

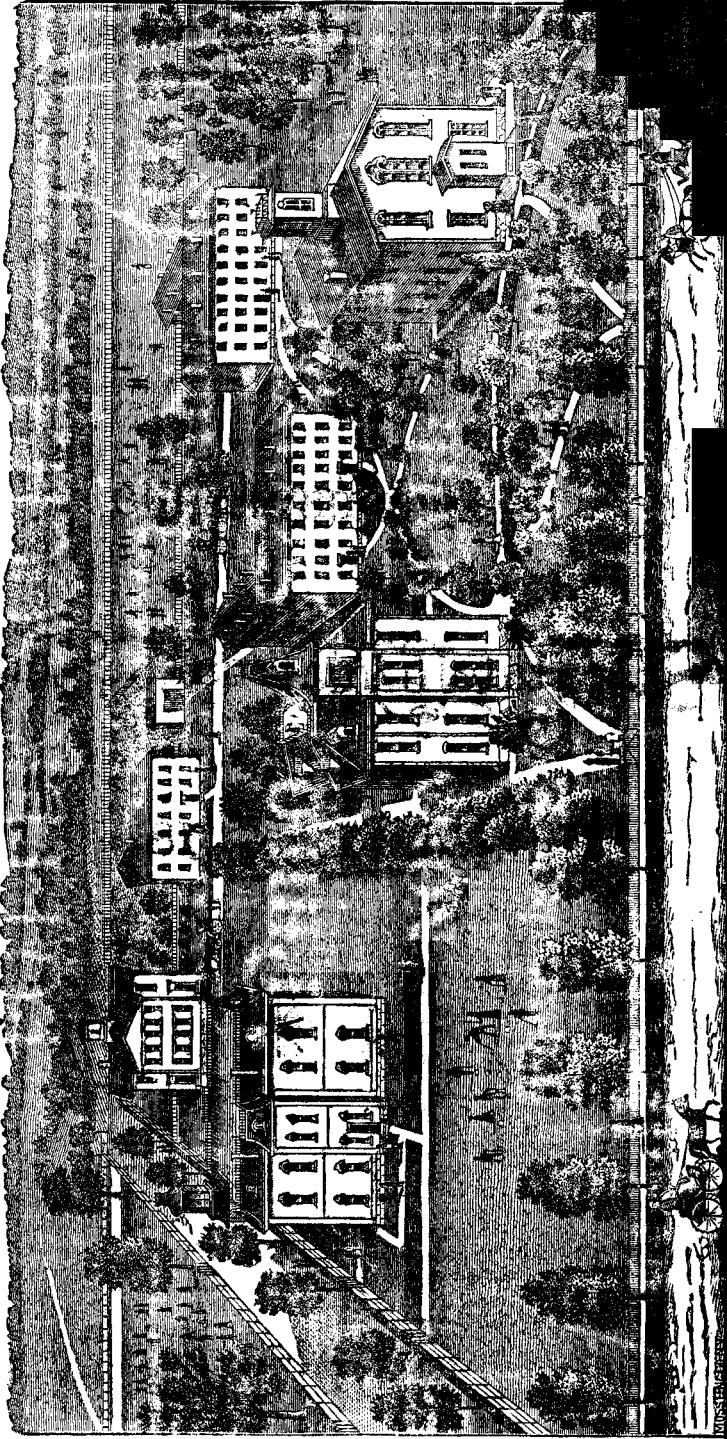


Pennsylvania

State Normal School,

Edinboro, 1891.





WINDMILLER'S PATENT

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CATALOGUE

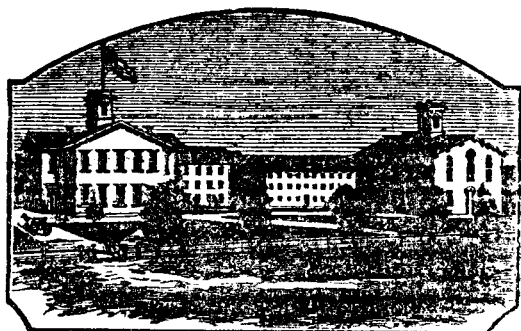
OF THE

OFFICERS, INSTRUCTORS, AND STUDENTS

OF THE

State Normal School,

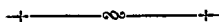
TWELFTH DISTRICT, PENNSYLVANIA.



PICTURE TAKEN IN 1864.

EDINBORO, ERIE COUNTY,

For the Year 1890-91.



HAND BOOK AND CIRCULAR OF THE SCHOOL

FOR THE YEAR 1891-92.

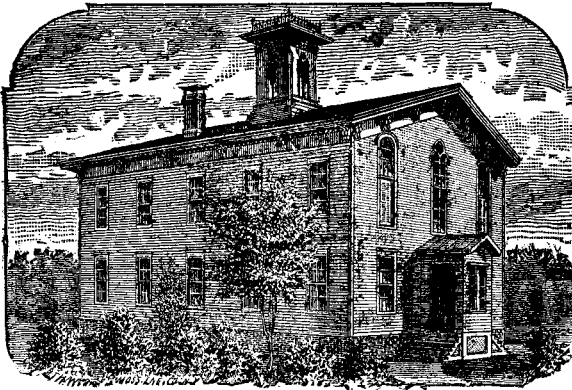


EDINBORO, PENN'A.:
INDEPENDENT BOOK AND JOB OFFICE.
1891.

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RECITATION BUILDING.



EXAMINATION HALL.

State Normal School.

BOARD OF TRUSTEES.

C. O. Scrafford,	- - - - -	President.
R. R. True,	- - - - -	Secretary.
Asa Wellman,	- - - - -	Treasurer.
I. R. Reeder,	- - - - -	Business Manager.

ELECTED IN 1889.

M. C. Hawkins.	I. N. Taylor, M. D.
I. R. Reeder.	O. P. Reeder.

ELECTED IN 1890.

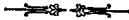
Henry Lewis.	R. R. True.
C. O. Scrafford.	Alouzo Perry.

ELECTED IN 1891.

Geo. S. Goodell.	A. J. Stanford.
George Pulling.	V. B. Billings.

TRUSTEES ON THE PART OF THE STATE.

N. T. McLallen.	John Proudfit.
F. L. Hoskins.	John McLenathan.



EXAMINING COMMITTEE.

EXAMINATIONS FOR GRADUATION JUNE 9, 1891.

