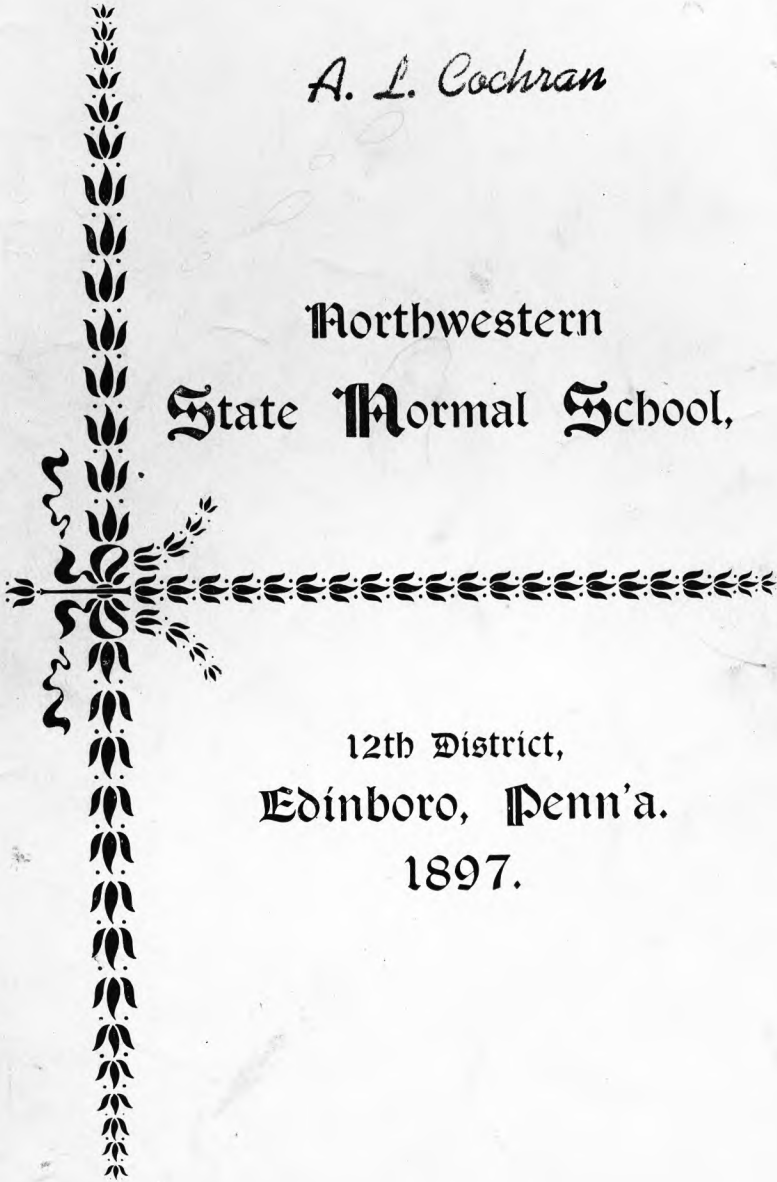
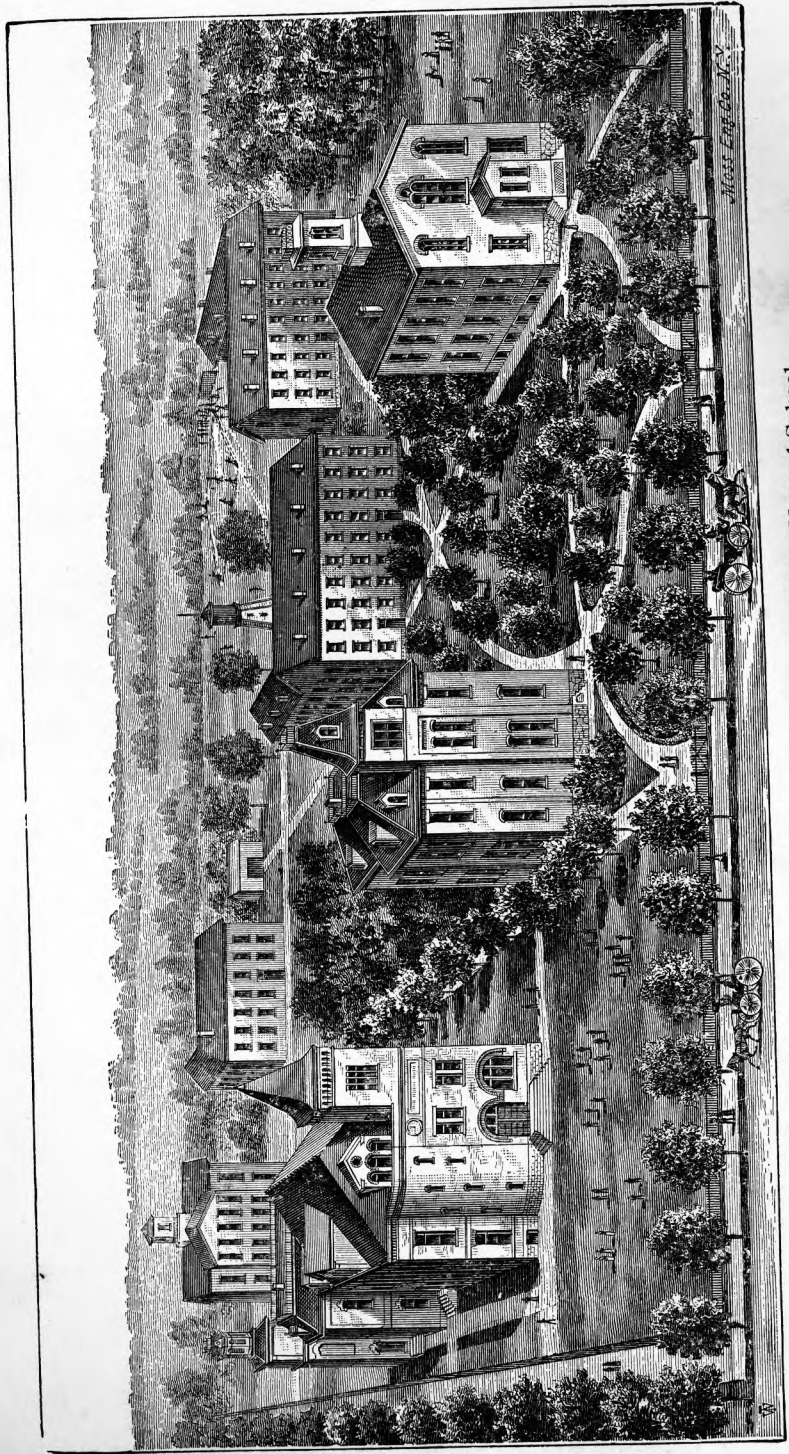


*A. L. Cochran*

Northwestern  
State Normal School,

12th District,  
Edinboro, Penn'a.  
1897.



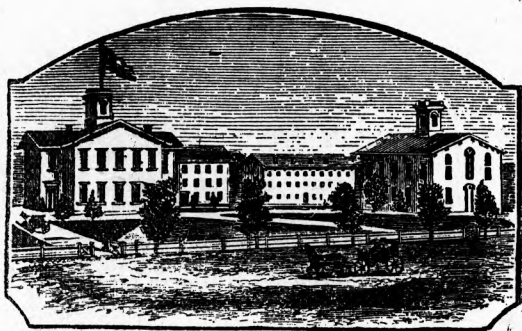


View of the Buildings and Grounds of the State Normal School.

# ANNUAL CATALOGUE

OF THE

NORTHWESTERN



(FROM A PICTURE TAKEN IN 1861.)

## *State Normal School,*

TWELFTH DISTRICT,

EDINBORO, PENN'A.

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Founded as an Academy 1855.

Recognized as a State Normal in 1861.

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YEAR BOOK OF GENERAL INFORMATION.

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CAMBRIDGE SPRINGS, PA.:  
ENTERPRISE PUBLISHING COMPANY.  
1897.

## CALENDAR, 1897-8.

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### Fall Term—Sixteen Weeks.

August 30th, Monday—Fall Term begins.

December 17th, Friday—Fall Term ends.

December 17th to December 27th—Holiday Vacation.

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### Winter Term—Twelve Weeks.

December 27th, Monday—Winter Term begins.

March 18th, Friday—Winter Term ends.

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### Spring Term—Fourteen Weeks.

March 22d, Tuesday—Spring Term begins.

June 19th, Sunday—Baccalaureate Sermon.

June 23d, Thursday—Commencement.

**State Board of Examiners.**

**June 14-17, 1897.**

HON. N. C. SCHAEFFER,  
State Superintendent of Public Instruction.

E. ORAM LYTE,  
Principal of State Normal School, Second District.

R. K. BUEHRLE,  
Superintendent of Schools, Lancaster City.

J. W. SWEENEY,  
Superintendent of Schools, Elk County.

JAMES A. McLAUGHRY,  
Superintendent of Schools, Sharon.

W. A. BEER,  
Superintendent of Schools, Clarion County.

H. M. PUTNAM,  
Superintendent of Schools, Warren County.

J. R. FLICKINGER,  
Principal of State Normal School, Twelfth District.

## Board of Trustees.

### REPRESENTING THE STOCKHOLDERS.

Term Expires 1898.

I. S. LAVERY, Lavery, Pa.	V. B. BILLINGS, Edinboro.
R. J. WADE, Edinboro.	N. T. McLALLEN, McLallen's Corners.

Term Expires 1899.

F. T. PROUDFIT, Edinboro.	V. A. HOTCHKISS, Edinboro.
D. H. WALKER, Edinboro.	L. A. THOMPSON, Drake's Mills.

Term Expires 1900.

J. T. WADE, Edinboro.	O. A. AMIDON, Edinboro.
H. C. BILLINGS, Edinboro.	GEORGE COLE, Edinboro.

### REPRESENTING THE STATE.

Term Expires 1898.

O. P. REEDER, Edinboro.	HENRY STEADMAN, Edinboro.
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Term Expires 1899.

DR. S. B. HOTCHKISS, Edinboro.	M. M. WELLMAN, Edinboro.
--------------------------------	--------------------------

Term Expires 1900.

DR. M. S. GILLESPIE, Edinboro.	L. A. MARCY, Cambridge Springs.
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**Officers of the Board,**

V. B. BILLINGS,	-	-	-	-	President.
O. A. AMIDON,	-	-	-	-	Secretary.
JOHN PROUDFIT,	-	-	-	-	Treasurer.

---

**COMMITTEES.****Instruction and Discipline.**

F. T. PROUDFIT,      HENRY STEADMAN,      V. B. BILLINGS.

**Grounds and Buildings.**

J. T. WADE,      L. A. MARCY,      N. T. McLALLEN.

**Library, Apparatus and Cabinet.**

V. A. HOTCHKISS,      O. A. AMIDON,      D. H. WALKER.

**Audit and Finance.**

O. P. REEDER,      I. S. LAVERY,      M. M. WELLMAN.

**Household.**

R. J. WADE,      DR. M. S. GILLESPIE,      GEORGE COLE.

**Supplies.**

H. C. BILLINGS,      DR. S. B. HOTCHKISS,      L. A. THOMPSON.

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Regular meetings, first Friday of each month.

## Faculty and Instructors.

..... 1896-7 .....

J. R. FLICKINGER, A. B., A. M. (Princeton) Post-graduate  
student U. of Pa., PRINCIPAL.

Psychology, Civics, Philosophy of Education.

JAMES M. MORRISON, M. E. D., Post-graduate, (Edinboro)  
Chautauqua Training School Course.

Algebra, Geometry, Methods.

EVELINE J. STANTON, PH. B., (Bucknell) Post-graduate  
student Chicago University, PRECEPTRESS.

Latin, Rhetoric, Grammar.

MILTON S. KISTLER, M. E., (West Chester) PH. B., A.  
M., (Dickinson.)

Latin, Literature, Grammar.

EDITH SCHILLINGER, (King's School of Oratory.)

Elocution, Delsarte, Physical Culture, Reading.

CLAYTON A. PETERS, M. E., (Millersville) M. S., A. M.,  
(University of Michigan.)

Sciences, Manual Training.



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**Faculty and Instructors.—Cont'd.**

ANNE M. GOSHEN, M. E., (West Chester) PH. B., (University of Michigan.)

Principal of Model School ; Methods.

WILLIAM MOST, LIBRARIAN.

Drawing, Writing.

FLORA L. WHITE, M. E., (West Chester) Post-graduate student U. of Pa.

History, Geography, Spelling, Critic work.

IRA B. PEAVY, M. E., Post-graduate student, (Edinboro.)

Arithmetic, Physical Geography, Bookkeeping, Manual Training.

ALICE G. BUSH,

Voice Culture, Piano.

MRS. MARY K. PETERS, PH. B., (University of Mich.)

Geometry, German, Geography, Latin.

ANNIE L. WILSON,

Secretary.

JOHN B. TORRY,

Steward.

## History of the School.

The Edinboro State Normal School was recognized as a Normal School by the State authorities on the 23d day of January, 1861. It is thus the oldest Normal School in the State except one, and from that day to this it has been one of the strongest educational factors in the State. During its history, almost 11,000 students have received their education here and about 800 graduates have entered the ranks as public school teachers. With such a *clientele* it has been able to do more for the great cause of public school education in the north-western part of our commonwealth than all other factors combined.

This prosperous school grew out of an academy which was opened in 1855 and the first building was built by subscription in 1856. Two additional buildings, now known as Science Hall and the Ladies' Dormitory, respectively, were erected in 1858. In 1860, the Boys' Dormitory was erected. In addition to the buildings mentioned, there are, Music Hall, built in 1878, Recitation Hall, built in 1880, and Normal Hall, completed in 1890. These buildings are all large and attractive, with accommodations for 500 students. They stand on a tract of twelve acres on the southeast edge of the borough, which has been planted with trees and laid out with beautiful walks. In fact, visitors tell us that we have the most picturesque, the most attractive and best shaded Normal School grounds in the State. Our buildings are heated by steam, and the dormitories are comfortable and homelike. The village of Edinboro contains a population of about 1,000 and is situated eighteen miles directly south of Erie and six miles north of Cambridge Springs, with which it is connected by daily stages. A line for an electric railroad has been surveyed from Meadville via Cambridge Springs to Edinboro, and

grading is now being done and there are good prospects of its completion during the present year.

