State Normal School, Edinboro, second to none in educating teachers. There is no place to which I look back with more pleasure. I have found great good resulting to me personally from attending your school.

F. M. McCLINTOCK, Union City.

I consider the State Normal School the best school of which I have any knowledge. It is eminently a practical, common-sense school. The student there acquires a knowledge of humanity and of the world at large. He learns to rely upon himself, and remembers better what he sees and learns. His standing there depends entirely upon his own merits.

E. A. WALLING, Erie.

READ AND CIRCULATE.

From my experience as a student at Edinboro, as a teacher, and as County Superintendent of Warren Co., Pa., I can speak in the highest terms of the State Normal School. I found its students excelled as teachers. I cannot say too much in commendation of Edinboro methods.

BYRON SUTHERLAND, Minneapolis, Minn.

If any one thing about the Normal School, Edinboro, appeared to me as more commendable than others it was this: The intent of every exercise was to impress upon the mind of each student that school work was his business, and that school business should be performed with the same fidelity as other business.

HENRY V. HOTCHKISS, Meadville.

The time I spent at the Normal School was the most profitable part of my life.

H. F. GOODBAN, Arcadia, Wis.

Edinboro Normal School teaches the right use of books. It shows students how to discipline the mind and gives a love for knowledge. It "sets students on the road to their highest development as thinkers and doers." I consider it one of the best schools in the country.

A. N. CAMP, Mansfield, O.

Advantages possessed by Edinboro Normal School over other schools that I have attended:

I. The location of the school is peculiarly favorable to the student. The town in which it is situated is purely a school town whose people are fully in sympathy with the students. Being remote from the R.R. there is less of that unrest among students which is often found in schools easier of access and where students are constantly coming and going.

II. The instructors are efficient. Many of them have been employed in the school for a number of years. They are thoroughly informed on the subjects which they teach. One of the leading features of their instruction is that it leads the pupil to cultivate the habit of thinking for himself and forming opinions of his own.

III. The students are characterized by their industry and devotion to their work. A teachable spirit prevails among them. The morals of the students are of a high standard and the school is almost entirely free from the lawless and ruffian spirit which often characterizes similar institutions.

IV. The apparatus is superior in all the departments and is brought into almost constant use. I have found that used in Natural Philosophy and Physiology especially beneficial to me.

One of the most important features of the school is the Library. Students who have a taste for reading may here find an opportunity to indulge it. The works contained in the Library are such as every teacher should be familiar with. The students possess a stock of general information that has evidently been gleaned from this source.

G. B. SWEENEY, Latrobe.

I have attended a number of excellent schools, normal, academic and collegiate. I have found the advantages at Edinboro to be unexcelled. Before I left Edinboro for college I was told by one who had attended both the Normal School and college, that "a year at Edinboro would give as much thorough mental discipline as four years at College." I have found this statement true.

C. M. McLAUGHLIN, Negley.

To prepare teachers and to teach teachers is the function of the Edinboro Normal School. Its graduates show by their character and efficiency, the excellence of its management. Its students carry with them an atmosphere of culture, of self-reliance, of energy and devotion, beneficial to the communities in which they abide.

HON. I. B. GARA, Erie.

PROF. J. A. COOPER,

PENFIELD, CLEARFIELD CO., PA., JULY 5TH, 1883.

Dear Friend:—One of my daughters wished to study music and some other special branches for a year or two, and one wanted to graduate in the Normal School course. The question was where to go. My visit to Edinboro a few days since, was made for the purpose of seeing the school buildings and surroundings at Edinboro, where you have been engaged for so many years. My sister and several other graduates have spoken in high terms of your management and of the school; and from my personal acquaintance with you since 1859 I was prepared to find that your part as Principal is said by citizens and students to be well done. I will mention a few considerations that settled my mind in favor of sending my children to Edinboro.