Hon. D. J. Waller, Jr.,	- -	State Superintendent of Public Instruction.
Hon. J. Q. Stewart,	-	Deputy State Superintendent of Public Instruction.
Prof. Albert E. Maltby,	-	Principal State Normal School, Slippery Rock.
H. C. Missimer,	- - -	Superintendent of Schools, Erie.
Geo. I. Wright,	- - -	County Superintendent, Crawford County.
J. A. Cooper,	- - -	Principal of Normal School, Edinboro.

Faculty of Instruction.

J. A. COOPER, A. M.,
PRINCIPAL,
Mental Science.

G. A. LANGLEY, A. M.,
VICE PRINCIPAL.
English Literature and Reading.

MARGARET COMPTON, M. S. D.,
Geography and Physics.

EMMA McWILLIAMS, M. E. D.,
Teacher of Penmanship and Drawing.

MAY BIRD, M. E. D.,
United States History and Physiology.

MARA L. FERGUSON, M. E. D.
Pedagogics.

C. H. SEARS,
Latin.

JAMES M. MORRISON, M. E. D.,
Principal of Model School.

EUGENIA H. DEAMER,
English Grammar.

CHARLES J. BOAK, M. E. D.,
Arithmetic.

T. J. GEORGE, M. E. D.,
Algebra and Geometry.

ESTELLA M. REEDER, M. E. D.,
Assistant in Model School.

HATTIE C. STONE,
Assistant in Model School.

A. F. RALSTON,
Principal Music Department, Teacher of Voice.

JESSIE MCGILL,
Teacher of Piano.

NEWTON D. HAWKINS,
Teacher of Violin.

CLARA McCOY,
Librarian.

Graduates of 1890.

Aldorf, Margaret,	Spartansburg,	Crawford
Agnew, W. G.,	Washington,	Washington
Alderman, J. C.,	West Springfield	Erie
Butz, Effie	New Castle,	Lawrence
Benn, Katherine,	Edinboro,	Erie
Beardsley, Lottie A.,	Linesville,	Crawford
Bowman, Sadie,	Sandy Lake,	Mercer
Borst, Flora,	Ulysses,	Potter
Beistel, Frank S.,	Pleasant Unity,	Westmoreland
Bruce, Mame,	Titusville,	Crawford
Brock, Eugene H.,	Olean,	Cattaraugus, N. Y.
Bell, W. R.,	Library,	Allegheny
Bittles, Lizzie B.,	Waterford,	Erie
Coon, Orlo O.,	Hayfield,	Crawford
Crusan, Mary J.,	Verona,	Allegheny
Crawford, Maggie D.,	Petrolia,	Butler
Cooper, Harry L.,	Edinboro,	Erie
Curry, Viola V.,	Cambridgeboro,	Crawford
Davis, Charles W.,	New Castle,	Lawrence
Farley, Margaret S.,	Sterling Run,	Cameron
Folk, Frank B.,	Youngstown,	Westmoreland
Farrington, Nellie,	Spartansburg,	Crawford
Freas, Clymer H.,	Punxsutawney,	Jefferson
Fife, Robert R.,	Library,	Allegheny
Gould, Florence,	Edinboro,	Erie
Gregory, Lizzie,	Mill Village,	Erie
Golden, Harry W.,	Clark,	Mercer
Hanratty, Mary M.,	Parker's Landing,	Armstrong
Hull, Jennie F.,	Greenville	Mercer
Hazlett, L. R.,	Butler,	Butler

Henderson, Hattie M.,	Titusville,	Crawford
Habegger, Arnold J.,	East Springfield,	Erie
Hickernell, E. B.,	Hickernell,	Crawford
Hickernell, Fred G.,	Hickernell,	Crawford
Hunt, James R.,	Deep Valley,	Greene
Heazlett, Kate,	Mercer,	Mercer
Keltz, Viola F.	Dagus Mines,	Elk
Kingsley, Bertha,	Cambridgeboro,	Crawford
Kleckner, Maud I.,	Edinboro,	Erie
Kopf, W. H.,	Troy Center,	Crawford
Leech, Clifford C.,	Greenville,	Mercer
Liebendorfer, R. R.,	Wurtemberg,	Lawrence
Martin, Eva,	Grove City,	Mercer
McArthur, Foster J.,	Cherry Hill,	Erie
McClelland, Bess I.,	Utica,	Venango
McCord, Margaret,	North East,	Erie
McDowell, Constance,	Sharpsville,	Mercer
Mead, R. K.,	Pittsfield,	Warren
Moorhead, Rose,	Moorheadville,	Erie
Morrow, Margaret,	Irish Ripple,	Lawrence
Niece, Myrtle M.,	Harmony,	Butler
Niles, Ella,	Mercer,	Mercer
Owen, B. A.,	Edinboro,	Erie
Parker, V. W.,	East Brook	Lawrence
Passmore, Irvin,	Lumber City	Clearfield
Paup, Ida S.,	Tionesta,	Forest
Phillips, Irene,	Cannonsburg,	Washington
Phillips, Della,	Cannonsburg,	Washington
Pinckney, Bird V.,	North Springfield,	Erie
Powell, Charles A.,	Cochrannton,	Crawford
Prather, T. J.,	Troy Center,	Crawford
Quinn, Charles G.,	Independence,	Washington
Rankin, Maggie J.,	Buena Vista,	Allegheny
Reed, G. A.,	West Millcreek,	Erie
Reeder, Charles J.,	Edinboro,	Erie
Rossiter, Joe P.,	Girard,	Erie
Rundell, Chas. O.,	Hayfield,	Crawford
Schall, E. M.,	Whitesburg,	Armstrong
Servess, Gertrude,	Edinboro,	Erie

PENNSYLVANIA STATE NORMAL SCHOOL.

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Singleton, C. C.,	Utica,	Venango
Stitt, Bird,	Kittanning,	Armstrong
Stelle, Laura V.,	Edinboro,	Erie
Stelle, Lou R.,	Crossingville,	Crawford
Stephens, Albert C.,	Mount Morris,	Greene
Silsley, N. E.,	Scottdale,	Westmoreland
Stoyer, W. D.,	New Hamburg,	Mercer
Swift, Sadie,	Ridgway,	Elk
Swift, Mabel,	Ridgway,	Elk
Swaney, David,	Meadville,	Crawford
Thompson, May C.,	Tidioute,	Warren
Trotter, Amy,	Verona,	Allegheny
Vogan, U. G.,	Grove City,	Mercer
Whitman, Allie B.,	Edinboro,	Erie
Wilson, B. L.,	Guy's Mills,	Crawford
Wimersberger, C. H.,	Lundy's Lano.	Erie
Wood, Jennie,	Sheffield	Warren
Woodring, W O.,	Saegertown,	Crawford

Senior Class 1891.