The town is beautifully shaded and has splendid sidewalks. The second largest lake in the State is located on the outskirts of the town. A convenient boat house, well supplied with boats, including a steam launch, affords opportunity for a most delightful sort of recreation. The time is not far distant when Edinboro will become a popular summer resort, for men of wealth are already contemplating the erection of summer hotels on the shores of our beautiful Conneauttee lake.

Edinboro is one of the healthiest school towns in the State and is more free from epidemics than large centers of population and railroad towns. A complete system of sewerage has been constructed at large expense for the school grounds and various buildings, conveying all sewage and waste into a creek of constantly running water. In consequence of this, the water supply for the school is exceptionally pure and wholesome, without the usual danger of contamination.

#### ACCESS.

The nearest railroad station is Cambridge Springs on what is known as the Erie Railroad, and hacks connect with trains at that place. This road makes good connections for the south and west at Meadville, eighteen miles away, and at Corry on the Philadelphia & Erie for the north and east.

#### BOARDING, ETC.

All students attending any department of this school who do not live with their parents or guardians and who are not under the immediate charge of such parents or guardians, shall be subject to the following rules and regulations :

1st. All students must room and board in the school dormitories unless for special reason they may be permitted to go to private houses in town.

2d. No student shall be permitted to engage a boarding place in town without first having consulted the principal.

3d. Permission to change rooms or boarding places must in every case be obtained from the principal.

4th. Students must not be absent from their rooms in the evening without the consent of the hall teacher.

5th. Students may receive calls only during the hours devoted to recreation, and only then after having received permission from the principal or the teacher in the hall.

6th. Each student will be held responsible for damage to his room and furniture.

7th. Gentlemen not connected with the school are not permitted to call upon lady students unless by permission of the principal.

8th. All students are expected to refrain from smoking, in the buildings or on the grounds.

9th. As the institution is not a reformatory, all students whose conduct is unseemly and unbecoming the character of a lady or a gentleman will be after one warning, if persisted in, dismissed from the school.

10th. The aim of our school is character building as well as intellectual culture, hence all students are expected to act, while members of this school, as ladies and gentlemen.

The management of the school reserves the right to make changes at any time in these rules and regulations and to add to the same without further notice.



## The Function of the School.

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The primary function of the Normal School is to make teachers for the public schools of the commonwealth. Edinboro recognizes this as the paramount aim and the one for which it was primarily created. Therefore, two things are kept prominently in view throughout the entire course, namely: the child and the teacher; the child being the subject and the teacher the moulder of the child's life. If the aim of the teacher is the development of an effectual will, the teacher

himself must have a comprehensive knowledge of child development and of psychology. The latter in connection with its subjective side must comprehend the science of education, and its relation to child development must include the art of education, which makes method its essential subject. From this point of view a Normal School is distinctively a professional school and as such it ranks with schools of applied science, of law, and of theology. In another sense, it is both professional and academic, but all academic work in a Normal School has a professional value. That is to say, all academic work in a Normal School is approached from the standpoint of the prospective teacher. Hence, the paramount question in the mind of the Normal student when studying Grammar, History or Arithmetic always is, "How shall I teach it?" which involves of course a knowledge of the subject. But there is a vast difference between simply knowing a subject and knowing how to teach it. This view of the Normal School has necessitated a two-fold division of the work, namely: the theoretical and the practical. On the theory side, we have Psychology as the central science, and associated with it Ethics, Reasoning, and History of the race. On the practical side, we have class-room instruction by the prospective teacher as well as periods for the observation of the work done not only by fellow-students, but by expert critic teachers. Every practice teacher of the Model School is taught to prepare each recitation and then required to submit it to the critic teacher before he is allowed to assume the important position of teacher of the class. This judicious blending of theory and practice is what makes a Normal School *facile princeps*, the teachers' college. While not all Normal graduates are necessarily high grade school teachers, they are as a class the only teachers that enter the school-room with a more or less definite aim. They are taught to have a professional spirit, that intangible something which is so essential in every profession. This is the chief reason why all of the important states—as Massachusetts, Wisconsin and Michigan—are increasing the number of their Normal Schools.

## Catalogue of Students, 1896-7.

### POST-GRADUATES.

NAME.	POSTOFFICE.	COUNTY.
Cowen, Karl D.	Edinboro,	Erie.
Most, Ida D.	Edinboro,	Erie.
Most, Louis H.	Edinboro,	Erie.
Peffer, Emma Josephene	Sterrettania,	Erie.
Reeder, Harry O.	Edinboro,	Erie.
Swift, Dean E.	Edinboro,	Erie.
Thickstun, Kate	Crossingville,	Crawford,
Wade, Charles T.	Edinboro,	Erie.
Walrath, Frances C.	Edinboro,	Erie.
Woodward, Peter M.	Lincolnvillle,	Crawford.
Wilson, Annie L.	Edinboro,	Erie.

### SENIORS.

Benjamin, Gladys	Edinboro,	Erie.
Benn, Lucy Anna	Troy Center,	Crawford.
Bryan, Florence Amelia	McKean,	Erie.
Cassidy, Belle	Centerville,	Crawford.
Curry, Della	Sturgis,	Crawford.
Davis, Mary Elda	Boscobel,	Erie.
Harrison, May	McLane,	Erie.
Harter, Bertha Jeanette	Edinboro,	Erie.
Henry, Virgil R.	Kennard,	Mercer.
Homan, Daisy Olive	Venango,	Crawford.
Hotchkiss, Nellie Saphrona	Saegertown,	Crawford.
Maloney, Erma	Wayland,	Crawford.
McCurdy, Jennie	Hydetown,	Crawford.
McDonnell, Edward L.	Wattsburg,	Erie.
McKay, Georgianna Marie	Venango,	Crawford.
McWilliams, Verniece	Edinboro,	Erie.
Meehan, Sara Belle	Wesleyville,	Erie.
Mershon, Burton B.	North Springfield,	Erie.
Miller, Conrad M.	Coudersport,	Potter.
Palmer, I. Charles	Manito,	Westmoreland.
Peffer, Thomas G.	Sterrettania,	Erie.
Rhinesmith, Blaine H.	Blain,	Perry.

NAME.	POSTOFFICE.	COUNTY.
Ross, Janette	Tillotson,	Crawford.
Selinger, Helen A.	McKean,	Erie.
Seymour, May Antoinette	Bradford,	McKean.
Shepard, Clara	Union City,	Erie.
Smiley, Orton Ray	Mill Village,	Erie.
Snyder, Sarah Dena	Utica,	Venango.
Stancliff, Wayne G.	Edinboro,	Erie.
Steinhoff, C. Wilmina	Edinboro,	Erie.
Thickstun, Hattie Mae	Crossingville,	Crawford.
Ward, Mary Alice	Johnsonburg,	Elk.
Yaple, Edna	Edinboro,	Erie.
Zents, Susie Eudora	Townville,	Crawford.

### JUNIORS, PREPARATORY, ETC.

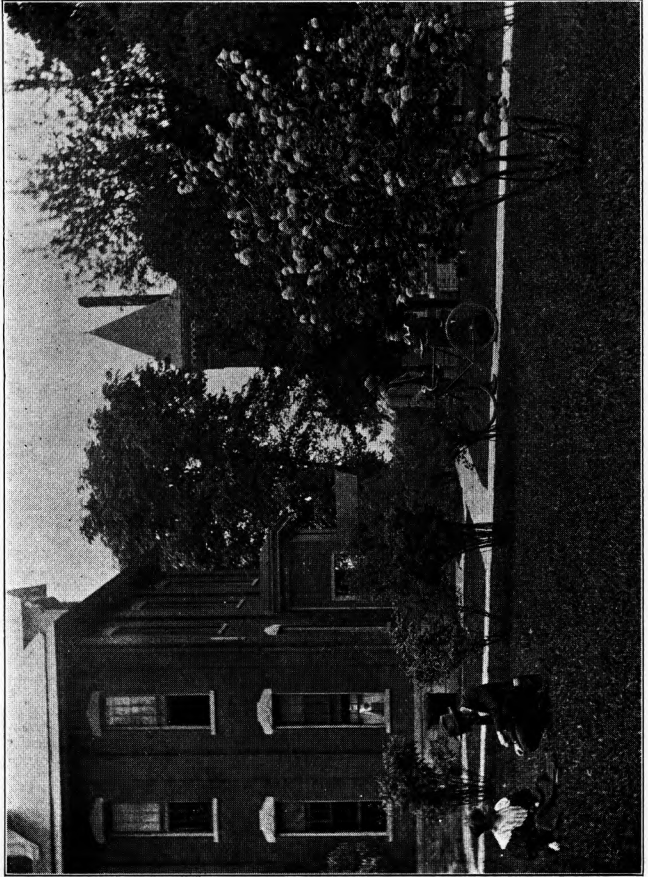
Aikens, Cora Dell	Spartansburg,	Crawford.
Aikens, Maude Fern	Spartansburg,	Crawford.
Alsdorf, Myrna E.	Spartansburg,	Crawford.
Altenburg, Arthur E.	Troy Centre,	Crawford.
Altenburg, Alta	Troy Centre,	Crawford.
Altenburg, Grace	Townville,	Crawford.
Amidon, Blanche	Edinboro,	Erie.
Anderson, J. Grant	Sturgis,	Crawford.
Anderson, Ralph	Union City,	Erie.
Anderson, Thomas Clyde	Sturgis,	Crawford.
Ash, Bertha Belle	Long's Stand,	Crawford.
Baker, Lynn DeWitt	Spartansburg,	Crawford.
Barnes, Ethel Mae	Waterford,	Erie.
Baughter, Allie	Lyona,	Crawford.
Bell, Jennie	Deckard,	Crawford.
Benjamin, Blanche	Edinboro,	Erie.
Bielawski, Anna Alice	Roulette,	Potter.
Bixby, Blanche	Tillotson,	Crawford.
Blystone, Nellie	Guy's Mills,	Crawford.
Bole, Jessie Altabelle	Edinboro,	Erie.
Bole, Ogden	Edinboro,	Erie.
Bowen, Charles Marion	Blooming Valley,	Crawford.
Bowen, Lydia	Blooming Valley,	Crawford.
Brace, Elta G.	Venango,	Crawford.
Breed, Mertie Belle	Meadville,	Crawford.
Brightman, Alice	Randolph,	Crawford.
Britton, Ward H	Guy's Mills,	Crawford.
Brown, Eva	Mason,	Venango.
Brownell, Nettie	Duke Centre,	McKean.
Bull, Bina	McKean,	Erie.

NAME.	POSTOFFICE.	COUNTY.
Bumpus, Mary	Union City,	Erie.
Byham, Milly A.	Guy's Mills,	Crawford.
Campbell, May	Lundy's Lane,	Erie.
Carpenter, Iva	East Hickory,	Forest.
Caulkins, Grace	Edinboro,	Erie.
Cease, Pearle Augusta	Cambridge Springs,	Crawford.
Clark, Walter Scott	Meadville,	Crawford.
Clendenning, Helen M.	Miles Grove,	Erie.
Cole, Blanche	Edinboro,	Erie.
Cole, William B.	Edinboro,	Erie.
Collins, Hetta	Cranesville,	Erie.
Colvin, Hattie	Edinboro,	Erie.
Connor, Celia	Linesville,	Crawford.
Conroe, Luther G.	Bradford,	McKean.
Corell, Pearl	Riceville,	Crawford.
Coughlin, John L.	Crossingville,	Crawford.
Courter, Marvin W.	Guy's Mills,	Crawford.
Coyle, Clifford J.	Centreville,	Crawford.
Coyle, Dora	New Castle,	Lawrence.
Coyle, Gertrude E.	Centreville,	Crawford.
Cramer, William D.	Guy's Mills,	Crawford.
Crandall, Delia	McLane,	Erie.
Crosley, Lewis W.	Mosiertown,	Crawford.
Crouch, Amanda	Spartansburg,	Crawford.
Cullum, Katherine Agnes	Meadville,	Crawford.
Daley, Anna Loretto	Franklin Corners,	Erie.
Danner, Otis	Tillotson,	Crawford.
Davis, Georgia	Saegertown,	Crawford.
Day, Mary Eleanor	Franklin Corners,	Erie.
Dearing, Beatrice	Wattsburg,	Erie.
Dearing, B. Lee	Wattsburg,	Erie.
DeRocher, Hattie	East Hickory,	Forest.
Doing, Frank B.	Edinboro,	Erie.
Donovan, Agnes	Kersey,	Elk.
Donovan, Kittie	Kersey,	Elk.
Dowman, Chauncey H.	Platea,	Erie.
Dundon, Jennie Louise	Edinboro,	Erie.
Dunning, Grace	Pont,	Erie.
Eades, Mary Ellen	Nasby,	Erie.
Eagley, Elizabeth	N. Springfield,	Erie.
Eastman, Dell F.	Spartansburg,	Crawford.
Ehret, Ernest B.	Aikens,	McKean.
Eldred, Bird	Jewel,	Crawford.
Ellsworth, Velma Grace	Ivarea,	Erie.