1st. Expense.—The entire cost of tuition, board room, fuel, lights, books and stationery for the normal studies need not exceed \$150. And to one who graduates and signs the agreement to teach in the schools of the state for two years, the cost is within \$100.

2nd. Access.—Going by the P. & E. R. R. on the Erie mail, which leaves Philadelphia at midnight and passes Driftwood at noon, reach Corry at 6 P. M. go by the P., N. Y. & Ohio R. R., twenty-nine miles to Cambridge, take stage seven miles and be in Edinboro at 8 P. M. The route from towards Oil City and Pittsburgh seems equally easy.

3rd. Situation.—The village is on a rolling plateau between the water-shed towards Lake Erie on the north and Allegheny River, branch of the Mississippi on the south, with a beautiful little lake on its northern boundary. It is in the midst of a fine farming country. The village is neat, quiet,—plenty of shade, good churches and pleasant residences. The Law forbids liquor selling to students, public billiard tables &c., within five miles.

4th. School Buildings.—I am not familiar with the names of the seven buildings, but they are substantial and commodious. The grounds are beautifully laid out in walks and grass, with plenty of trees. In fact any one who looks at the "view of grounds, 1883" on the last page of your circular sees them as they are. My impression is that the "State Normal School at Edinboro, Erie Co., Pa."—with its enterprising Trustees, experienced and energetic teachers, and with its excellent moral surroundings, reasonable prices and healthy location—offers a safe and an economical place for persons who want to study. I would advise students to "board in the Hall" as far as there is room. Also to go to stay the whole year, and not take a journey home during the two or three weeks vacation.

Sincerely Yours, L. BIRD,

CORRY, PA., JULY 7TH, 1883.

It is about twenty-one (21) years, since, by the appointment of the Erie Conference, I was sent to Edinboro, where I met Prof. Cooper. The future of the school was then an

READ AND CIRCULATE.

experiment. * * * The school has gradually increased in influence, until it has become a moral and intellectual power in the land. Its Principal is not only a model and self-made man, as a teacher, but a model of industry and economy for all his students. In connection with its system of instruction carried out by its Principal and a noble corps of teachers, in my judgment it stands unsurpassed by any other institution.

Rev. J. W. WILSON, Corry, Penn'a.

For thoroughly fitting one for work in the school-room, or for laying a solid foundation for a more extended education, I always say the Edinboro State Normal School takes the lead.

W. F. GOODBAN, Pleasant Plain, Iowa.

Edinboro has long held high educational rank, and has deserved the patronage hitherto so generously extended. Discarding mere show and all shams, the object there seems always to have been to reach the best results, by the shortest and most direct methods.

E. C. McCLINTOCK, Boston, Mass.

We have in Forest County a number of teachers who have attended the Normal school and I am satisfied that Edinboro has helped them to do much better work than they could have done unaided by such help.

J. E. HILLARD, Supt. Forest Co.

SALIDA, COLORADO, JULY 5TH, 1883.

What impresses me most forcibly in the Northwestern State Normal School, is the thorough common sense of its teachers, and their practical methods of instruction. Pupils are taught knowledge, and what is more important, they are taught how to use it. They are taught their true relations to life, and are made to see that the real meaning of all its existence is its utility. Under such instruction no student can fail to acquire higher aims and loftier aspirations. It is emphatically a school calculated to prepare the young for the active duties of life, and as such occupies a high place among the educational institutions of the country.

F. T. OLARK.

PROF. J. A. COOPER,

MERCER, JULY 13th, 1883.

Dear Sir:—I regard the Edinboro State Normal School as one of the best agencies in the state for preparing teachers for common school work. I judge by what I know personally of the school, as well as by the successful school-room work done by its students.

Very truly Yours, A. J. PALM, Co. Supt. Mercer Co.

In point of well-directed effort, good conduct and high character of the students Edinboro Normal School compares favorably with the best schools in the country.