Adams, Joseph M.,	Hadley,	Mercer
Artman, Mina E.,	Gustavus,	Trumbell Co., Ohio
Arthur, Urie N.,	Belle Valley,	Erie
Axe, Kate B.,	Belleville,	Mifflin
Bloomfield, Wm. J.,	Trunkeyville,	Forest
Barnett, Jennie,	New Castle,	Lawrence
Barron, Anna C.,	Donegal,	Westmoreland
Barron, George,	Donegal,	Westmoreland
Boyer, Jennie C.,	North East,	Erie
Brown, Charlotte,	Bloomfield,	Crawford
Brown, Fred L.,	Albion,	Erie
Brown, Mattie,	Grove City,	Mercer
Beatty, Cora L.,	Jefferson,	Ashtabula Co., Ohio
Bowser, Harrena,	Kittanning,	Armstrong
Congdon, Mabel,	Adamsville,	Crawford
Cutshall, Harley,	Guy's Mills,	Crawford
Cardot, Cassius,	Hornby,	Erie
Coursen, Della,	Tidioute,	Warren
Cowan, Annabel,	Apollo,	Armstrong
Clark, J. E.	Sharpsville,	Mercer
DeWolf, Lizzie F.,	East Springfield,	Erie
Dunham, Nellie A.,	Pleasantville,	Venango
Dibble, Mary I.,	Venango,	Crawford
Dreibelbis, Gertrude,	Emlenton,	Venango
Erbe, John A.,	Upper St. Clair,	Allegheny
Fleming, Eva,	Hydetown,	Crawford
Gilbert, H. S.,	Fredonia,	Mercer
Goodell, Ned H.,	Edinboro,	Erie
Good, Charles L.,	Edinboro,	Erie
Gaston, Sadie,	Utica,	Venango

Hanks, Desta L.,	Guy's Mills,	Crawford
Hamilton, John K.,	New Hamburg,	Mercer
Hadley, John L.,	Oil City,	Venango
Hezlep, Herbert B.,	East Brooke,	Lawrence
Hoyt, Wm. A.,	Edinboro,	Erie
Hadley, J. T.,	Hadley,	Mercer
Hicks, John M.,	Evansburg,	Crawford
Jessup, Gertrude,	Sharpsville,	Mercer
Jackson, W. Murray,	Spring Church,	Armstrong
Keltz, Orpha,	Dagus Mines,	Elk
Kurtz, Lizzie,	Columbiaville,	Lapeer
Kendall, Mary A.,	Springboro,	Crawford
Kline, Ben R.,	Reynoldsville,	Jefferson
Leacock, Minnie C.,	Stahlstown,	Westmoreland
Lefever, Clarence H.,	Hayfield,	Crawford
Loveridge, M. Alice,	Girard,	Erie
Lord, Clara L.,	Edinboro,	Erie
Leslie, Clyde F.,	Miller's Station,	Crawford
McGill, Fred C.,	Harmonsburg,	Crawford
Miller, Kittie E.,	Hickory,	Washington
Miller, Mary A.,	Hickory,	Washington
McClain, Anna B.,	Smithton,	Westmoreland
McKay, Kittie E.,	Black Ash,	Crawford
Morrow, Sadie L.,	Seventy Six,	Beaver
Mason, Jeannette,	Tidioute,	Warren
Marsteller, Ione E.,	West Middlesex,	Mercer
Miller, Louise C.,	Long's Stand,	Crawford
Messenger, Twila M.,	Ridgeway,	Elk
Mitchell, Leonard L.,	Custer City,	McKean
Odell, Lettie R.,	Jamestown,	Chautauqua Co., N. Y.
Osborn, Metha M.,	Kearsarge,	Erie
Osborn, Plummer N.,	North's Mills,	Mercer
O'Connor, Ellen,	Ponca,	Neb
Peavy, Ira B.,	Townville,	Crawford
Pond, Mattie J.,	Springboro,	Crawford
Pearsall, Mildred,	Shingle House,	Potter
Prather, Virgil H.,	Troy Center,	Crawford
Rossell, Bertha M.,	Union City,	Erie
Randall, Charles,	Great Valley,	Cattaraugus Co., N. Y.

Roberts, R. L.,	Atlantic,	Crawford
Rupert, Alice,	Mariasville,	Venango
Rea, John J.,	Edinboro,	Erie
Rhodes, Anna E.,	Saegertown,	Crawford
Rankin, Maggie H.,	Boston,	Allegheny
Ralston, Samuel H.,	Edinboro,	Erie
Reese, Wm. U.,	Cochrannton,	Crawford
Robinson, R. D.,	Edinboro,	Erie
Saint, Lillian,	Allegheny City,	Allegheny
Slocum, Georgiana,	Saegertown,	Crawford
Struchen, Lola E.,	Miles Grove,	Erie
Stough, Edith C.,	Fairview,	Erie
Swift, Maude A.,	Pinney's Corners,	Crawford
Stewart, John C.,	Jefferson,	Greene
Steck, Carrie E.,	Burlingame,	Lycoming
Studebaker, Latimer H.,	Jacksonville,	Butler
Trill, Alice A.,	Corry,	Erie
Tucker, Minnie M.,	Springboro,	Crawford
Thompson, Fannie M.,	Claridon,	Geauga Co., Ohio
Walden, Minnie, G.,	Townville,	Crawford
Weible, E. G.,	McKean,	Erie
Wilmarth, Eva,	Eldred,	McKean
Zahniser, Lissa,	North's Mills,	Mercer

Junior Class.

Bailey, Ella J.,	Jamestown,	Mercer
Baker, Alice A.,	Edinboro,	Erie
Beers, Frank C.,	Butler,	Butler
Bell, John J.,	Harborcreek,	Erie
Benjamin, Celia E.,	Edinboro,	Erie
Benn, Edna O.,	Allegheny City,	Allegheny
Bennett, Adda A.,	Franklin Corners,	Erie
Boal, James R.,	Cochranton,	Crawford
Bootes, Jennie,	Waterford,	Erie
Bower, Albert E.,	Venus,	Venango
Boyd, Edith,	Coon's Corners,	Crawford
Boyd, Lavona,	Coon's Corners,	Crawford
Boyer, Francis A.,	Library,	Allegheny
Bradshaw, Anna A.,	Coal Valley,	Allegheny
Bradshaw, Eva M.,	Coal Valley,	Allegheny
Brown, E. Clint,	Southard,	McKean
Buttermore, Charles E.,	Connellsville,	Fayette
Carothers, Edward D.,	Hamilton Station,	Washington
Carr, Jennie,	Jamestown,	Mercer
Cleland, Lizzie,	Beaver Center,	Crawford
Cleland, Margaret,	Beaver Center,	Crawford
Clark, James R.,	Geneva,	Crawford
Conley, Margaret B.,	Tamarac,	Crawford
Cooper, Sarah F.,	Harrisville,	Butler
Coon, Jerome,	Hayfield,	Crawford
Coventry, Hibbitt M.,	Frankfort Springs,	Beaver
Crandall, Lynn,	Lanhams,	Prince George Co., Md.
Culbertson, Andrew A.,	Edinboro,	Erie
Culbert, Lida G.,	Buena Vista,	Allegheny
Dally, Olive L.,	Indiana,	Indiana