NAME.	POSTOFFICE.	COUNTY.
Ethridge, Clair E.	Itley,	Erie.
Everett, Lou M.	East Springfield,	Erie.
Fenton, Mabel Beatrice	Vrooman,	Crawford.
Finsthwait, Carrie	West Middlesex,	Mercer.
Firman, Robert John	Wesleyville,	Erie.
Fish, J. Hugh	Buell,	Crawford.
Freeman, Carrie M.	Crossingville,	Crawford.
Freeman, Charles M.	Mosiertown,	Crawford.
Fuessler, Charlotte I.	Swanville,	Erie.
Gilmore, Minnie L.	Blooming Valley,	Crawford.
Gleeten, Donna	Edinboro,	Erie.
Goodban, Clara Maude	Franklin Corners,	Erie.
Goodell, Todd	Edinboro,	Erie.
Graham, Annette	Conneautville,	Crawford.
Graham, Carrie E.	Guy's Mills,	Crawford.
Graham, Leon James	Sugar Lake,	Crawford.
Griggs, Clarence W.	Blooming Valley,	Crawford.
Griswold, Homer E.	Springboro,	Crawford.
Gross, Evie	Wattsburg,	Erie.
Hanson, Rose	Edinboro,	Erie.
Harrington, Sarah J.	Cherry Hill,	Erie.
Hart, John Henry	Calvin's Corners,	Crawford.
Hart, Sadie	Calvin's Corners,	Crawford.
Hatch, Inez	West Greene,	Erie.
Hatch, James W.	Randolph,	Crawford.
Hauck, George H.	Sterrettania,	Erie.
Hawkins, Earl	Edinboro,	Erie.
Hayes, George L.	Blystone,	Crawford.
Hayes, Ned L.	Edinboro,	Erie.
Hefner, Frank	Morrison's,	McKean.
Henry, Vivian L.	Kennard,	Mercer.
Higby, David B.	Townville,	Crawford.
Hinman, Chloe Evelyn	Roulette,	Potter.
Hinman, M. Lucile	Roulette,	Potter.
Hinman, Stella Grace	Roulette,	Potter.
Hickernell, Arthur F.	Saegertown,	Crawford.
Hitchcock, Walter Joseph	Jamestown,	Mercer.
Holmes, Pearl	Lyona,	Crawford.
Howe, Roy	Tillotson,	Crawford.
Jackson, Mae	East Hickory,	Forest.
Jones, Sadie E.	Guy's Mills,	Crawford.
Keeler, Laura Hester	McLane,	Erie.
Kennedy, Sadie J.	West Middlesex,	Mercer.
Kiester, Blanche	East Hickory,	Forest.

NAME.	POSTOFFICE.	COUNTY.
Kistler, Edwin C.	Blain,	Perry.
Lander, Bertha	McLane,	Erie.
Lesh, Alice	Townville,	Crawford.
Lewis, Alta	Black Ash,	Crawford.
Lewis, Maggie	Black Ash,	Crawford.
Lewis, Orville Victor	Mosiertown,	Crawford.
Lightner, Eva	West Middlesex,	Mercer.
Lupher, Frank Burdett	Sugar Lake,	Crawford.
Lupher, S. E.	Townville,	Crawford.
Lyon, Goffrey	Warren,	Warren.
Magee, Blanche	Centerville,	Crawford.
Magee, Martha H.	Centerville,	Crawford.
Maning, James I.	Espyville,	Crawford.
Martin, Lena Elizabeth	Pont,	Erie.
Mathewson, Marvin	Franklin Corners,	Erie.
Mawhinney, Lura Estella	Wyattville	Venango.
McBride, Barbra	Crossingville,	Crawford.
McCamman, Henry	Edinboro,	Erie.
McCommons, Belle	Pont,	Erie.
McFate, Elizabeth	Cochranton,	Crawford.
McGahan, Myrna	Edinboro,	Erie.
McLaughlin, Sylvester M.	Crossingville,	Crawford.
McQueen, Ada	Sturgis,	Crawford.
Mead, Marcia J.	Pittsfield,	Warren.
Meehan, Daisy	Wesleyville,	Erie.
Meehan, Rose	Wesleyville,	Erie.
Miller, Caroline E.	Kearsarge,	Erie.
Miller, Kyle	Bradford,	McKean.
Mitchell, Herbert	Cooperstown,	Venango.
Moore, Carrie B.	McLane,	Erie.
Morgan, Virginia	Buell,	Crawford.
Morley, Dora	Pont,	Erie.
Morris, Lizzie	Vrooman,	Crawford.
Morris, Queena V.	Buell,	Crawford.
Morrison, Guy	Edinboro,	Erie.
Mosier, Dora Cadell	Crossingville,	Crawford.
Most, Bertha	Edinboro,	Erie.
Neyland, Harry A.	McKean,	Erie.
Nicholes, Clarence	Buell,	Crawford.
Nicholson, John Elliott	West Mill Creek,	Erie.
Oakes, Linnie Estella	Edinboro,	Erie.
Palmer, Pearl	North East,	Erie.
Pearson, William Walton	Mina,	Potter.
Peck, Luella	Boscobel,	Erie.



Campus View.

NAME.	POSTOFFICE.	COUNTY.
Pellor, M. J.	Delhil,	Erie.
Perry, Don	Edinboro,	Erie.
Peters, Lizzie	Deckard,	Crawford.
Peters, Loa	Deckard,	Crawford.
Peters, William A.	Cooperstown,	Crawford.
Poly, Rex L.	Sugar Lake,	Crawford.
Porter, Burchard H.	Sturgis,	Crawford.
Potter, Edith	Springboro,	Crawford.
Price, Mildred	Edinboro,	Erie.
Proper, Burt B.	Townville,	Crawford.
Proudfit, Jessie	Edinboro,	Erie.
Pulling, Fred	Edinboro,	Erie.
Quay, F. Belle	Mill Village,	Erie.
Randall, Orlo	Hebron,	Potter.
Rhodes, Lillian	Glyndon,	Crawford.
Richley, Maude	Kearsarge,	Erie.
Robinson, Leah	Edinboro,	Erie.
Rogers, Evelyn T.	Pont,	Erie.
Rogers, Nellie M.	Pont,	Erie.
Ross, Mary A.	Centerville,	Crawford.
Rupert, June M.	Mariasville,	Venango.
Ruthford, Nealon D.	Itley,	Erie.
Sargent, Carrie Belle	Union City,	Erie.
Sargent, S. Savilla	Union City,	Erie.
Sargent, Tacy	Union City,	Erie.
Sauers, Anna	Edinboro,	Erie.
Schultz, Esther Catherine	Woodcock,	Crawford.
Sexton, Hugh Victor	Tillotson,	Crawford.
Shadduck, Jessie Belle	Delhil,	Erie.
Shearer, Cora	Sturgis,	Crawford.
Sheldon, Carl G.	Springboro,	Crawford.
Sherred, Budd	Woodcock,	Crawford.
Sherred, Ray	Venango,	Crawford.
Sherrod, Pearl	Edinboro,	Erie.
Siverling, B. Verna	Drake's Mills,	Crawford.
Slocum, Loie	Cochranton,	Crawford.
Slocum, Lucy L.	Meadville,	Crawford.
Smiley, Inez Clara	Mill Village,	Erie.
Smiley, May	Mill Village,	Erie.
Smith, Lawrence W.	McKean,	Erie.
Smith, May	Sugar Lake,	Crawford.
Smith, Raymond Ernest	Guy's Mills,	Crawford.
Snyder, Jay W.	Saegertown,	Crawford.
Spink, Evesta Loraine	West Greene,	Erie.

NAME.	POSTOFFICE.	COUNTY.
Spitler, J. Lloyd	Mosiertown,	Crawford.
Steward, Ethel	Pont,	Erie.
Stewart, Harriette	Sugar Lake,	Crawford.
Stevens, Susie	McKean,	Erie.
Strang, May Estella	Pleasantville,	Venango.
Sullivan, James	Crossingville,	Crawford.
Swaney, Ella	Meadville,	Crawford.
Swift, Don R.	Edinboro,	Erie.
Swift, Harvey	Ivarea,	Erie.
Tallmadge, Grace	McKean,	Erie.
Tate, J. Porter	Godard,	Erie.
Tate, Sara Mabel	Godard,	Erie.
Tiffany, Birdie G.	Edinboro,	Erie.
Todd, Elmer	Riceville,	Crawford.
Toohey, Ethel May	Spartansburg,	Crawford.
Townley, Clara	Woodcock,	Crawford.
Uhr, William	Franklin Corners,	Erie.
Wade, Nettie	Edinboro,	Erie.
Walden, Lynden M.	Townville,	Crawford.
Waldo, Alice	Blystone,	Crawford.
Walrath, Alice	Edinboro,	Erie.
Weed, Ora	East Springfield,	Erie.
Whaley, May E.	East Hickory,	Forest.
Wickwire, Jessie	Keepville,	Erie.
Wise, Lewis B.	Turnersville,	Crawford.
Woodside, Lizzie	Miller's Station,	Crawford.
Woodside, Mary	Miller's Station,	Crawford.
Woodworth, A. Ray	Shadeland,	Crawford.
Wright, Alice E.	Clipper,	Erie.
Zillafro, Bertha Marie	Rixford,	McKean.
Zillafro, D. Grace	Rixford,	McKean.

### Juniors, Etc., By Examination.

NAME.	POSTOFFICE.	COUNTY.
Baker, Myra	Spartansburg,	Crawford.
Breed, Altia	Meadville,	Crawford.
Frantz, George	Mackey Hill,	Venango.
Lake, Emma	Pettis,	Crawford.
Lowell, Austa	Edinboro,	Erie.
McCaman, Lee	Edinboro,	Erie.
Navy, Bertha	New Richmond,	Crawford.
Reeder, Texie	Edinboro,	Erie.
Saley, Katherine	Edinboro,	Erie.
Steinhoff, Bertha	Edinboro,	Erie.

## Music Department.

NAME.	POSTOFFICE.	COUNTY.
Byham, Milly	Guy's Mills,	Crawford.
Crosley, Lewis W.	Mosiertown,	Crawford.
DeRocher, Hattie A.	East Hickory,	Forest.
Freeman, Charles M.	Mosiertown,	Crawford.
Griswold, Homer E.	Springboro,	Crawford.
Hinman, Chloe E.	Roulette,	Potter.
Hinman, M. Lucile	Roulette,	Potter.
Hinman, Stella G.	Roulette,	Potter.
Hatch, Inez	West Greene,	Erie.
Morrison, Guy	Edinboro,	Erie.
Most, Bertha	Edinboro,	Erie.
Neyland, Harry A.	McKean,	Erie.
Palmer, I. Charles	Manito,	Westmoreland.
Pearson, William W.	Mina,	Potter.
Peck, Luella	Boscobel,	Erie.
Rhodes, Lillian	Glyndon,	Crawford.
Robinson, Leah	Edinboro,	Erie.
Spitler, J. Lloyd	Mosiertown,	Crawford.
Stewart, Harriette	Sugar Lake,	Crawford.
Strang, May	Pleasantville,	Venango.
Swaney, Ella	Meadville,	Crawford.
Woodward, P. M.	Lincolnville,	Crawford.
Wade, Nettie	Edinboro,	Erie.

## Elocutionary Department.

NAME.	POSTOFFICE.	COUNTY.
Altenburg, Alta	Troy Centre,	Crawford.
Amidon, Blanche	Edinboro,	Erie.
Aikens, Maude	Spartansburg,	Crawford.
Benjamin, Gladys	Edinboro,	Erie.
Benn, Lucy	Troy Centre,	Crawford.
Brownell, Nettie	Duke Centre,	McKean.

NAME.	POSTOFFICE.	COUNTY.
Carpenter, Iva	East Hickory,	Forest.
Cassidy, Belle	Centreville,	Crawford.
Cole, Blanche	Edinboro,	Erie.
Connor, Celia	Linesville,	Crawford.
Davis, Mary	Boscobel,	Erie.
DeRocher, Hattie	East Hickory,	Forest.
Donovan, Kittie	Kersey's	Elk.
Fenton, Mabel	Vrooman,	Crawford.
Goodell, Todd	Edinboro,	Erie.
Griswold, Homer	Springboro,	Crawford.
Harrison, May	McLane,	Erie.
Hatch, Inez	West Greene,	Erie.
Hawkins, Earl	Edinboro,	Erie.
Hinman, M. Lucile	Roulette,	Potter.
Homan, Daisy	Venango,	Crawford.
Jackson, Mae	East Hickory,	Forest.
McCurdy, Jennie	Hydetown,	Crawford.
McKay, Georgianna	Venango,	Crawford.
Meehan, Rosa	Wesleyville,	Erie.
Meehan, Sara	Wesleyville,	Erie.
Palmer, I. Charles	Manito,	Westmoreland.
Pearson, William W.	Mina,	Potter.
Perry, Don	Edinboro,	Erie.
Peters, Mrs. C. A.	Edinboro,	Erie.
Price, Mildred	Edinboro,	Erie.
Selinger, Helen	McKean,	Erie.
Seymour, May	Bradford,	McKean.
Smiley, Inez	Mill Village,	Erie.
Smiley, Orton	Mill Village,	Erie.
Snyder, Dena	Utica,	Venango.
Stanton, Eveline J.	Edinboro,	Erie.
Swaney, Ella	Meadville,	Crawford.
Thickstun, Kate	Crossingville,	Crawford.
Thickstun, Mae	Crossingville,	Crawford.
Wade, Lilian	Edinboro,	Erie.
Walrath, Frances	Edinboro,	Erie.
Ward, Mary	Johnsonburg,	Elk.
White, Flora	Edinboro,	Erie.
Wilson, Annie L.	Edinboro,	Erie.
Wise, L. B.	Turnersville,	Crawford.
Woodworth, Ray	Shadeland,	Crawford.
Yaple, Edna	Edinboro,	Erie.