L. C. GREENLEE, Falls City, Nebraska.

The Edinboro Normal School has awakened an enthusiasm for self-improvement in scores upon scores of young men and young women.

J. W. STURDEVANT, Port Richmond, N. Y.

I have visited the Normal School, Edinboro, and have noticed with interest the good, thorough, working library, and its excellent system, the cabinets and apparatus, and know that I could use the advantages there offered to my profit. Any person intending to prepare for teaching will do well to go to Edinboro.

REV. T. A. EDWARDS, Union City.

I recommend all who expect to teach to take a thorough course of study at the Edinboro Normal School.

C. G. FOREST, Mercer.

The following suggestions and counsels were issued in June 1879. In order to assist and encourage teachers, they are republished:

To the Teachers of our Respective Counties, Greeting:

We, the Superintendents of the Schools of the Counties of Beaver, Butler, Clarion, Crawford, Erie, Lawrence, McKean, Mercer, Venango and Warren, hereby invite your co-operation in securing better educational facilities and promoting the interests of education in our counties by the following aims and methods within your reach:

1. Give yourself wholly to school work; determine to live from its rewards and to remain in the profession.
 2. Strive to grow in knowledge, skill and teaching power.
 3. Accumulate the tools of the profession—apparatus, books and educational journals.
 4. Adorn your school house and school grounds.
 5. Educate public sentiment in favor of good schools.
 6. Strive to secure for your school a growing cabinet, library and set of apparatus.
 7. Establish reading circles, literary and educational societies.
 8. Strive to quicken the intellect of the district, furnish food for thought and so stimulate the people of the district that they will gladly pay you a living salary.
 9. Try to introduce good papers and books into every house, that the children may become familiar with and love good reading.
 10. Cultivate good feeling in the district.
 11. Co-operate with other teachers and educators in all proper attempts to advance the cause of education, attend conventions and institutes.
 12. Pursue a course of reading and study. Join a "circle" or start one.
- Education is advancing. We invite you to take a leading part in educational work this year. Remember he helps himself most who tries to help others most. Meditate upon

READ AND CIRCULATE.

these suggestions, read them over often and strive to prove yourself a power for good in your own school and district.

Sincerely yours,
 BEN. FRANKLIN, CHARLES TWining, A. J. PALM,
 D. F. McKEE, D. F. BALPH, S. H. PRATHER,
 A. J. DAVIS, W. H. CURTIS, N. R. THOMPSON.
 C. F. CHAMBERLAIN.

POPULATION OF GREAT CITIES.

| | |
|---------------------|-----------|
| London..... | 3,832,440 |
| Paris..... | 2,225,910 |
| Berlin..... | 1,222,500 |
| New York..... | 1,206,299 |
| Vienna..... | 1,103,110 |
| St. Petersburg..... | 876,570 |
| Philadelphia..... | 847,170 |
| Constantinople..... | 600,000 |
| Brooklyn..... | 566,663 |
| Chicago..... | 503,185 |
| Boston..... | 369,832 |
| Madrid..... | 367,280 |
| Buda Pesth..... | 360,580 |
| St. Louis..... | 350,518 |
| Warsaw..... | 339,340 |
| Baltimore..... | 332,313 |
| Amsterdam..... | 317,010 |
| Rome..... | 300,470 |

PENNSYLVANIA STATISTICS.