Dauchey, Elva E.,	Springboro,	Crawford
Davis, Harry H.,	New Castle,	Lawrence
Dewey, Flora E.,	Wayland,	Crawford
Doing, Lillie M.,	Edinboro,	Erie
Duntley, Ross H.,	Smethport,	McKean
Early, Sadie,	Pittsburg,	Allegheny
Early, Mollie E.,	Pittsburg,	Allegheny
Eldred, Maye,	Titusville,	Crawford
Ellis, Porter W.,	North Springfield,	Erie
Ellsworth, Elmer J.,	Ivarea,	Erie
Ekin, Grace,	McKeesport,	Allegheny
Farley, Lydia M.,	Sterling Run,	Cameron
Freeman, Dilla Z.,	Mosiertown,	Crawford
Fuller, H. Gratz,	Harmonsburg,	Crawford
Guenther, Kate,	Tionesta,	Warren
Goodbin, Anna E.,	Sterrettania,	Erie
Gridley, Clara R.,	Ulysses,	Potter
Henne, Maggie,	Coal Hill,	Venango
Henretta, E. James,	Harmonsburg,	Crawford
Hobbs, Jennie,	New Cumberland,	Hancock, W. Va.
Hobbs, Etta J.,	New Cumberland,	Hancock, W. Va.
Holmes, Louie J.,	Cherry Grove,	Warren
Humes, Dennis E.,	Woodcockboro,	Crawford
Houston, Jeannette,	Canonsburg,	Washington
Irons, Phebe,	Linesville,	Crawford
Irwin, Cora M.,	Coon's Corners,	Crawford
Jackson, Myra E.,	Spring Church,	Armstrong
Jameson, Flora J.,	Petrolia,	Butler
Johnson, Erwin H.,	West Springfield,	Erie
Jones, Agnes,	Penfield,	Clearfield
Jones, Alfred,	Mammoth,	Westmoreland
Kazebee, George M.,	Geneva,	Crawford
Kelly, Tillie W.,	Adamsville,	Crawford
Kerr, Lydia,	Gresham,	Crawford
Kinter, Alfred L.,	Edinboro,	Erie
Kleckner, Minnie L.,	Edinboro,	Erie
Larimer, Dovie,	Edinboro,	Erie
Lawther, James H.,	Whitesburg,	Armstrong
Langley, Louis A.,	Edinboro,	Erie

PENNSYLVANIA STATE NORMAL SCHOOL.

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Lewis, Frank L.,	Mosiertown,	Crawford
Love, Mabel A.,	West Millcreek,	Erie
Marsh, R. T.,	Waterford,	Erie
Miller, Arthur O.,	Edinboro,	Erie
Miller, Melvin J.,	Geneva,	Crawford
Minckley, Alice L.,	Troy Center,	Crawford
McGuire, Lulu C.,	Conneautville,	Crawford
McIlroy, Jos. W.,	Cochranton,	Crawford
McLaughlin, M. L.,	Crossingville,	Crawford
McMurren, Durant L.,	Greenville,	Mercer
McQuiston, Rose L.,	Adamsville,	Crawford
Moriarty, Vinnie,	Emlenton,	Venango
Morris, Frederic W.,	Vroman,	Crawford
Morris, Minnie E.,	Meadville,	Crawford
Morrow, Jennie,	Rundells,	Crawford
Mumford, Aaron W.,	Calvin's Corners,	Crawford
Murdoch, Grant B.,	Cool Spring,	Jefferson
Nash, Mary,	Crossingville,	Crawford
Newsham, F. W.,	Wattsburg,	Erie
Nelson, James N.,	Cochranton,	Crawford
Neyland, Mynnie L.,	Guy's Mills,	Crawford
Newhard, Myrta,	Saegertown,	Crawford
Pettit, Flora,	Deckards,	Crawford
Pearson, Lila M.,	London,	Mercer
Perry, Mary,	Mill Village,	Erie
Polly, Louise L.,	Bousson,	Crawford
Pomeroy, Edith M.,	Roulette,	Potter
Pond, Emma E.,	Townville,	Crawford
Platt, Maggie M.,	Edinboro,	Erie
Rankin, Jennie C.,	Boston,	Allegheny
Reed, Edith S.,	Worth,	Mercer
Reed, Mary E.,	West Millcreek,	Erie
Reeder, Anna G.,	Edinboro,	Erie
Rice, Lucy,	New Greenport,	Greene
Robinson, Edith,	Edinboro,	Erie
Robinson, Lou,	Edinboro,	Erie
Roney, Emma M.,	Hazlewood,	Allegheny
Rice, Homer,	New Freeport,	Greene
Ryan, T. M.,	McLallen's Corners,	Erie

Salisbury, Edna O.,	Emlenton,	Venango
Scott, Walter R.,	Holbrook,	Greene
Sibble, John E.,	Edinboro,	Erie
Sherrets, Lottie B.,	Venango,	Crawford
Sutherland, John T.,	Beaver,	Beaver
Southwick, Pearl T.,	Glyndon,	Crawford
Spaulding, Garner,	Pennside,	Erie
Spaulding, Inez,	Edinboro,	Erie
Smith, Edward C.,	Albion,	Erie
Stanciff, Mary A.,	Edinboro,	Erie
Stuart, Ross R.,	Sligo,	Clarion
Taylor, Carlton J.,	Edinboro,	Erie
Vogan, Anna,	Grove City,	Mercer
Wade, Margaret M.,	Edinboro,	Erie
White, Cora,	Bradleytown,	Venango
White, Guy,	Deep Valley,	Greene
Whitman, Chas. R.,	Edinboro,	Erie
Williams, Flora K.,	McKeesport,	Allegheny
Woods, William W.,	New Bedford,	Lawrence
Woodward, Peter M.,	Edinboro,	Erie
Young, Merton T.,	Girard,	Erie
Zimmerman, Westley C.,	Strabane,	Washington

Students Not Classified.