## Model School Pupils.

Amidon, Ethel	Hawkins, Floyd	Peavy, Henry
Amidon, George	Higby, Clara	Peavy, Ira
Amidon, Guy	Hills, Blanche	Perry, Don
Amidon, Roy	Hotchkiss, Florence	Perry, Pearl
Anderson, Anna	Hotchkiss, Louise	Proper, May
Anderson, Raymond	Jaynes, Maud	Proudfit, Bruce
Billings, Blanche	Joslin, Lee	Proudfit, Burns
Billings, Opal	Leacock, Sadie	Proudfit, Francis
Billings, Paul	Lowell, Audrey	Pulling, Edna
Billings, Wilber	Lowell, James	Pulling, Roy
Bowen, Achsah	Lowell, Sarah	Reeder, James
Campbell, George	McClure, Fannie	Reeder, Lillie
Campbell, Samuel	McGahen, Charles	Robertson, Ruth
Cochran, Lulu	McGahen, Maud	Scrafford, Frank
Cochran, Robert	McKrell, Andrew	Smith, Bertha
Dewing, Edna	McKrell, Maggie	Steadman, Ree
Dirham, Ethel	McKrell, Mary	Steinhoff, Della
Dirham, Hazel	McMahon, James	Sullivan, Mary
Dundon, Fred	McMahon, Sadie	Swift, Clara
Dundon, Willie	McWilliams, Robert	Swift, Gordon
Gleeten, Drew	Morris, Floyd	Torry, Ina
Goodrich, James	Morrison, Guy	Torry, Leno
Griswold, Ralph	Mosier, Etta	Vancise, Blanche
Gross, Burney	Most, Bertha	Wade, Edna
Gross, Pearl	Most, William	Wade, Eleanor
Hardman, Earl	Neyland, Grant	Wade, Nettie
Hardman, Nora	Oakes, Bliss	Wellman, Charles
Hardman, Sadie	Oakes, Iva	Wellman, Max
Harter, Mannie	Payne, Lot	White, Flora
Hawkins, Earl	Peavy, Alice	White, Glen





## Summary of Attendance.

### TERM ATTENDANCE,

#### (Normal Department)

	Ladies.	Gentlemen.	Total.
Fall Term.....	63	33	96
Winter Term.....	77	45	122
Spring Term.....	172	107	279
			— 497

#### Normal Department.

Ladies.....	180
Gentlemen.....	100
	— 280

#### Elocutionary Department.

Ladies.....	39
Gentlemen.....	9
	— 48

#### Music Department.

Ladies....	14
Gentlemen.....	9
	— 23

#### Model School.

Girls.....	46
Boys.....	44
	— 90
Counted twice.....	46
Total number of different students.....	395

## Course of Instruction

As Revised by the Board of Principals December 11th, 1894,  
for the Pennsylvania State Normal Schools.

Four Courses of Instruction are provided for, as follows:  
Elementary Course.  
Regular Normal Course.  
Scientific Course.  
Advanced Normal Course.

### **ELEMENTARY COURSE—Preparatory Studies.**

Language—Orthography, Reading.  
Natural Science—Physiology and Hygiene.  
Historical Science—Geography, Political and Physical; History  
of the United States.

The Arts—Penmanship, sufficient to be able to explain some approved system; writing to be submitted to the Board of Examiners.

Other studies, as Arithmetic, English Grammar, Algebra, etc., shall be added to the preparatory year, said studies to be selected by each Normal School, but the "final" examination in these added branches shall be deferred until the end of the Junior year.

### JUNIOR YEAR.

Pedagogics—School Management; Methods of Teaching the Common Branches.

Language—English Grammar; Latin, sufficient for the introduction of Cæsar.

Mathematics—Arithmetic; Elementary Algebra.

Natural Science—Botany.

Historical Science—Civil Government.

The Arts—Drawing, a daily exercise for at least twenty-four weeks, work to be submitted to the Board of Examiners; Bookkeeping, single entry, including a knowledge of common business papers, and a daily exercise for at least seven weeks; Vocal Music, elementary principles, and attendance upon daily exercises for at least twelve weeks.

Physical Culture.

## SENIOR YEAR.

Pedagogics—Psychology; Methods of Teaching the Common Branches; History of Education; Model School work, at least twenty weeks, of actual teaching daily during one period of not less than forty-five minutes; a Thesis on a professional subject.

Language—Rhetoric and Composition; English Literature, at least twelve weeks' work, including the thorough study of four English classics; Latin, Cæsar, through the Helvetian War.

Mathematics—Plane Geometry.

Natural Science—Elementary Natural Philosophy.

Historical Science—General History.

The Arts—Elocutionary exercises in connection with the study of English Literature; Manual Training.

Physical Culture.

## REGULAR NORMAL COURSE—Three Years.

(This Course includes the studies of the Elementary Course, and the following branches: A full equivalent will be accepted for any of the text-books named in this Course.)

Pedagogics—Advanced Psychology; Moral Science; Philosophy of Education; Methods of Teaching; Practice of Teaching; Pedagogical Works; Fröbel, Education of Man; Quick, Educational Reformers; Fitch, Lectures on Teaching; School Supervision, School Apparatus; Discussion of Manual Training, Physical Culture, etc.

Mathematics—Solid Geometry; Plane and Analytical Trigonometry; Surveying.

Language—Latin; Cæsar, 3 books; Vergil's *Æneid*, 3 books; Cicero, 3 orations.

Natural Science—Chemistry, including Chemistry of Soils; Zoology, including Entomology; and Geology.

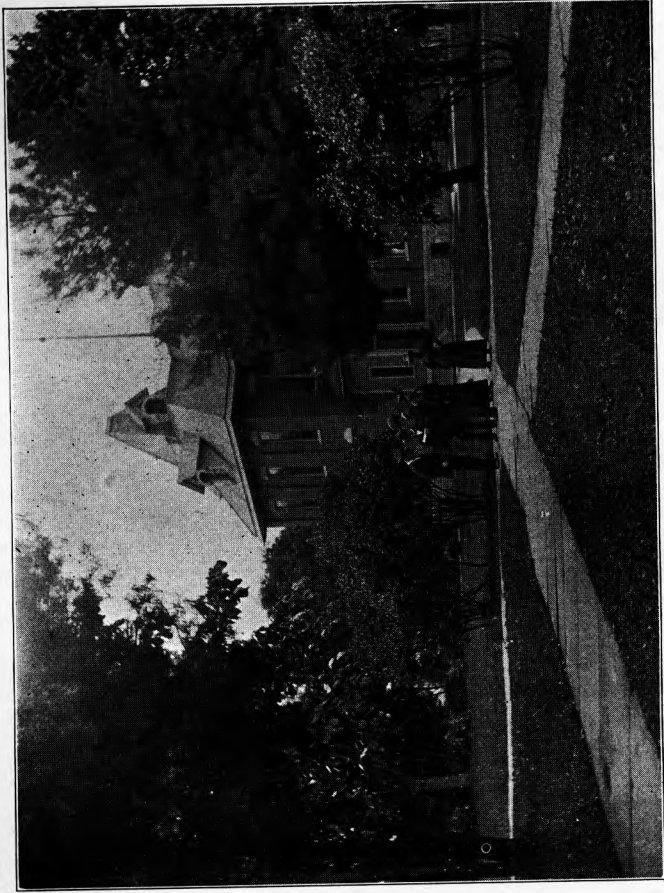
Literature—Higher Literature, English and American, including a study of at least four classics.

## SCIENTIFIC COURSE—Four Years.

This Course includes the studies of the Regular Normal Course and the following branches:

Pedagogics—Logic; Course of Professional Reading, selected from Regular or Advanced Normal Course; a Thesis on a professional subject.

Language—Latin; 3 book of Vergil's *Æneid*, 3 orations of Cicero, or a full equivalent; an equivalent of Greek, German or French will be accepted for any of the following studies: Vergil, Cicero, Higher Algebra, Spherical Trigonometry, Surveying, Analytical Geometry, Calculus, Mathematical Natural Philosophy and Mathematical As-



Campus View.

tronomy, and an equivalent of Latin and advanced work in Natural Science for any of the foregoing mathematical studies.

Mathematics—Higher Algebra; Spherical Trigonometry and Surveying, with the use of instruments; Analytical Geometry; Differential and Integral Calculus.

Natural Science—Higher Natural Philosophy; Astronomy, Descriptive and Mathematical.

Historical Science—English History; Grecian History; Roman History.

### ADVANCED NORMAL COURSE—Five Years.

(This Course includes the studies of the Scientific Course, and one year's additional work in Pedagogics, as follows: A full equivalent will be accepted for any of the text-books of the Course.)

Psychology—James, Advanced Course.

Laurie's Institutes of Education; Rein's Outline of Pedagogy; Herbart's Science of Education; Spencer's Education; Rosmini's Method in Education; Davidson's Education of the Greek People.

Discussion of Methods and Objects of Leading Educators; Frœbel, Pestalozzi, Dr. Arnold, Horace Mann and others.

Discussion of Educational Theories.

Education in the United States; Education in Pennsylvania (Wickersham); General Survey of History of Public Education in Germany, France and England.

Advanced work in Language, Mathematics, Natural Science, etc., may be taken at the option of the student.

### RULES FOR FINAL EXAMINATIONS

And Admissions to the Junior and Senior Classes in the Elementary Course.

1. Admission to the Senior and Junior classes shall be determined by the State Board of Examiners at the annual examination by the Board.

2. In order to be admitted to the Junior class at any State Normal School, persons must be examined in the six preparatory branches named and no others; and the examination in these branches shall be final. Those who, for any reason, were unable to complete the preparatory examination, may be admitted to both the preparatory and the Junior examinations at the end of the Junior year. But they must be classed as preparatory students till the final examination in the preparatory branches has been completed. No substitutions or conditions shall be allowed for any of the studies required for admission to the Junior class.

3. In order to be admitted to the Senior class, persons must be

examined in all the Junior studies, except Methods, and the examination in these branches shall be final. No substitutions or conditions shall be allowed for any of the studies required for admission to the Senior class.

4. If the faculty of any State Normal School, or the State Board of Examiners, decide that a person is not prepared to pass an examination by the State Board, he shall not be admitted to the same examination at any other State Normal School during the same year.

5. If a person who has completed the preparatory or the Junior studies at any State Normal School, desires to enter another State Normal School, the Principal of the school at which the examination was held shall send the proper certificate to the Principal of the school which the person desires to attend. Except for the reason here stated, no certificate setting forth the fact of the passing of the Preparatory or Junior studies shall be issued.

6. Candidates for graduation shall be examined in all the branches of the Senior year. They shall have the opportunity of being examined in any of the higher branches, including vocal and instrumental music and double entry bookkeeping; and all studies completed by them shall be named in their certificate.

7. Persons who have been graduated in any Course may be examined at any State examination in any branches of a higher course, and the Secretary of the Board of Examiners shall certify, on the back of their diplomas, to the passing of the branches completed at said examination.

8. A certificate setting forth the proficiency of all the applicants in all the studies in which they desire to be examined by the State Board of Examiners shall be prepared and signed by the faculty and presented to the Board.

### COLLEGE PREPARATORY COURSE.

This school now maintains a College Preparatory Course. It includes sufficient Latin, Greek, Mathematics and Literature to prepare students for admission to the best American colleges.

### SPECIAL CLASS FOR ACTUAL TEACHERS.

A course of study has been arranged for those teachers who can not spend two consecutive years at school. This enables them to take the studies of the Junior year of the Elementary Course in three spring terms.

### DIPLOMAS.

Candidates for graduation are examined by the State Board of Examiners in the branches of the Senior year. A

diploma, in which is named the branches of the Course, is given to those found qualified. This diploma permits the holder to teach in the public schools of Pennsylvania for two full years.

Any graduate of this school who has continued his studies for two years, and has taught two full annual terms in the Common Schools of the State, is entitled to a second diploma.

These second diplomas are permanent certificates of the highest grade. The holder is permitted to teach in the Public Schools of Pennsylvania without further examination.

To secure a second diploma the applicant must present to the Faculty and to the State Board of Examiners a certificate testifying to his good moral character and skill in the art of teaching, signed by the Board or Boards of Directors by whom he was employed, and countersigned by the Superintendent of the county in which he has taught. Blank applications may be obtained at the office of the Principal.

#### STATE CERTIFICATES FOR ACTUAL TEACHERS.

The Normal School law requires the State Board of Examiners to grant State Certificates to actual teachers of the Public Schools. It is not necessary for the applicant to have attended a Normal School. These certificates are granted on the following conditions :

1. Each applicant must be twenty-one years of age, and have taught for three successive annual terms.
2. He must present certificate of good moral character, and of successful teaching, signed by the Board or Boards of Directors by whom he was employed, and countersigned by the Superintendent of the county in which he taught.
3. The examinations to be in the studies of the Elementary Course, the Regular Normal Course, or the Scientific Course, as the applicant may choose, or in other equivalent branches.

#### TEXT BOOKS.

Free use of text books is furnished students in Arithmetic, Grammar, Geography and Reading. All other books can be obtained in the Book Room connected with the school, at

wholesale prices. In the Book Room is also kept a complete assortment of stationery, pens, pencils, etc. Students are advised to bring whatever text books they may have with them. They are useful for reference.

The following list includes most of the text books now used:

- Arithmetic*—Wentworth, Robinson, Goff, Brooks.  
*Geometry*—Wentworth, Wells, Loomis.  
*Readers*—King, Franklin, Saunders, Shoemaker.  
*Latin*—Collar & Daniel, Tuell & Fowler, Allen & Greenough's Grammar, Cæsar, Cicero, Vergil.  
*Penmanship*—Spencerian System, Newland's Vertical System.  
*Grammar*—Whitney & Lockwood, Reed & Kellogg, Patterson.  
*Civil Government*—Mowry.  
*Rhetoric*—Hill, Genung.  
*English Literature*—Shaw.  
*Geography*—Frye, Harper, Guyot, Monteith.  
*Algebra*—Wentworth, Robinson, Brooks.  
*Bookkeeping*—Lyte, Rodgers & Williams.  
*Commercial Law*—Rodgers & Williams.  
*U. S. History*—Mowry, Montgomery, Barnes, Higgins.  
*Natural Philosophy*—Avery, Gage.  
*Physiology*—Walker, Hutchinson.  
*Botany*—Gray.  
*Drawing*—Prang.  
*Vocal Music*—L. W. Mason.  
*Methods of Instruction*—White.  
*Psychology*—Hallock, Baker, Gordy, Baldwin.  
*General History*—Myers, Barnes.  
*Chemistry*—Shepard.  
*Dictionary*—Webster, Worcester.  
*History of Education*—Painter, Williams.