| | |
|---|---------------|
| Square miles..... | 45,215 |
| Acres..... | 28,937,600 |
| Population..... | 4,282,891 |
| Families..... | 840,452 |
| Dwellings..... | 776,124 |
| Farms..... | 213,542 |
| Value of Farms..... | \$975,680,410 |
| Bushels Wheat raised..... | 19,462,405 |
| “ Corn “..... | 45,821,531 |
| “ Oats “..... | 33,841,439 |
| “ Rye “..... | 3,083,621 |
| “ Buckw't “..... | 3,593,326 |
| Pounds Tobacco..... | 36,948,272 |
| Manufacturing establishments..... | 31,225 |
| Value of Manufactured Articles..... | \$744,748,045 |
| Bushels of Salt manufactured..... | 851,450 |
| Tons of Pig Iron produced..... | 2,190,786 |
| Tons of Coal mined..... | 48,500,016 |
| Cords of Wood used..... | 7,361,962 |
| Cost of Public Schools..... | \$ 7,994,705 |
| Salaries of Teachers..... | 4,677,017 |
| Teachers employed..... | 12,828 |
| Pupils enrolled..... | 931,741 |
| Universities and Colleges..... | 27 |
| Miles of Rail Road..... | 6,748.28 |
| Ships owned..... | 293,973 |
| Periodicals Published..... | 895 |
| Mean Annual Temperature in degrees..... | 54 |
| Annual Rainfall in inches..... | 36 |

READ AND CIRCULATE.

FACTS AND FIGURES.

It costs the government \$4,000 to educate a cadet at West Point.

The foreign commerce of the United States is above \$1,600,000,000 annually, only one-sixth of which is carried in American vessels.

Of the great productions of the United States there is exported 5 per cent. of the corn, 40 per cent. of the wheat, 45 per cent. of the tobacco and 76 per cent. of the cotton.

The leading imports of the country are sugar, coffee and manufacture of wool, cotton and iron. The leading exports are cotton, grain, provisions and petroleum.

Turks Island produces 2,000,000 bushels of salt annually, worth about 7 cents per bushel.

The deepest sounding made in the Atlantic Ocean is 27,466 feet at latitude 19 deg. 4 min. N.; longitude 66 deg. 24 min. W.

SELECT THOUGHTS.

Any process by which three dollars could be made to go as far as six, would double the wealth of the world and be of enormous value to every individual.

At Edinboro \$3.00 will bring as much to the student as \$6.00 will in most schools, because the school is fifty per cent. better and twenty-five per cent. cheaper, making \$1.00 in Edinboro equal to \$2.00 at most schools.

A book found in Prof. Joseph Henry's Library after his death had this record on its fly leaf written by his own hand.

"This book has, under providence, exerted a remarkable influence upon my life. It accidentally fell into my hands when I was about sixteen years old, and was the first work I ever read with attention. It opened to me a new world of thought and enjoyment; invested things before almost unnoticed with the highest interest, fixed my mind on the study of nature and caused me to resolve that I would immediately commence to devote my life to the acquisition of knowledge."

The aim of the Normal School is to do for its students what that book did for young Henry; start them on the road to their own self culture, open a new world of thought, fix the mind on study, develop resolution.

The great lack of our country is a lack of properly educated men, men with full, specific, exact knowledge, with self-reliance and sound judgment.

The art of teaching school is not the art of asking questions, or of punishing pupils. It is the art of arousing thought and leading children to the right, the natural, and the best use of their intellectual and moral powers.

The cheapest school is the one which gives the most for every dollar charged.

The consciousness of complete and thorough attainment of even elementary knowledge inspires confidence and arouses an interest in study.

If Pennsylvania farms are worth on an average \$4,568, and a two years' course at Edinboro costs on an average \$248.74, and is worth more than a farm (see Mr. Radle's advice, page 12), what per cent. does a young person make who invests \$248.74 in a course at Edinboro?

Almost every student in the higher schools is there because he wills to be there. If twice as many willed to attend, they would attend.

It is the diligent use of opportunities that makes one wise and learned.

The important thing to acquire is power of application and motive for application.

The aim of exercise is to develop the power of recuperation.

READ AND CIRCULATE.

STATE NORMAL SCHOOL.

EDINBORO, PA., July, 1883.

To Edinboro Students:—

After twenty-two years services in this school—twenty of them as principal, I sent out a circular letter to friends asking their impression of Edinboro. The replies were most flattering, and I herewith present extracts from them. They show the school as seen by others' eyes.