Aggers, Geo. C.,	Edinboro,	Erie
Alken, Anna,	Mt. Jackson,	Lawrence
Alcorn, Olga R.,	Gresham,	Crawford
Aldrich, Nellie,	East Springfield,	Erie
Anderson, Eugene,	Edinboro,	Erie
Anderson, Shirden,	Edinboro,	Erie
Andrews, Charley,	Tionesta,	Forest
Archer, Clarinda,	Hydetown,	Crawford
Austin, Maud,	Hydetown,	Crawford
Bacon, Albert,	Mosiertown,	Crawford
Baily, Ella J.,	Jamestown,	Mercer
Baker, Daisy B.,	Greenville,	Mercer
Baldwin, Carl W.,	Edinboro,	Erie
Baldwin, Edith J.,	Edinboro,	Erie
Baldwin, Homer A.,	Guy's Mills,	Crawford
Barnes, Hattie M.,	Albion,	Erie
Barrett, William E.,	McLane,	Erie
Bartholomew, Arthur G.,	Norrisville,	Crawford
Bartlett, E. J.,	Richardsville,	Jefferson
Beals, F. R.,	Bear Lake,	Warren
Bennett, Adda A.,	Franklin Corners,	Erie
Bennett, Grace,	Franklin Corners,	Erie
Birchard, Edgar,	Woodcock,	Crawford
Bissell, Clarence,	Nasby,	Erie
Black, Joseph F.,	Saint Joe,	Butler
Black, Katie,	Saint Joe,	Butler
Bliley, Ross A.,	Wesleyville,	Erie
Boal, Belle,	Cochrannton,	Crawford
Borst, Edward,	Ulysses,	Potter
Bowen, Herbert L.,	Linesville,	Crawford

Bower, George E.,	Venus,	Venango
Boyd, Warren J.,	Coon's Corners,	Crawford
Brecht, Frank C.,	Wesleyville,	Erie
Bright, Evelyn,	Greenville,	Mercer
Brightman, Iona,	Centerville,	Crawford
Brown, Nora,	Albion,	Erie
Brown, Ward F.,	Punxsutawney,	Jefferson
Byerly, J. A.,	Tionesta,	Forest
Byham, Robert W.,	Guy's Mills,	Crawford
Burger, May L.,	Mill Village.	Erie
Burnley, Libbie E.,	North East,	Erie
Carroll, Etta J.,	Union City,	Erie
Campbell, George W.,	Cherry Hill,	Erie
Catlin, Leslie,	Newtown,	Forest
Campbell, Alice,	Kittanning.	Armstrong
Caughey, Edwin,	West Millcreek,	Erie
Cheesman, Will A.,	Miles Grove,	Erie
Clark, Herbert J.,	Grand Valley,	Warren
Cooper, Samuel A.,	Geneva,	Crawford
Cooper, Jos. W.,	Mattituck,	Suffolk, N. Y.
Coulter, Nina,	Edinboro,	Erie
Colvin, Hattie,	Edinboro,	Erie
Courtney, Leon F.,	Guy's Mills,	Crawford
Cowell, A. H.,	Wesleyville,	Erie
Cowen, John H.,	Edinboro,	Erie
Crowell, Ashley W.,	Milledgeville,	Mercer
Crandall, Thomas,	McLane,	Erie
Culbertson, Lottie,	Edinboro,	Erie
Davison, Leanna H.,	Harborcreek,	Erie
Davis, Ira W.,	Osborn,	Mercer
Davis, Harry J.,	Wampum,	Lawrence
Dean, Lettie,	Edinboro,	Erie
Deeter, J. E.,	Mill Village,	Erie
Dennington, Jeannette,	Deckards,	Crawford
Dexter, Jas. Levern,	Mill Village,	Erie
Dewey, Clara,	Wayland,	Crawford
Dickey, Jeannette,	Espyville,	Crawford
Dickinson, Geo. E.,	Ridgway,	Elk
Dowler, Alice C.,	Centreville,	Crawford

PENNSYLVANIA STATE NORMAL SCHOOL.

17

Donovan, Kittle,	Kersey,	Elk
Doing, John H.,	Edinboro,	Erie
Drake, Harry,	Little Cooley,	Crawford
Dreffenbacher, Vallie,	Butler,	Butler
Duffield, Bert,	Plum,	Venango
Edson, Effie,	Westford,	Crawford
Elwood, Effie,	Atlantic,	Crawford
Eldridge, Chester D.,	East Springfield,	Erie
Evans, W. G.,	Richardsville,	Jefferson
Evans, Lena N.,	Fairview,	Erie
Evans, Harry,	Erie,	Erie
Eastman, Nora,	McLane,	Erie
Faulk, Ozmer B.,	Ringgold,	Jefferson
Fleek, Bernice A.,	Edinboro,	Erie
Flynn, John F.,	Edinboro,	Erie
Foster, Olive A.,	Franklin,	Venango
Frampton, Frank H.,	Ringgold,	Jefferson
Freed, Dempsey,	Moyer,	Fayette
Fuller, H. Gratz,	Harmonsburg,	Crawford
Galusha, Ella,	Brockwayville,	Jefferson
Gates, Dorie G.,	Pont,	Crawford
Gere, Charles H.,	Princeton,	Lawrence
Ghering, Anna,	Gresham,	Crawford
Gillaspie, Ida J.,	Black Ash,	Crawford
Gillespie, Sadie,	Waterford,	Erie
Gilmore, Loey A.,	New York City,	N. Y.
Gilson, Geo. B.,	Vroman	Crawford
Gilson, Martha,	Barnes,	Warren
Goodrich, Mary,	Titusville,	Crawford
Goodrich, Emma,	Edinboro,	Erie
Gordon, Carl W.,	Worth,	Mercer
Gorsuch, Alice M.,	Titusville,	Crawford
Graham, Minta,	Hickernells,	Crawford
Greenawalt, Clara R.,	West Newton,	Westmoreland
Griffith, Minnie C.,	Centreville,	Crawford
Harris, Norman,	McLane,	Erie
Hanson, Alice S.,	Edinboro,	Erie
Hawkins, Ida,	Edinboro,	Erie
Harrison, Irene E.,	Vroman,	Crawford