#### STATE APPROPRIATIONS.

The Legislature of Pennsylvania has made appropriations to Normal students and Normal graduates under the following conditions:

1. Each student over seventeen years of age who shall sign a paper declaring his intention to teach in the Common Schools of the State, shall receive the sum of fifty cents per week.
2. Each student who, upon graduation, shall sign an



agreement to teach in the Common Schools of the State two full annual terms, shall receive an additional sum of fifty dollars.

3. Students to secure these benefits must attend the school at least one term of twelve consecutive weeks.

4. Each student drawing an allowance from the State must receive regular instruction in Theory and Practice of Teaching.

#### EXPENSES IN NORMAL DEPARTMENT.

Elsewhere we learn that the State appropriates fifty cents per week for each student over seventeen years of age who pursues professional studies for at least twelve consecutive weeks, and fifty dollars for each graduate. These amounts are credited on tuition and other accounts, leaving the student to pay twenty-one dollars less than full rates for Junior year, and seventy-one dollars less than regular rates for Senior year.

Tuition per year, \$51; deducting State aid, \$30. The tuition per term is divided as follows: Fall term, sixteen weeks, \$18. Winter term, twelve weeks, \$16. Spring term, fourteen weeks, \$17. With the usual deductions of fifty cents per week, State aid.

Tuition per week, for parts of term, \$1.45.

The rooms in the dormitories are furnished with all necessary articles. The rent is \$6 to \$10 for Fall term, and \$4 to \$8 Winter and Spring terms. Students rooming alone are charged one-third more.

Table board costs \$2 per week.

The following is an estimate of the necessary expenses of a student per year:

Tuition, State aid deducted.....	\$ 30
Board, 42 weeks.....	84
Furnished rooms, including light and heat.....	18
Books and incidentals.....	18

\$150

Students who board themselves can materially lessen the expenses; but it is to be remembered that it is false economy for students to deny themselves wholesome, nutritious food, or to use time in preparing meals needed for study and recreation.

## Academic Department.

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### ENGLISH.

All progressive schools of the country are more and more emphasizing the importance of a thorough study of the English Language. The elementary Normal course includes Grammar, Rhetoric and English Literature. The course in technical Grammar presupposes a thorough drill in elementary language work, and is not begun until a certain maturity of the intellect is attained. The methods employed are those which will secure to the student the highest discipline and at the same time give to him that knowledge of the structure of his language which is essential to the prosecution of further linguistic study. Considerable care is taken to fix clearly in his mind the fundamental ideas and laws of language. Power of expression is cultivated in every lesson by requiring original illustrative problems in construction. Then, at intervals in the course, finished compositions are required. Analysis and synthesis run parallel throughout the course. Daily exercises are given in the contraction and expansion of phrases, clauses and sentences. Equivalent expressions are studied with the same object that is kept in view in the study of synonyms.

In Rhetoric, the same thoroughness in essentials is carried out. The inductive process is followed by which the laws of language are evolved. The pedagogical value of the sentence as the unit of rhetorical language is kept constantly in mind. The laws of discourse as manifested in the continuity of style as shown by our best speakers and writers, are constantly kept in mind. The critical study of style is therefore made an accessory to the study of the literary work of the respective authors.

Frequent exercises in composition are given, by which a

good literary style is cultivated. The work in both Rhetoric and Grammar is carefully correlated so that the work in each department supplements the other.

English and American Literature is studied during the last two terms of the Senior year. During the last year the text-book was supplemented by lectures on English Literature, and Brander Matthews' "Introduction to American Literature" was used for the same purpose. Courses in reading are also given the students and frequent calls are made for oral as well as written discussion of their literary work. In the study of Literature, the library of the school is used as a working laboratory and students are taught to investigate for themselves. In this way, not only a taste for Literature is created and cultivated, but the students are taught to handle books. In addition to this, much attention is paid to the critical reading of at least four English classics. Last year the classics studied were "The Tempest," "Hiawatha," Burke's "Speech on Conciliation with America," and Emerson's essay on "The Uses of Great Men." The aim in this study is to give the student a genuine love for good literature and to make him familiar with the standard authors of his mother tongue.

#### DRAWING.

The time is near at hand when a knowledge of Drawing will be required of every teacher. It is a valuable aid in nearly every department of school work. The aim of the instructor in this department is to make the work as practicable as possible. Copying is not drawing. The work requires twenty-eight weeks and embraces the following: Elementary designs, free hand drawing, angular and parallel perspective, light and shade, theory of color, landscape, marine, map drawing and rapid sketching from nature and relief forms.

#### BOOKKEEPING.

An excellent opportunity for taking Bookkeeping in single and double entry is offered. In this practical age every teacher should have such a knowledge of the principles of Commercial Law, Bookkeeping and Business Forms as to en-

able him to transact business intelligently. In order to teach these things, they must be thoroughly understood. The student here can, by actual practice, become familiar with the duties of the merchant, the banker, the commission agent, the bookkeeper, etc. Each student is urged to take a course in double entry as well as single entry. The amount required by the course is so meagre as to barely familiarize one with the elementary principles of practical Bookkeeping.

### LATIN.

In Latin we aim to make a thorough and exhaustive study of the principles of the language, and to give so thorough a drill in Latin Grammar as to facilitate an extended study of the language. We strive to show the close relationship which exists between the Latin language and our own. English words from Latin roots are traced to the original. The life and campaigns of Cæsar are critically studied. The geography of Gaul and Ancient Italy, the history of the destruction of the Republic, and the formation of the Roman Empire, are made the subjects of interesting talks with the instructor. The Roman method of pronunciation is used. Advanced work in Latin is being done constantly and students can enter, both in Latin and Greek, the classical courses of our best colleges:

### ARITHMETIC.

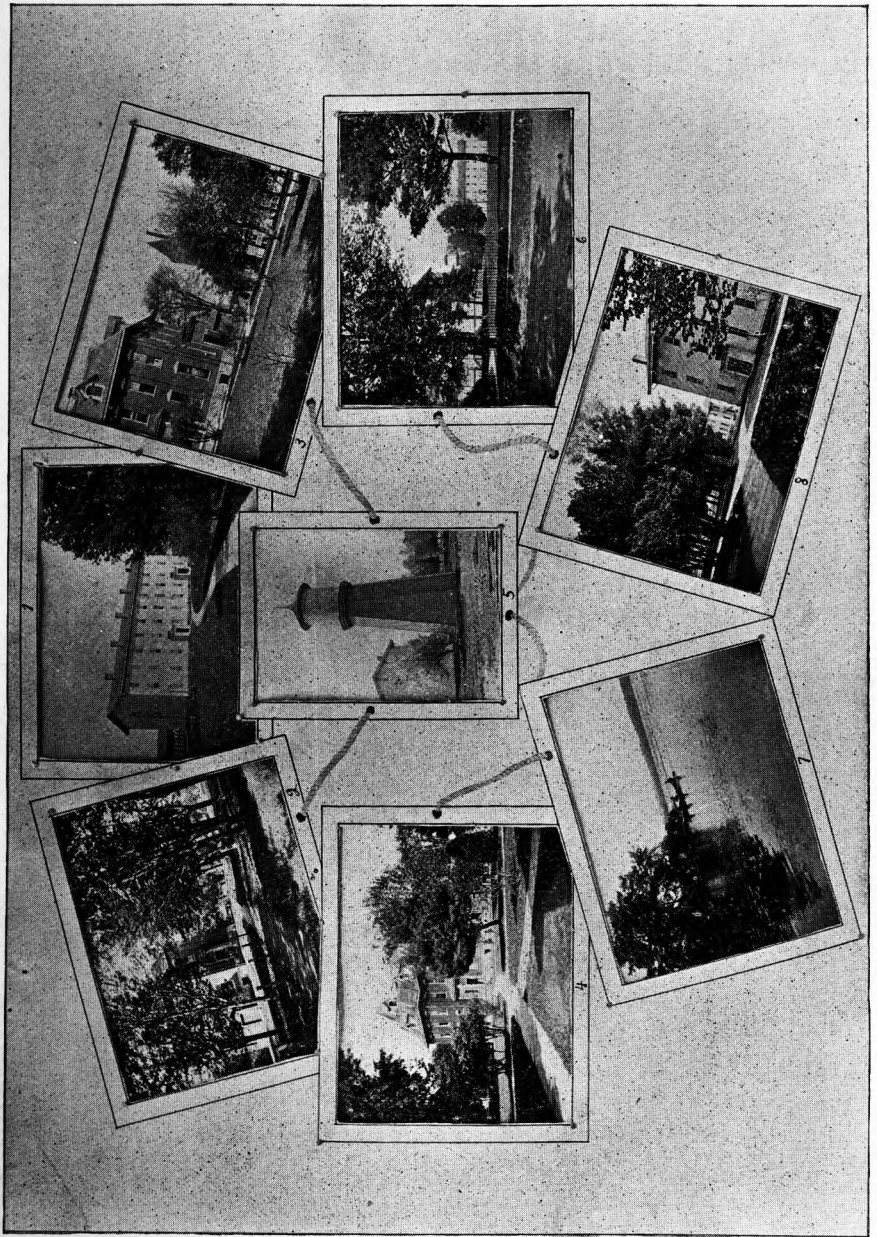
The work in Arithmetic is divided into two grades.

One begins at Decimal Fractions and completes the work as far as Percentage.

Another grade begins with Percentage and finishes the book.

There is also a general review class arranged for each term.

An effort is made to give the pupils an intelligent knowledge of the subject, and the power of independent thought, so as to obtain results rapidly and correctly. Mechanical processes and routine methods are of no value. Students here are trained to logical habit of thought, and are stimulated to a high degree of intellectual energy.



### ALGEBRA.

The work in Algebra belongs to the Junior year.

We recognize the fact that Algebra is essential in all the higher mathematics, hence thoroughness is our aim. Three successive terms are given to this branch. It is commenced early in the course, and prosecuted with vigor.

### GEOMETRY.

It is generally conceded that the best mental drill is derived from the demonstration of geometrical theorems. In no other study can the language and thinking power of students be so well trained to clearness and conciseness. Problems are deduced from the theorems of the book, thus making the subject both interesting and practical. Every term there are students in both plane and solid geometry, and when needed classes in trigonometry and surveying are formed.

### PHYSICAL GEOGRAPHY.

As aids to the study of Physical Geography, there are available at all times maps, charts, globes; also apparatus for illustrating the relative sizes, positions and movements of the bodies of the solar system. Especial attention is paid to the physical causes underlying the various phenomena treated under this subject. As far as practicable, such subjects as atmospheric pressure, intermittent springs, etc., are explained by actual experiment before the class.

### PHYSICAL TRAINING.

A Gymnasium has been fitted up, adding much to the efficiency of the school. The apparatus is the best made, consisting of parallel bars, vaulting bars, traveling rings, striking bag, trapeze, etc. Young men exercise in the Gymnasium daily.

During the cooler months one period daily is spent by the girls in light gymnastics, under the direction of a skillful and experienced teacher. The aim is to preserve health and strength, to promote graceful bearing and movements, and to give recreation. The work consists of exercises in breathing, gesture, calisthenics and dumb bells, marching, fancy steps,

and games. The correct way of sitting, rising, standing, walking, etc., is taught, and individual work is given for special defects.

Ladies are requested to come provided with blouse waist, low, easy shoes, and a short full skirt, or a divided skirt. The latter is usually adopted by the girls, but it is not required.

### HISTORY.

To gain a broader view of the History of the United States than that given in our ordinary text-books, has been the aim of the History Department during the past year, and we lay especial stress upon institutional history. A knowledge of the important events in European History from the fifteenth to the eighteenth century was found necessary to thoroughly understand the Colonial period.

Since European politics determined American politics from the beginning of the Revolutionary period through two decades of the nineteenth century, the aim of the work was to familiarize the class with the political history of both countries.

The platforms of the various political parties, and the great issues of the time have all become familiar to the pupils.

### CIVICS.

Realizing the importance of intelligent citizenship in a republic, and the necessity of clear views of our social and political relations, much stress is laid on this branch of study. The nature, theory and necessity of government, together with the historical epochs through which the race has passed in its efforts to reach a higher and broader liberty, are all explicitly set forth. The rights, obligations and duties of citizenship, involving the study of man in his various relations to the family, the church and the state, are carefully studied. In fact, man's relative place in his environment is the thought around which all the instruction centers. His relation as a citizen of a republic, to the local unit, to his *quasi* state, and to that overshadowing sovereignty which we call the government of the United States, is thoroughly impressed. We aim to make not

only intelligent citizens, but through a study of his natural and acquired rights we endeavor to make him an honest, an upright and a capable citizen. The constitution of the United States and the constitution of Pennsylvania are carefully dissected. The several departments of the state and national governments and the intricate relations existing between these two forms of government are examined with great care.

Lectures and lessons, on the township, the borough, the county are of frequent occurrence. The school district as the unit of the educational system of the state is studied with special reference to its value to a prospective teacher.

#### POLITICAL GEOGRAPHY.

The chief aim of this department is to make not only students of Geography but teachers, hence we insist on even more of the subject than the prospective teacher will probably be called upon to teach. We also require students to sketch and model readily and to study good methods of presentation. The Physics or "causal notion" is kept prominent throughout the whole course. They are so trained that they are enabled to recognize, each in his own neighborhood, the elements and forces of the whole world. We endeavor to follow the thought of Ritter, who says: "Wherever our home is, there lie all the material which we need for the study of the entire globe." The course includes descriptive, commercial and historical Geography; in short, we place the subject in the very front rank of nature studies and make it the most comprehensive of all branches in the school course.





## The Sciences.

The scope and aim of the various departments in Science are such as to prepare teachers for the requirements of any of our public schools, and to meet the wants of those who may wish to do advanced work, either as a preparation for some one of the various professions, or in anticipation of a course of study in a higher institution. In no department is the object to entertain or simply to suggest, but to give opportunity for that development of mind which results in power, discipline and mental fibre. To obtain these results the following attainments are kept in view:

1. The development of the power of defining.
2. The development of the power of observation.
3. The development of the power of accurate description of objects and phenomena observed.
4. Logical reasoning from observed facts—induction.
5. The development of the power of deductive reasoning.
6. The acquisition of scientific knowledge, professional and academic, including a familiarity with scientific apparatus, its care and uses.