Believing from such testimony that we have the very best school in the State, I am stimulated to make it still better. We shall have many increased facilities next year. I shall myself teach the elementary classes in theory, and shall give students three full studies besides theory.

Prof. Langley will teach the Algebra, Prof. Chatley the Geometry, Miss Lee the English Language, and Prof. F. W. Clark, an excellent teacher and for the past three years a special student at the Wesleyan University, Middletown, Conn., will teach Latin and Greek.

We shall open a special College Preparatory Class. We have always urged our students to go on and take a full college course. We engage Prof. Clark that our students may be fitted to enter college and continue their studies without break of method.

Do you know any young men or women who should attend school? Send me their address and give me some information about them.

Miss Sherman, after nineteen years faithful and efficient service, retires from the school. Miss Compton and Miss Lee are spending the summer at Martha's Vineyard, Summer Institute. Miss Benn is at Chautauqua.

We expect a great increase of students next year.

Wishing you every blessing, your friend,

J. A. COOPER.

THE NEW READERS. BUTLER'S SERIES.



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IN ALL THE ESSENTIALS OF GOOD READERS,
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STATE NORMAL SCHOOL, EDINBORO, PA.

This school offers unexcelled advantages for study, for learning to teach, for a general education, and for college preparation. Our students take the highest rank at college.

A. G. Greenlee, a graduate of the school, has a higher rank at Wooster than any other student. He has received free tuition for the past two years on account of his scholarship.

Extracts from Our Students' Testimony.

The two years at Edinboro I look upon as the most profitable of my life.—*Ira D. Darling.*

The two years at the Normal I regard of more value than my four years' college course.—*A. J. Maxwell.*

I consider the training I received there as the foundation of my life-work.—*W. D. Shipman.*

It develops power in the student.—*G. W. Kratz.*

There is no better place to attend school.—*Jas. Burns.*

The discipline appeals to all that is manly and worthy in a student.—*S. T. Brockbank.*

In efficiency far above other schools.—*J. A. Lavelly.*

It gives a love for knowledge.—*A. N. Camp.*

Advantages over all other schools.—*G. B. Sweeney.*

The broad basis of culture fits one for manhood and womanhood.—*M. E. Dodd.*

At Edinboro, school work is business to be performed with the same fidelity as other business.—*Henry V. Hotchkiss.*

Students study more and more efficiently at Edinboro than elsewhere.—*B. D. Curtis.*

The school is progressive. It increases its facilities and improves its methods yearly. It expended in improvements in 1880, \$25,000; in 1881, \$5,500; in 1882, \$4,500; and in 1883 has ordered improvements to the value of \$15,000.

The system used there naturally stimulates progress, not only in the pupils, but in the faculty itself.—*A. A. Freeman.*

Every arrangement and influence tends to incite healthy mental action and lead students to a wise use of time, money and effort.

The library is open daily from morning till evening. The books are in open cases inviting students to come and read.

The apparatus is in constant use; the cabinets are always in sight.

Students here study to know and to keep.

What I learn here I know and remember.—*N. Marsh.*

There is nothing so valuable in education as accuracy. We teach students to be accurate.

Waste is the cause of want. We train students to avoid waste.

An experienced teacher says: "Two-thirds of the time devoted to study is lost or worse than wasted."

We show students how to avoid waste.

We avoid shams. We give no prizes. We do not stimulate students by class-marks. We use higher motives, more permanent incentives.

For hand-book containing description of the school, its facilities and methods, address

J. A. COOPER, Edinboro, Pa.

TO EDINBORO STUDENTS.

Nearly every student coming to our school, comes because some former student has talked Edinboro to him.

In every place there are young people who may be induced to attend school. Are there some near you? Should you turn their steps Edinboroward, will they hereafter thank you for it?

Will you try to stir them up to come here? One term may do them great good. Please send me their names, and a brief statement of their ability and education.

Your friend,

J. A. COOPER.