Hawk, May S.,	Dime,	Armstrong
Hamilton, Anna M.,	Geneva,	Crawford
Hamilton, Jeannette,	Geneva,	Crawford
Harrison, May,	McLane,	Erie
Harrison, Minnie,	Vroman,	Crawford
Haslette, Sarah A.,	Belleville,	Mifflin
Harrison, Joseph,	Vroman,	Crawford
Harrison, Lottie E.,	Franklin Corners,	Erie
Henderson, Arthur,	McKeesport,	Allegheny
Henry, May,	Knapp's Creek,	Allegheny
Henninger, Chas.,	Butler,	Butler
Henry, Ly man G.,	Miller's Station,	Crawford
Hickok, Grace E.,	Edinboro,	Erie
Hickernell, Anna,	Hickernell's Corners,	Crawford
Hipple, Sadie,	Waterford,	Erie
Hopkins, Minnie,	Rundells,	Crawford
Howard, Bertha F.,	Franklin Corners,	Erie
Hogue, Florence,	Edinboro,	Erie
Holben, Calvin A.,	Ringgold,	Jefferson
Huffman, Lizzie,	Ninevah,	Greene
Humes, D. E.,	Woodcockboro,	Crawford
Humphrys, Frank R.,	Lane's Mills,	Jefferson
Irons, Frank W.,	Linesville,	Crawford
Jackson, E. S.,	Spring Church,	Armstrong
Jackson, Edith,	Troy Centre,	Crawford
Jeffords, Edson E.,	McLane,	Erie
Johnson, Giles,	Grand Valley,	Warren
Kearney, Hugh A.,	Brockwayville,	Jefferson
Kinter, Alfred L.,	Edinboro,	Erie
Kearney, Thomas,	Brockwayville,	Jefferson
Kearney, Robt. A.,	Brockwayville,	Jefferson
Kelly, Tillie W.,	Adamsville,	Crawford
Kendall, F. J.,	Centre Road,	Crawford
Kerr, Tillie,	Grésham,	Crawford
Kerr, Bert A.,	Wilkinsburg,	Allegheny
Kingsley, Emma,	Edinboro,	Erie
Kingsley, Edna V.,	Edinboro,	Erie
Kleckner, Adda L.,	Edinboro,	Erie
Klingensmith, Mary A.,	Dime,	Armstrong

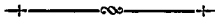
Landis, Clara K.,	Avonia,	Erie
Lang, Sadie,	Cochranton,	Crawford
Leach, Jennie,	Waterford,	Erie
Leehan, Maggie,	Lavery,	Erie
Leo, Maggie,	Meadville,	Crawford
Lewis, Cora M.,	Spartansburg,	Crawford
Logan, Anna M.,	Logansport,	Armstrong
Long, Maude,	Lindsey,	Jefferson
Love, Brice D.,	West Millcreek,	Erie
Lupher, Lottie,	Townville,	Crawford
Maizland, John L.,	Saxonbury,	Butler
Marsh, Wilbur C.,	McLane,	Erie
Matheis, Addie,	Geneva,	Crawford
Matteson, Emma M.,	Cambridgeboro,	Crawford
Marshall, Irene,	Barnes,	Warren
McArthur, Emma,	Westford,	Crawford
McBride, Adda,	Seneca,	Venango
McCarty, Florence,	Edinboro,	Erie
McCarty, Julia,	Edinboro,	Erie
McCandlish, Eva A.,	Ethel Landing,	Beaver
McCleery, J. Smith,	Black Ash,	Crawford
McLallen, Clyde,	McLellan's Corners,	Erie
McClure, Hettie E.,	Edinboro,	Erie
McClure, Sallie,	Edinboro,	Erie
McCready, Lizzie,	New Bedford,	Lawrence
McEnery, Maggie,	Bell Valley,	Erie
McKelvey, F. A.,	Atlantic,	Crawford
McKenzie, Jennie,	Beaver Falls,	Beaver
McKnight, Jas. L.,	Buena Vista,	Allegheny
McLallen, Blanche,	McLellan's Corners,	Erie
McLallen, Jas. I.,	McLellan's Corners,	Erie
McLaughlin, Abbie,	Crossingville,	Crawford
McLaughlin, Allie,	Crossingville,	Crawford
McMillen, Frank,	Norrisville,	Crawford
McMurren, Durant L.,	Greenville,	Mercer
Miller, Maggie,	Atlantic,	Crawford
Miller, Amanda,	Cherry Grove,	Warren
Meehan, Aggie,	Wesleyville,	Erie
Metzenbacher, Will,	Woodcock,	Crawford

Miner, Irvin C.,	Waterford,	Erie
Morris, Frederic W.	Vroman,	Crawford
Morris, Winnie,	Mayville,	Mercer
Morris, J. S.,	Bundell's,	Crawford
Moore, Flora M.,	Pulaski,	Lawrence
Mumford, Aaron W.,	Calvin's Corners,	Crawford
Mushrush, David McE.,	Stony Point,	Crawford
Nash, Mary,	Crossingville,	Crawford
Nelson, Jessie,	Hickernell,	Crawford
Nelson, Nettie,	Hickernell,	Crawford
Nelson, Geo. W.,	Hickernell,	Crawford
Nelson, F. F.,	London,	Mercer
Newhard, Merta,	Springboro,	Crawford
Newhard, Mary,	Springboro,	Crawford
Niles, Nettie,	Edinboro,	Erie
Noyes, Lena,	Francis,	Erie
Nye, Meena H.,	Custards,	Crawford
Null, Mary,	Washington,	Washington
Osborn, May	McLane,	Erie
O'Neill, Nora,	Edinboro,	Erie
Parker, Emma,	North East,	Erie
Patterson, Pearl,	Edinboro,	Erie
Patterson, Helen,	Franklin,	Venango
Parry, Edith,	Higbee,	Greene
Perkins, Fred,	Miller's Station,	Crawford
Peters, Adda M.,	Deckards,	Crawford
Petitt, Alfred E.,	Deckards,	Crawford
Phelps, Grace E.,	Edinboro,	Erie
Phelps, Lillian,	Waterford,	Erie
Phillips, Ada,	Cannonsburg,	Allegheny
Phillips, Judson A.,	Lundy's Lane,	Erie
Pittinger, Jas. S.,	Fairview,	Hancock, W. Va.
Pollock, Susie, F.,	McKeesport,	Allegheny
Pratt, Emma,	Edinboro,	Erie
Purtill, Lizzie,	Titusville,	Crawford
Porter, Grace A.,	McLane,	Erie
Quay, Belle,	Mill Village,	Erie
Ralston, Allie B.,	Edinboro,	Erie
Reno, Hannah, M.,	Edinboro,	Erie