### CHEMISTRY.

The subject of Chemistry is taught throughout the year. Students may begin this work any time, but those who can continue the subject until it is completed without interruption will reap the best results. The laboratory is complete in all the apparatus necessary for the speedy acquisition of chemical knowledge. The student is required to keep his note book constantly before him and record all he observes in his experiments. He is also required, so far as may be possible, to explain the molecular changes taking place, the manifestations of energy, its transformations and products.

A well lighted, commodious and convenient room on the

first floor of the science building is used for this purpose. It is equipped with chemical tables of recent design, supplied with shelving, drawers, distilled water, etc. The cabinet is well supplied with all necessary chemicals, which are properly labeled and catalogued. In the same room is a constant supply of spring water, which together with the drainage system is indispensable to a chemical laboratory. Other articles, such as gas receivers, balances, thermometers, air pumps, distilling apparatus, barometer, beakers, bell jars, porous cup, crucibles, cruets, hydrometers, glass tubing, specific gravity bottles, etc., etc., are in daily use by the students.

The courses offered are as follows:

I. General chemistry, laboratory work daily, lectures and recitations weekly, continued throughout the year.

II. Chemistry of soils, laboratory work daily, lectures weekly, continued through two terms.

III. Quantitative analysis, laboratory work, lectures and reading. The amount of work to be done in this course is at the option of the student and is open only to those who have had course I or its equivalent.

The text-books used are Shepard's Chemistry, Prescott's Elements of Chemistry, Freer's Theoretical Chemistry and Prescott & Johnson's Text-book of Chemistry. The chemical library is also open to students who may wish to use it. It contains a number of standard works on this subject.

### PHYSICS.

The subject of Physics receives the attention its importance demands. The Seniors begin the subject in the fall term and continue it throughout the year. We believe that few physical laboratories are supplied with a greater variety of apparatus than this one. A few of the pieces are a Ritchie air pump, a double piston air pump, Bunsen's air pump, a large plate electric machine, dielectric machine, a hand dynamo, whirling table, hydrostatic bellows, hydrometers, reaction wheel, Torricellian tube, barometers, Marriott's tubes, four models of pumps, numerous pieces of apparatus to illustrate the phenomena of electricity and magnetism. A few of these are an electroscope, an electrophorus, Leyden bat-

teries, electric chime, Voltaic cells of various forms, Voltaic batteries, Astatic galvanometer, dipping needles, compasses and magnets of various forms, telephonic apparatus, electric bells, Ruhmkorff's coil, incandescent lamp, etc., etc. For teaching the principles of sound the laboratory is supplied with tuning forks, a vacuum bell, a ratchet wheel, sanometer, reed pipes, etc. For the study of light a fine heliostat is provided; other pieces are concave mirrors, numerous lenses, prisms, stereoscope, crystals of Iceland spar, etc.

In Physics the following courses are offered :

I. Elementary Physics; Mechanics, Sound, Light, Heat, Electricity and Magnetism, continued throughout the year, daily recitations.

II. Laboratory work in Physics, Fall and Winter terms. Lectures and recitations weekly.

III. Advanced course in Physics. A knowledge of Trigonometry and familiarity with logarithms is required.

IV. Advanced Mechanics. A knowledge of the Calculus is required.

The library is well supplied with reading matter bearing upon these subjects. The text-books used are Avery's Elements of Natural Philosophy, Carhart & Chute's Laboratory Manual, Carhart & Patterson's University Physics.

### BOTANY.

Botany is required of the Juniors during the Spring Term. The course requires work in Systematic and Physiological Botany. Beside the usual amount of field work required and the study of a text-book for the purpose of familiarizing the student with the terms used in descriptive botany, the student is required to make observations upon numerous experiments upon plants and to draw conclusions from them. These experiments include such as bear upon the subjects of absorption of liquid nutriment, movement of water in the plant, absorption of gases, respiration and other forms of metabolism, irritability and growth. About twenty experiments are included in each of the above divisions of Plant Physiology.

The work in Cryptogamic Botany may be pursued at any season of the year. The school is provided with alcoholic material of algæ, hundreds of specimens of fungi, and the vi-

city abounds in numerous specimens of the vascular cryptogams. In Histological Botany the work covers the minute examination and delineation of the structure of roots, stems and leaves of both the endogens and exogens. For the prosecution of this work the school is equipped with a water system, compound microscopes of the latest design, abbe camera lucida, reagents and stains.

The courses offered in Botany are as follows:

I. Systematic Botany. Plant analysis and the preparation of an Herbarium. Recitations and lectures daily through the Spring term.

II. Plant Physiology. Laboratory work daily and lectures weekly during one term.

III. Histology. Laboratory work daily and lectures weekly through two terms.

IV. Algæ. Laboratory work daily with supplementary reading, lectures occasionally. Time at the option of the student.

V. Fungi. Laboratory work daily, with supplementary reading, lectures about weekly. Time at the option of the student. (This course includes work upon the Myxomycetes and Bacterial cultures.)

VI. The Vascular Cryptogams. Laboratory work daily with supplementary reading, lectures weekly. Time at the option of the student.

VII. Plant Embryology. Laboratory work with supplementary reading, lectures occasionally. (This course is open only to those who have a knowledge of microscopic technique.)

The Botanical Library is open at all times to students. It contains such works as Cook's Fungi, Farlow's Algæ, Vines' Text Book of Botany, Bessey's Botany (complete course), Goodell's Physiological Botany, MacDougal's Plant Physiology, Illustrated Flora of the Northern United States and Canada by Britton and Brown, Wood's Botany, Botany of the Western States by Coulter, the Botanical Gazette, etc.

### ZOOLOGY.

The subject of Zoology is pursued only by Post Graduate students and special students taking the regular Normal course. It will be conceded that no one can fully appreciate the principles of Physiology who does not have some idea of the facts relating to Zoology. This truth is kept in mind throughout all the work. The museum containing hundreds of well preserved vertebrate forms aids greatly in systematic

zoology. The school hopes to be in possession of a microtome and paraffine bath in the near future for the preparation of tissues for microscopic work. At present, however, it has access to slides permanently mounted for this work. The course in invertebrate morphology begins with the amoeba and leads through such forms as paramoecium, hydra, earthworm, starfish, crayfish and mussel up to the frog. The work in Entomology embraces the classification of insects together with the dissection of the more common forms.

In Zoology the following courses are offered:

- I. Systematic Zoology. Recitations daily throughout one term.
- II. Invertebrate Morphology. Laboratory work daily with supplementary reading, lectures and recitations weekly.
- III. Entomology. Laboratory work twice a week. Recitations daily. Continued through one term.
- IV. Embryology of the chick. Laboratory work with supplementary reading. Recitations and lectures weekly. Continued throughout two terms.

Such works as Claus and Sedgwick's Zoology, Balfour's Comparative Embryology, Agassiz and Gould's Zoology, Hertwig's Embryology, Foster and Balfour's Embryology, Packard's Zoology, etc., are accessible to the student.

### PHYSIOLOGY.

The aim in Physiology is primarily to fit teachers for public school work. Digestion and assimilation, the storage and liberation of energy being the vital activities peculiar to organized beings, a few preliminary lectures upon chemistry are given that these phenomena may be the better understood. The subjects of Physiology proper and Hygiene are taught from a biological standpoint. A manikin showing the muscular and vascular systems, a fine set of charts showing the effects of narcotics and alcohol, two skeletons, one mounted and one unmounted, are owned by the school.

In Physiology two courses are offered:

- I. Physiology as found in the elementary text-books. Recitations and lectures daily throughout one term.
- II. Histology. Laboratory work and reading.

### ASTRONOMY.

Astronomy may be taken up during the Fall or Winter

term. Young's General Astronomy is used. The student should have a knowledge of Trigonometry in order to obtain the best results, though it is not required. The school is provided with a mounted three inch telescope for this work.

### GEOLOGY.

This subject may be pursued during the Fall or Winter term. Winchell's Geological Studies serves as an outline. The student is encouraged to collect, grind and mount fossils for microscopic examination. The library contains the usual books of reference upon these subjects, and the museum contains a large number of specimens.



## Professional Department.

### THEORETICAL SIDE.

The professional side of Normal Schools is what makes them unique and gives them a paramount right to be called the heart of the public school system. We have already discussed the academic side of our school, but as we have said in another place, such work in a Normal School has also a distinctive professional value. For convenience, however, we will observe the ordinary distinction and will include under the professional side simply the *Science of Education* and the *Art of Education*. We desire to emphasize this two-fold division. Under the first, we have such branches as Psychology, both rational and physiological, and History of Education. Under the art side, we have the Model School (see *infra*) which not only affords the necessary opportunity for child study, including the mental, the physical and the moral

growth, but affords our student teachers the best possible opportunity to apply and make practical the theoretical side of their professional work.

### PSYCHOLOGY,

Psychology, or the science of mind, is the soul of pedagogy, and it is our aim to so emphasize it that its professional value becomes apparent. The recent advance in the methods of studying this important subject has made its presentation no easy task. For several years past, the word "new" Psychology has been the pet phrase of educational doctrinaires, and many honest teachers have been afraid to confess that they still found inspiration in Aristotle, Hamilton, Porter, and McCosh. But already there is an apparent ebb of the tide and we are beginning to realize that whatever differences we may have, they are more in name than in substance. The greatest contribution that the new school of Psychologists has made to the old science has been the emphasis given to the study of child development and psycho-physics. This has been a distinct and most valuable contribution and with the large increase in the number of laboratories created in our higher universities and best Normal Schools for this kind of work, many good results are yet to come. This phase of the subject is not only extremely fascinating but very valuable, and at Edinboro plans are now being laid for scientific work along the lines of child study and physiological psychology. Another valuable result of the efforts of the new school has been to eliminate from the science the subtleties of metaphysics as well as the formal analysis of mind. In our work here, we give our students a full outline of rational Psychology, and upon that we build a completed structure. We show how the modern phases, as child study, empirical Psychology, and apperception have had their origin and development. The text books on the subject are supplemented by practical talks on sensation, the percept, the concept. Enough of the physiology of the nervous system is given to make the current literature and the statistics of the laboratories easily comprehended. During all stages of the course, the results are correlated with

the work done in the department of Physiology as well as with the practical work in the Model School.

Last year the work was supplemented with a course in apperceptive Psychology, using De Garmo's "Essentials of Methods." And when the History of Education was taken up, frequent use was made of the standard works of the leading educators both of the past and of the present. In this way, an opportunity was afforded for studying not only the best thoughts of the writers, but also the evolution of pedagogical literature. We thus endeavor to preserve that historical unity that is so essential in all scientific study.

#### TRAINING OR PRACTICAL SIDE.—MODEL SCHOOL.

A *model* Model School, a practice school, well patronized, well equipped, well organized and well managed, has *always* been considered a desirable feature of a Normal School, but in these days of scientific investigation, when the "laboratory method" has been extended even to pedagogy, such a school is a recognized necessity. To maintain a school of this character, to attain these ideal conditions, has always been the aim and policy of the Edinboro Normal School. That it has succeeded is well attested by the past record of the Training Department here, as well as by its present excellence and efficiency.

The Model School rooms occupy almost the entire lower floor of Normal Hall, the largest, finest building on the campus. They consist of a large study room, an equally large gymnasium and seven class rooms. These rooms are all well lighted, comfortably heated and are provided with modern furniture of an approved style. The class rooms are well equipped with maps, globes, charts, reference books and other aids in teaching, while the book cases and study room tables show a liberal and well assorted supply of books and periodicals for supplementary reading.

This department has an enrollment of ninety pupils. These are so classified as to represent every grade of school work from the Kindergarten to the High School. The stu-



dent-teachers are required to spend one period daily in the Model School, for a whole year, teaching one-half of this daily period and observing the plans and methods of the principal or her assistants the other half. In addition to this, each student-teacher, for a definite length of time, is made responsible for the order and work of the study room during certain periods of the day. As this room usually contains about forty pupils engaged in seat-work, its management is no light test of a student's power to control and superintend pupils en masse.

Both the study room and class room work are closely supervised by the principal of the Model School, who holds frequent individual interviews with the student-teachers for the purpose of giving directions, offering suggestions, or making criticisms. Weekly meetings are also held, where attention is called to general errors in teaching, methods are analyzed and leading pedagogical questions are discussed.

In accordance with the idea that a consideration of the advance movements in education should form an essential feature of Normal School training, this department gives special attention to the subjects of kindergarten work, nature study, concentration and child study. Particular stress is laid upon the last, and the subject next year will be given a thoroughly practical and scientific bearing, by the introduction of "laboratory" work.

A series of lectures on "Primary Methods" is given each year by the principal of the Model School to all members of the school, and special courses are arranged for post-graduate and other students desiring training work.



## Elocution Department.

This is only the second year we have had the Elocution Department, but it has already shown marked improvement in our school work in many ways. The aim of this department is to train the student to express himself fully, and to teach others to do so. The department also offers facilities for higher elocution and development, that the student may fit himself as a public teacher, reader, or as an accomplishment. Our course can be completed in two years; the work being divided as follows :

### FIRST YEAR.

*Physical Culture*—Exercises for health and strength.

*Reading*—To gain clear articulation, good pronunciation, phrasing, emphasis and expression.

*Delsarte*—Exercises for grace and ease.

*Voice*—Exercises to develop and have perfect control of the voice.

*Recitations*—That the student may understand the moods of man and how to appear in each.

The recitations selected are of the best and are chosen from the standard literary works and recitation books.

*Mind Training*—Which enables the student to memorize rapidly.

### SECOND YEAR.

*Physical Culture*—Stronger movements.

*Philosophy of Expression*.

*Recitations*—More difficult and original work.

*Shakespeare*—To be studied from the dramatic standpoint.

*Delsarte*—Poses, pantomimes, facial expression.

All students graduating in Elocution must have a knowledge of rhetoric, literature, and all the common branches, at least.

Our system is the system taught by Prof. Byron W. King.

Arrangements have been made with Professor King enabling students graduating in our department to graduate at the King's School of Oratory with one year's study.

### READING.

The reading classes of the Normal are taught under the direction of this department. We find reading has been neglected very much and it is our aim to make good readers.

### DELSARTE.

The Delsarte classes are large and all the students are interested in them. We have in these classes drills, marches and poses that benefit the student in many ways.

### ELOCUTION.

Elocution is taught in private lessons which are *strictly private*. Should we think a student lacks the qualification and talent for a successful worker he is told the truth at once.

### PHYSICAL CULTURE.

The Physical Culture classes belong to the regular Junior year. Free work is mostly taught, although we have Indian club and dumb-bell drills.

### ENTERTAINMENTS.

An entertainment is given every term by the Elocution Department, the Delsarte classes contributing largely to the entertaining and artistic features of the evening's entertainment.

#### Tuition for Elocution Lessons.

	ONE LESSON A WEEK.	TWO LESSONS A WEEK.
For Fall Term,	\$9.00.	\$16.00.
For Winter Term,	\$7.00.	\$12.00.
For Spring Term,	\$8.00.	\$14.00.

The Delsarte lessons, two a week, are class lessons. The tuition for each term, \$3.00.

Elocution students are given the Delsarte lessons free.

The Elocution terms are the same as the school terms, consisting of sixteen, twelve and fourteen weeks.

## Music Department.

The aim of this Department is not only to prepare teachers for leading the music in public schools, but also to offer facilities for higher musical culture, in voice and piano. Advanced courses have been arranged with special reference to this end.

### PIANO.

#### Mechanical studies :

Spindler, Op. 131.	Heller, Op. 45.
Loeschhorn, Op. 65.	Heller, Op. 16.
Kohler, Op. 162 and 151.	30 Studies from Gradus ad Parnasum by Clementi.
Gurlitt, Op. 83 Bk. 1.	Bertini, Op. 32.
LeCouppey, Op. 17.	Krause, Op. 2.
Duvernoy, Op. 120.	Cramer, 50 Studies.
Czerny, Op. 640.	Schmitt, Op. 16.
Loeschhorn, Op. 66.	
Bach's 2 and 3, Part Inventions.	Kullak, Op. 48, Bk. 2.

In addition to these, selections will be made from the following *Études* for rhythm, phrasing and expression :

Burgmueller, Op. 100.	Heller, Op. 47.
Concone, Op. 24.	Heller, Op. 46, Bks. 1 and 2.
Loeschhorn, Op. 38 and 52.	Jenson, Op. 32, 25 <i>Études</i> .
Spindler, Op. 273, Bk. 1.	Moscheles, Op. 70.

The musical development will be made to keep pace with the mechanical execution by the study of pieces from the works of the masters, especial attention being given to the cultivation of a musical touch and a correct interpretation of the standard works.

### VOICE.

Vocal music is universally conceded to be the highest type of music. We owe it to ourselves and to society to bring out the capabilities of our voices, and if specially endowed we should have our gifts carefully trained. Special care is taken in the first year's work in the proper placing of the voice, as

this is of the utmost importance to the singer, and no satisfactory progress can be made until this is accomplished. Attention is also given to proper management of the breath, phrasing and artistic tone, all of which are used in connection with study of standard studies, songs, and arias from operas and oratorios.

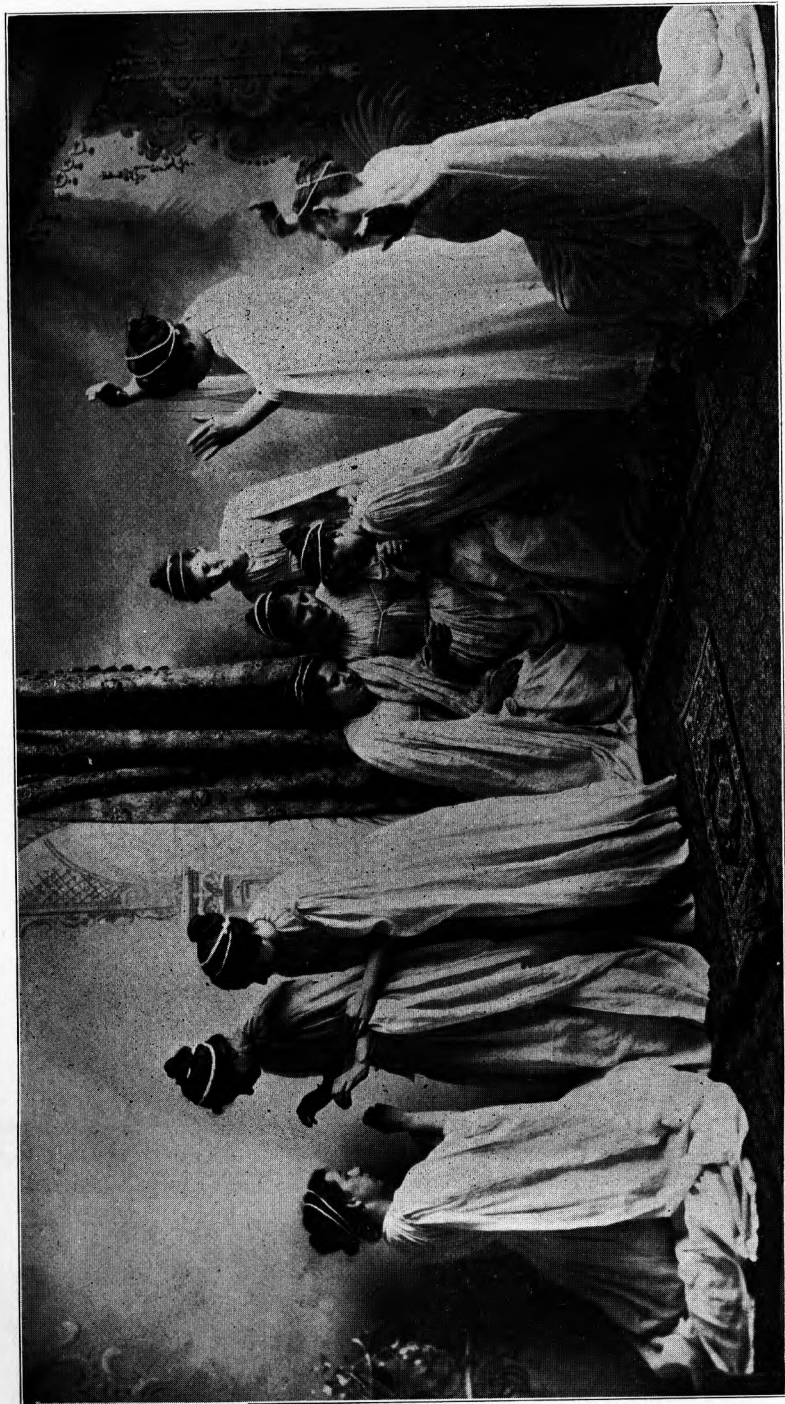
In addition to the regular course in voice culture, this department makes a specialty of a chorus and sight-singing class, which is free to all Normal and Conservatory students, and is a required study for all Normal graduates. Very few teachers are qualified to successfully teach vocal music in the public schools, and the true reason would seem to be a lack of training in their Normal work. After completing this course, students have the opportunity of teaching it in the Model School, thus preparing themselves for presenting the subject in their future teaching.

### VOCAL CLUBS.

There are connected with the school two vocal clubs, the Conneauttee Glee Club for gentlemen and the Æolian Club for ladies. The members of these clubs are chosen from the best singers in the school, regardless of class distinction, and are given a special drill twice a week by the director of music. Their progress has been quite remarkable, and the enthusiasm displayed by the members shows that they appreciate as well as thoroughly enjoy this privilege.

### HARMONY.

A study of Elementary Harmony is absolutely essential to every musician. The department offers a course covering two years, which includes a study of scales, intervals, naming and writing the same from sound, concord and discord, voice leading, two and three part writing, formation and progression of chords, treatment of dominant and secondary seventh chords, cadences, transpositions, suspensions, sequences, exceptional chord treatment, four part writing from given basses, analysis, meter, writing chorals, hymn tunes, quartets, etc.



Delsarte Class.

### ADVANTAGES.

Music Hall is devoted to the exclusive use of the department, and is provided with a pleasant hall in which Concerts, Musicales, Lectures, etc., are held. The department is also supplied with pianos, organs, practice and recitation rooms. The Musicales, Recitals, Lectures, etc., are free to all pupils in music. The sight-singing and chorus class, is one of the free classes.

The frequent Musicales and Recitals are of great benefit to pupils, giving them an opportunity to become acquainted with the best class of music and musicians, and at the same time practical experience in performing before others.

### REQUIREMENTS FOR GRADUATION.

Candidates for graduation must complete the course in Harmony and one other branch, and in addition must complete at least three grades in a third; as for example, any one finishing Vocal and Harmony, must also finish three grades in Piano.

The graduates give a recital at the completion of the course, assisted by other members of the music department chosen by the director.

To those finishing the course is given the diploma of the school, signed by the Faculty and officers of the school.

### EXPENSE OF MUSIC DEPARTMENT.

There are three terms in a school year, consisting of sixteen, twelve and fourteen weeks respectively.

Private lessons in Voice, Piano, (one per week)—	
For Fall Term.....	\$12 00
For Winter Term.....	9 00
For Spring Term.....	10 50
Single Lesson.....	1 00
Private lessons in Voice, Piano, or Organ, (two per week)—	
For Fall Term.....	18 00
For Winter Term.....	13 50
For Spring Term.....	15 75
Harmony and Composition (six in class).....	5 00

Rent of Piano, one period per day, per term.....	2 00
Rent of Organ, one period per day, per term.....	1 00

Those paying full tuition in the Normal Department will receive a reduction of twenty per cent. from the catalogue price for lessons.

### LIBRARY.

The Library contains about seven thousand carefully selected volumes. Its value and utility depend largely on the intelligent means employed to bring its contents within convenient reach. The Librarian, by his skillful use of the blackboard, calls the attention of the students to matters of current history, and by maps and other drawings presents comprehensive views that are of invaluable assistance to every department. He has also devoted much time to the compilation of a reference book based on the Dewey system. Within the past year over ten thousand items have been classified almost wholly from current literature.

Upon the reading tables are found :

#### Monthlies.

North American Review,	The Century Magazine,
The Forum,	Popular Science Monthly,
McClure's,	Scribner's Magazine,
Ladies' Home Journal,	Review of Reviews,
Outlook,	Self-Culture.

#### Illustrated Papers.

Harper's Weekly,	Puck,
Leslie's Weekly,	Youth's Companion,
	The Judge.

#### Educational Papers.

Educational Review,	New England Journal of Educa-
Pedagogical Seminary,	Education,
Teacher's Institute,	Popular Educator,
Kindergarten,	American Teacher,
New York School Journal,	School Gazette,
Pennsylvania School Journal,	Educational News,
National Educator,	Primary Education,



Student's Journal,	Teacher's World,
Penman's Art Journal,	Educational Independent.

**Religious Papers.**

Presbyterian,	Christian Statesman,
Interior,	Christian Advocate,
Golden Rule,	United Presbyterian,
Outlook,	Presbyterian Journal,
Sunday School Times,	Young Men's Era,
	Bible Reader.

**Secular Weeklies.**

New York Sun,	New York Tribune.
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**Scientific Weeklies.**

Patent Office Reports,	Scientific American,
	Scientific American Supplement.

**Dailies.**

Pittsburg Dispatch,	Tribune Republican,
Erie Herald,	Dispatch Gazette,
Erie Journal,	Philadelphia Times.

**Miscellaneous.**

Woman's Journal,	Etude,
Musical Record,	Vocalist,
Traveler's Record,	Current History,
	The Wheelman.

The following county papers are found on file in the Library through the generosity of the publishers :

Waynesburg Independent,	Cameron Co. Press,
Venango Spectator,	New Castle Guardian,
Crawford Journal,	Meadville Gazette,
Conneautville Courier,	Linesville Herald,
Sharon Record,	The Enterprise,
Sharon Herald,	Western Press,
Dispatch and Republican,	Greenville Progress,
Advance Argus,	Kittanning Free Press,
Cochranton Times,	Waterford Leader,
DuBois Weekly Courier,	New Castle Courier,
Advance Guard,	Corry Weekly,

Union Free Press,  
McKean County Miner,  
Star Mail,  
Edinboro Independent,

Wattsburg Sentinel,  
Pennsylvania Farmer,  
Armstrong Republican,  
Jamestown World,  
DuBois Tribune.

### MUSEUM.

The excellent Museum, enriched several years ago by the purchase of the famous "Ennis Collection," is in the Library and adjoining rooms. Here the students of Natural History can find a large and valuable collection of specimens, consisting of mounted animals, birds, alcoholic specimens of fishes, reptiles, etc. Also a variety of coral shells, minerals and Indian relics.

### LECTURE COURSES.

During the last few years the following lecturers have appeared before the school :

George W. Allen.  
Levin Irwin Handy (2).  
Rev. James Read, D. D.  
C. D. Higby, Ph. D.  
John B. De Motte, Ph. D.  
Hon. James R. Burns (2).  
Supt. H. C. Missimer.  
Prof. J. H. Montgomery.  
State Supt. N. C. Schaeffer.  
Hon. D. J. Waller, Jr.  
Supt. F. Treudley.  
Supt. F. M. Bullock.  
Rev. S. A. Smith, Ph. D.  
Rev. A. E. Winship.  
Pres. John Howard Harris, LL. D.  
Pres. George Edward Reed, D. D.  
Theodore C. Knauff.  
Byron W. King.

The Baccalaureate Sermon was preached in 1892 by the Rev. C. T. Beach, D. D., of the Methodist church.

In 1893 by the Rev. Clarence A. Adams, D. D., of the Baptist church.