Reed, J. Wilbur,	Erie,	Erie
Reeser, Laura,	Franklin.	Venango
Rhodes, Sherman J.,	Osborn,	Mercer
Rice, Charley H.,	New Freeport,	Greene
Roney, Emma,	Worthington,	Armstrong
Roland, Geo. H.,	Avonia,	Erie
Roberts, John E.,	Atlantic,	Crawford
Roe, Minnie,	Seneca,	Venango
Roberts, Thomas C.,	Kennard,	Mercer
Robinson, Thomas,	Lowville,	Erie
Root, George B.,	Erie,	Erie
Russell, Nettie,	Geneva,	Crawford
Ryan, Bell,	Fairview,	Erie
Ryan, Laura,	Fairview,	Erie
Ryan, Agnes,	Linesville,	Crawford
Reagle, Angus,	Raymilton,	Venango
Sauers, Anna,	Edinboro,	Erie
Sauers, Maggie,	Edinboro,	Erie
Sanderson, J. F.,	Steamburg,	Crawford
Sampson, Emma,	Seattle,	Washington
Shultz, Martha, J.,	Girard,	Erie
Shaw, Clifton,	Linesville,	Crawford
Sherman, Olive G.,	Edinboro,	Erie
Shelvey, James E.,	Crossingville,	Crawford
Sherman, Lina L.,	West Millcreek,	Erie
Shawkey, Minnie A.,	Tionesta,	Forest
Sheldon, Carrie,	Springboro,	Crawford
Sherrod, Hetta,	Edinboro,	Erie
Sherrod, Pearl,	Edinboro,	Erie
Skinner, Adda E.,	McLane,	Erie
Skelton, Effie,	Venango,	Crawford
Smiley, E. M.,	Mill Village,	Erie
Smith, Maurice,	McLane,	Erie
Smith, Edward C.,	Albion,	Erie
Smock, Monroe,	Geneva,	Crawford
Spaulding, Garner,	Pennside,	Erie
Spaulding, Inez,	Edinboro,	Erie
Sparks, Samuel C.,	Brockport,	Elk
Spence, Benton, C.,	Avonia,	Erie

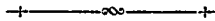
Strawbridge, Ben Alex.,	Townville,	Crawford.
Steadman, Burt,	Edinboro,	Erie
Stewart, Reba,	Vroman,	Crawford
Sturtevant, Jennie,	Springboro,	Crawford
Stanford, Kate,	Edinboro,	Erie
Swift, Lizzie,	Edinboro,	Erie
Tate, Bertha,	Belle ³ Valley,	Erie
Tate, Ida,	Erie,	Erie
Tobin, Anise,	Crossingville,	Crawford
Thomas, ² Grant,	Hulton,	Allegheny
Thompson, William,	Sandy Lake,	Mercer
Tiffany, Agnes D.,	Edinboro,	Erie
Timmons, John,	Pittsburg,	Allegheny
Thomas, Vernon D.,	Woodcock,	Crawford
Van Sickle, Blanche,	Franklin,	Venango
Van Naten, Bert K.,	Cooperstown,	Venango
Vaughn, John M.,	Crossingville,	Crawford
Vogan, Anna,	Grove ¹ City,	Mercer
Vrooman, Bertha A.,	Hydetown,	Crawford
Vandervort, Anna,	Edinboro,	Erie
Walsh, Lena G.,	Linesville,	Crawford
Walton, Lulu A.,	Centre Road Station,	Crawford
Wakeley, Chas. O.,	Greenfield,	Erie
Washburn, Burt O.,	Franklin Corners	Erie
Weber, Anna C.,	Plummer,	Venango
Webster, Mary E.,	Fairview,	Erie
Whipple, David A.,	Edinboro,	Erie
White, Guy,	Deep Valley,	Greene
Whitely, Cora,	Mill Village,	Erie
Wiard, Henry W.,	Crossingville,	Crawford
Wildman, Bert,	Greenfield,	Erie
Williams, Cora B.,	North East,	Erie
Williams, Oren T.,	Big Bend,	Venango
Wilson, Anna L.,	Edinboro,	Erie
Wiseman, Anna,	Drake's Mills,	Crawford
Wiseman, Emma,	Drake's Mills,	Crawford
Wood, Wm. C.,	Sheffield,	Warren
Woodward, Emma,	Edinboro,	Erie
Wright, Alice E.,	Erie,	Erie

Zaun, George W.,	Swanville,	Erie
Zehner, Lizzie,	New Castle,	Lawrence
Zillafro, Emma,	Southard,	McKean



Post-Graduate Students.

Anderson, Etta, B. E. D.,	Edinboro,	Erie
Owen, Burton A., B. E. D.,	Edinboro,	Erie
Paden, Iona, A. B.,	Petersburg,	Mahoning, Ohio
Reeder, Charles J., B. E. D.,	Edinboro,	Erie



Students Holding Junior Certificates Issued Prior 1891.

Bayle, Burdette,	McLane,	Erie
Bradley, Orin C.,	Wallaceville,	Venango
Culbertson, Elizabeth,	Edinboro,	Erie
Cutler, Alice,	Edinboro,	Erie
Farnsworth, Annie,	Sheffield,	Warren
Gleeson, W. Milo,	Itley,	Erie
Henninger, John,	Butler,	Butler
Lachner, George W.,	Edinboro,	Erie
Mitchell, F. W.,	McKean,	Erie
Stanciff, Thomas E.,	Edinboro,	Erie
Williams, Cora B.,	North East,	Erie
Wright, Earnest S.,	Franklin Center,	Erie



Summary.

Post Graduates.....	4
Graduates.....	86
Seniors.....	94
Juniors.....	141
Unclassified.....	345
Model School.....	208
Total.....	<u>878</u>

Hand-Book and Circular.

THIS SCHOOL is designed for the education and training of teachers. Its equipment, its studies, and its methods of instruction and government are designed to prepare its students for efficiency as teachers.

CHARACTER OF NORMAL SCHOOLS.

The work of all schools is culture and development—preparation for life. The work of special schools is development in some special direction; preparation for a special work in life. The work of a Normal School is development in the direction of teaching. The chief problem in education is to secure good teachers. Normal Schools are designed not to give teaching talent, but to develop and train the natural talents and powers of their students. The power to teach can be improved in only two ways, viz: study and practice without a teacher—that is, by experience in the school room; or study and practice with a teacher—that is, at a Normal School. The latter is the best and cheapest method—as Roger Ascham says: “Learning teacheth more in one year than experience in twenty.”

No interest is more precious, no work calls for higher powers and wisdom than the education of the children. To care for a single child, to prepare him to enter upon the duties of life with a strong body, a sound mind, a pure soul and a cheerful spirit is a work requiring higher wisdom than any other human labor. To perform this work requires liberal culture, a knowledge of the mental and moral powers, and a skill in persuading and stimulating children to right action. To succeed in it requires long and careful preparation, and this, experience has proved can best be made in Normal Schools. Normal Schools are deemed of such vital importance to the public school system that they are found in every civilized country.