In 1894 by the Rev. J. C. Chapman; of the Presbyterian church.

In 1895 by the Rev. Charles W. Smith, D. D., editor of the Christian Advocate.

In 1896 by the Rev. Wm. P. Stevenson, of the Presbyterian church.

In 1897 by the Rev. B. Canfield Jones, of the Presbyterian church.

### RELIGIOUS EXERCISES.

This school, while it is strictly non-sectarian, exercises great care in the moral training of its students.

All students, except such as are excused by the Principal, are required to attend morning devotional exercises in the Chapel.

Students are expected to attend public worship each Sabbath morning.

There are flourishing societies of the Y. M. C. A., Y. W. C. A., and Y. W. C. T. U., in the school. The Y. W. C. T. U. holds bi-weekly meetings. The other organizations hold meetings each Sabbath afternoon.

A student prayer meeting is held each Sunday evening.

### LITERARY SOCIETIES.

The great value of literary culture was early recognized by the management of this school. The result was that societies for drilling in readings, recitations, essays, orations, debates, etc., were established. Out of these have grown the present two well organized and efficient literary societies, namely, the Potter and the Philo Everett, besides one debating club. The Potter is the older of the two societies and was organized about 1862; the Philo on the 22d of August, 1864. At the organization of the latter society, Hon. S. M. Brainerd, late a member of Congress, now a practicing lawyer of Erie, who was then a student in the school, acted as

secretary of the meeting. The first minutes of the society are entered in his handwriting. These two societies are in a highly flourishing condition. They each have beautifully furnished rooms with a square piano in each, finely carpeted, and each with a large stage with curtains and the necessary scenery to enable them to give dramatic entertainments. Considerable friendly rivalry exists between them and they are in the habit of giving annual contests for prizes in which chosen members from each take part. The time of meeting of each society is at 2:00 o'clock Saturday afternoon and the work done is of a high order of excellence, and the students of the school are urged to join and take part in the weekly exercises. Edinboro is especially proud of these two institutions and justly believes that in no other Normal School in the State is the literary side of the school, in so far as public performance is concerned, better taken care of.



CATALOGUE OF THE ALUMNI  
OF THE  
**Edinboro State Normal School.**

This register gives the names of the Alumni since 1892. No record or register of Alumni previous to this date can be found. The Association desires to have a complete list of graduates, and it is earnestly requested of each alumnus, to send his name, class, address and occupation to the president of the Association or to the Principal of the school. Catalogues, circulars and other school announcements can accordingly be sent him.

CLASS OF 1892.

Benn, Edna	14 Boyle St., Allegheny.	Teacher.
Brown, E. Clint	Butte City, Idaho.	Railroad Office.
Day, L. C.	Nebraska City, Neb.	Lawyer.
Langley, Louis	Warren.	Law Student.
Langley, Leona M.	Cambridge Springs.	Teacher.
Perry, Mary M.	Mill Village.	Teacher.
Ralston, Samuel H.	Conneautville.	Dentist.
Reeder, Anna	Edinboro.	Teacher. [man.]
Rupert, Alice	Edinboro.	Mrs. W. A. Stead-
Wade, Margaret	Escanaba.	Teacher.
Wade, William	Erie.	Bookkeeper.
White, Addison	Mill Village.	Principal of Schools.
Woodard, W. H.	Pittsburg.	Contractor.

CLASS OF 1893.

Babcock, Jno. Ransom	Youngsville.	Teacher.
Brown, Bonnie	Albion.	Teacher.
Barnes, Hattie May	Plateau.	Teacher.

Bell, John J.	Waterford.	Principal of Schools.
Colburn, Dora	Ellwood City.	Teacher.
Coulter, Clara M.	Crawford's Corners.	
Coulter, John W.	Crawford's Corners.	Teacher.
Culbertson, Andrew A.	Conemaugh.	Bookkeeper.
Gilmore, Loey Anna	Westfield, N. Y.	Student.
Hickok, Grace Emma	Hickernell.	Teacher.
Holmes, Louis J.	Garland.	Teacher.
McCammans, Chas. L.	Payette, Idaho.	Fruit Grower.
McLallen, James I.	Girard.	Principal of Schools.
McMurrenn, Durant L.	Corydon.	Principal of Schools.
Metzenbacher, Wm.	Blooming Valley.	Principal of Schools.
Metzenbacher, Estella	Blooming Valley.	Teacher.
Miller, Arthur O.	Wattsburg.	Principal of Schools.
Mickley, Alice S	Girard.	Teacher.
Reed, Mary E	West Millcreek.	Teacher.
Scrafford, Grace Adda	Edinboro.	Teacher.
Sibble, Ida May	North Clarendon.	Teacher.
Sibble, John Edwin	Sheffield.	Principal of Schools.
Smith, Edward	Albion.	Teacher.
Stafford, Fred Perry	Sanford, Conn.	Teleg. & Telep. Oper.
Stowe, Edith M.	Wattsburg.	Teacher.
Taylor, Carlton J.	Meadville.	
Walter, Madge V.	Union City.	Teacher.
Whitling, Howard	Bradford.	Teacher.

## CLASS OF 1894.

Allen, Edith A.	Wattsburg.	Teacher.
Amidon, Clemme V.	Edinboro.	Mrs. John Reynolds.
Benjamin, Edith A. C.	Edinboro	Teacher.
Carmichael, Artemus	Mt. Jewett.	Principal of Schools.
Chambers, Gertrude	Moorheads.	Teacher.
Clark, James R.	Apollo.	Teacher.
DeWitt, Myrtle I.	Springboro.	Teacher.
Eldridge, Bertha M.	East Springfield.	Teacher.
Eldridge, Chester D.	East Springfield.	Teacher.
Emerson, Fred V.	Hamilton, N. Y.	Student.
Fee, Emma J.	Athens.	Teacher.
Grove, William E.	Kane.	Teacher.
Hawkins, Glenn	Edinboro.	Clerk.
Hays, Emery L.	Townville.	Teacher.
Humes, Gertrude A.	Woodcock.	Teacher.
Johnson, Nora D.	West Millcreek.	Teacher.
Lewis, Samuel R.	Findley's Lake.	

Lloyd, Florence T.	Latrobe.	Teacher.
Marsh, Richard	Erie.	Teacher.
Meehan, Agnes	Wesleyville.	Teacher.
Most, Ida D.	Edinboro.	Teacher.
McCarty, Charles J.	Youngstown, O.	Clerk.
McCommons, Jas. A.	Meadville.	Student.
McCormick, Minnie E.	Tidioute.	Teacher.
Nicholas, Edith M.	Johnstown.	Teacher.
Oiler, Fred D.	Petroleum Centre.	Teacher.
Osborne, Grant W.	Erie.	Teacher.
Pratt, Mattie	Edinboro.	Teacher.
Pulling, Emma	Corydon.	Mrs. D. L. McMurren
Reeder, Harry O.	Edinboro.	Farmer.
Root, Claude E.	Cambridge Springs.	Merchant.
Rundell, Ada M.	Hayfield.	Teacher.
Rupert, Lila	Kane.	Private Secretary.
Scrafford, Mabel M.	Edinboro.	Teacher.
Smith, Frank L.	Lincolnville.	Teacher.
Smith, John A.	Pittsfield.	Teacher.
Smith, Lucinda H.	Lincolnville.	Teacher.
Stancliff, David	Edinboro.	Teacher.
Sutherland, John T.	Avonia.	Teacher.
Tabor, Franklin T.	Rundells.	Teacher.
Tate, Ida M.	West Millcreek.	Teacher.
Tate, Edwin A.	Lowville.	Principal of Schools.
Turner, Lora A.	Oberlin, O.	Student.
Wade, Charles T.	Edinboro.	Teacher.
Wade, Lillian J.	Escanaba, Mich.	Teacher.
Wait, J. Orin	Meadville.	Student.

## CLASS OF 1895.

Altenburg, Burt L.	Troy Centre.	Teacher.
Allis, Harriet E.	Erie.	Teacher.
Ash, Minnie E.	Franklin Corners.	Teacher.
Beedy, Winton R.	Miller's Station.	Teacher.
Bell, Anna Laura	Cochranon.	Teacher.
Benjamin, Celia E.	Edinboro.	Mrs. M. McLaughlin.
Bergstrom, Gertrude	Mt. Jewett.	Teacher.
Black, Clara M.	Juva.	Teacher.
Burroughs, Ada	Miles Grove.	Teacher.
Bole, J. Edith	Venango.	Teacher.
Cowen, Carl D.	Edinboro.	
Daley, Kate C.	Wesleyville.	Teacher.
Doing, Lillian M.	Edinboro.	

Drumm, Will M.	Jamestown.	Teacher.
Dundon, Bert C.	Edinboro.	Farmer.
Eades, Byron C.	North East.	Medical Student.
Frontz, Ida May	Saegertown.	Teacher.
Garvey, Katherine G.	Jamestown.	Teacher.
Gilmore, Wilse C.	Blooming Valley.	Teacher.
Hanson, Alice	Edinboro.	
Henderson, Cora E.	Miles Grove.	
Henry, Victor H.	Adamsville.	Teacher.
Hewitt, Irvin A.	Albion.	Teacher.
Hickok, Bird A.	Springboro.	Teacher.
Holmes, Marie	Cherry Grove.	Teacher.
Humes, Rosetta A.	Woodcock.	
Humes, Thera A.	Woodcock.	
Johnson, Edith M.	E. Hickory.	Teacher.
Johnson, Ella M.	Brownsville.	Ass't Principal.
Johnson, Minnie E.	Cherry Grove.	Mrs. Jas. Cozens.
Kent, M. Margaret	Verona.	Teacher.
Leehan, Nora	Lavery.	Teacher.
Leo, Margaret.	Wayland.	Teacher.
Maloney, Emma	Wayland.	Teacher.
Maloney, Gertrude	Wayland.	Teacher.
Maloney, Gladys	Wayland.	Teacher.
Mansfield, Alice C.	Cambridge Springs.	Teacher.
Most, Louis H.	Edinboro.	Teacher.
McBride, Ella	Crossingville.	Teacher.
McCormick, Edith	Tidioute.	Teacher.
McKay, John E.	Venango.	Teacher.
Newkirk, Anna M.	Pleasantville.	Teacher.
Peck, Leslie G.	Boscobel.	Teacher.
Pendleton, Sara	Cambridge Springs.	Teacher.
Peffer, Emma J.	Girard.	Teacher.
Pinckney, Bess L.	Jamestown.	Teacher.
Quay, Maude C.	Cambridge Springs.	
Reno, Loren M.	Edinboro.	Teacher.
Seib, Elizabeth	Erie.	Teacher.
Shattuck, M. Gertrude	Erie.	Teacher.
Sheldon, Morton R.	Meadville.	Student.
Sheldon, Nora L.	Springboro.	Teacher.
Spaulding, Mott G.	Franklin Corners.	Teacher.
Swift, Dean E.	Edinboro.	Teacher.
Timmons, John	Lavery.	Teacher.
Torry, Archie B.	Edinboro.	Teacher.
Waterhouse, Lester	McKean.	Teacher.
Wilson, Annie L.	Edinboro.	Secretary.



Wright, Charles J.	Cleveland, O.	Medical Student.
Wright, Clinton C.	Edinboro.	Teacher.
Wymer, Alice M.	New Castle.	

## CLASS OF 1896.

Armour, Chas.	Carlisle.	Student.
Bishop, Myrtle	Titusville.	Teacher.
Bole, C. S.	Venango.	Teacher.
Bole, Margaret	Randolph.	Teacher.
Boyd, Ruth Jessie	Coon's Corners.	Student.
Bryant, Nellie	Riceville.	
Campbell, Pearl	Edinboro.	Teacher.
Canon, C. G.	Steelton.	Teacher.
Clulow, W. H.	Roulette.	Teacher.
Cole, Madge	Edinboro.	Teacher.
Comstock, Abba	Mill Village.	Teacher.
Connell, Joanna	Lavery.	Teacher.
Cutshall, Cora	Utica.	Teacher.
Daley, Agnes	Franklin Corners.	Teacher.
Ellsworth, Eber J.	Meadville.	Student.
Ellsworth, T. H.	Edinboro.	
Ewing, Eva	Townville.	Teacher.
Ewing, Alice	Townville.	Teacher.
Gamble, Nannie	Adamsville.	Teacher.
Geer, Blanche	Randolph.	Teacher.
Hawkins, Chas. L.	Blooming Valley.	Student.
Hunter, Alice	Jamestown.	Teacher.
Kistler, Mary	Blain.	Teacher.
Knowlton, Mabel	Edinboro.	Teacher.
Lupher, Lottie A.	Townville.	Teacher.
Luther, Sara Gertrude	Fairview.	Teacher.
Main, Mae	Pleasantville.	
Mansfield, Carrie	Cambridge Springs.	Teacher.
Mather, J. J.	Springboro.	
McClenahan, C. W.	Greenfield.	Teacher.
McClenahan, Grace	Greenfield.	Teacher.
McGibbon, Annette	Canonsville, N. Y.	
McKenzie, Jennie	Cooperstown.	Teacher.
McKenzie, May	Cooperstown.	
McLaughlin, Thos.	Crossingville.	
McNeill, Sara	Jamestown.	Teacher.
Miller, Grace	Edinboro.	
Palmer, Edith	Titusville.	Teacher.
Pomeroy, Edith	Roulette.	Teacher.

Reeder, L.	Edinboro.	Teacher.
Russell, Frances	Belle Valley.	
Smith, Bertram	Youngsville.	Teacher.
Snyder, Chas. P.	Utica.	Teacher.
Stewart, Lizzie	Hadley.	Teacher.
Swager, Anna	New Castle.	
Thickstun, Alice	Metuchen, N. J.	Teacher.
Thickstun, Kate	Crossingville.	Teacher.
Thomas, Albert	Woodcock.	Teacher.
Viger, Maud Saph.	Rew.	Student.
Walrath, Frances	Edinboro.	Teacher.
Whiteley, Cena	East Branch.	Teacher.