MEANS EMPLOYED TO TRAIN TEACHERS.

These are—study, recitation, reading, observation, practice, and instruction.

1. **STUDY**—Student teachers are taught how to study that they may acquire study power, and that they may know how to teach others to study. Students are assigned definite lessons, and shown how to prepare them. They are taught that the lesson is to be learned chiefly for its in-

fluence on the mind. They are invited to work for the reaction of the work on themselves. They are directed as follows:

1. Have fixed, regular and definite hours for each study.
2. While studying, work with the greatest possible energy.
3. Give the attention to one point of the lesson at a time, and master each point separately.
4. Study the relation of the parts after each part is known.
5. Be prompt and faithful in devoting the assigned hours to study, and none but assigned hours.

As a guide to the value of study, they are directed to measure the profits of study by the following rules:

1. The value of study, *ceteris paribus*, varies as the time spent in study.
2. The value varies as the square of the energy.
3. The value varies as the square of the interest.
4. The value varies as the cube of the methods.
5. The value varies as the fourth power of the quality.
6. The value of school study varies as the spirit of willing obedience.

2. RECITATION.—Students in the Normal School recite as teachers. They stand before the class, and with voice and crayon explain the subject in their own language. By recitation they show whether they have an accurate knowledge of the subject, and whether they can express their knowledge in a way to make it clear to others. Reciting as teachers they receive no help. They learn the limits of their own acquaintance with the subject, and learn what yet remains for them to acquire. By their efforts to teach the lesson they acquire teaching power. They bring out clearly their own resources and learn how to use them; they acquire self discipline and the art of self culture. Each member of the class, while others are reciting, is both pupil and critic. As a pupil he is attending to the recitation, and as a critic he is observing the reciting student and judging him by his own standard of good teaching. The Normal School teachers, in giving instruction, aim to act as model teachers, and thus student teachers, even unconsciously at recitation, become acquainted with methods of teaching.

3. READING.—One great defect in schools is that pupils and students think they must have help or they can do nothing for themselves. The idea has been growing of late that teachers are to carry pupils along, make their work easy, or relieve them of it altogether. In too few cases do the children understand that the teachers are their guides to direct them in their work, and are friends to encourage them to work for themselves.

In order to bring out students to independent thought and effort, and to infuse them with a spirit of progress, we have provided an excellent library. Students are directed to the best works for their individual culture; are stimulated to read for improvement, and are taught to be their own teachers. They are frequently directed to the biography of men and women who have made vast and valuable attainments, and are encouraged to use the library for independent, individual improvement. The library is rich in works upon teaching, and students are taught to select, read and digest the thoughts of educational writers. The library contains many school reports and educational journals, and students glean from them most valuable hints and suggestions; such as how to perform this, that, and other school duties.

4. **OBSERVATION.**—Students are advised to note and study the methods of their class-room teachers, the methods of the student teachers when reciting, and to visit the student practice teachers in the Model School. They are questioned and encouraged to compare the work they see with the views expressed by teachers and writers, and thus become thinkers for themselves.

5. **PRACTICE.**—The Pennsylvania Normal School system requires a school of practice in connection with each of the State Normal Schools. Our school is provided with a practice department of two hundred pupils. In this school students who have had instruction in the principles of education can practice under the direction of the superintendent of that department, and test themselves and their theories.

COURSES OF STUDY:

There are two courses of study in the Normal Schools of Pennsylvania termed Elementary and Scientific.

ELEMENTARY COURSE OF STUDY.

This work covers two years, and the work is divided as follows:

JUNIOR WORK.

PEDAGOGICS.—School Management; Primary Methods.

LANGUAGE.—Orthography; Reading; English Grammar, including Composition.

LATIN.—Grammar and Reader preparatory to Caesar.

MATHEMATICS.—Arithmetic, except mensuration; Elementary Algebra.

NATURAL SCIENCES.—Physiology and Hygiene.

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

ARTS.—Penmanship: To be able to explain and teach some approved system. Writing to be submitted to the Board of Examiners.

Drawing: A daily exercise for at least twenty-eight weeks. Work to be submitted to the Board of Examiners.

Book-keeping: Single entry, seven weeks.

Vocal Music: Elementary principles, and attendance upon daily exercises for at least one third of a year.

SENIOR WORK,

PEDAGOGICS.—Psychology; Methods; History of Education; Model School Work—at least twenty-one weeks of actual teaching, daily, during one period of not less than forty-five minutes; a Thesis on professional subjects.

LANGUAGE.—The outlines of Rhetoric, together with at least a fourteen-weeks' course in English Literature, including the thorough study of one selection from each of four English Classics; Latin, Caesar through the Helvetian War.

MATHEMATICS.—Arithmetic, Mensuration; Plane Geometry.

NATURAL SCIENCES.—Elementary Natural Philosophy; Botany.

HISTORICAL SCIENCES.—Reading of General History, in connection with the History of Education.

ART.—Elocutionary exercises in connection with the study of English Literature.

NORMAL SCIENTIFIC COURSE,

This includes the whole of the Elementary Course and Trigonometry, Surveying, Analytical Geometry, Calculus, Chemistry, Zoology, Geology, General History, Astronomy, Logic, Moral Philosophy, Latin.

French and German may be substituted for a portion of the Higher Mathematics.

Time required to complete the Elementary Course: Holders of a Teacher's Certificate averaging $1\frac{1}{2}$ can usually complete the Elementary Course in two years. Graduates of High Schools, Seminaries, and advanced Academies can usually complete in one year. It takes two years additional to complete the Scientific Course. Students can enter the course at any stage of progress, and be allowed credit for all the studies with which they are thoroughly acquainted. None can graduate without attending here one-half of a school year.

EXAMINATION FOR ADMISSION TO SENIOR CLASS.

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

2. In order to be admitted into the Senior Class, students must be qualified in the studies of the Junior Course, with the exception of that

in Pedagogics, which shall be deferred to the Senior year. Such examination in the studies of the Junior Course to be final.

3. Any person or persons not in actual attendance during the Spring session, if recommended by the Faculty, may be examined in the Junior studies, at the opening of the Fall Term, by the Principal and the two Superintendents, who are members of the State Board, and the examination papers, if approved by these three examiners, shall be submitted to the Superintendent of Public Instruction, and if he approve them, the person or persons who prepared them shall be admitted into the Senior Class.

EXAMINATION FOR GRADUATION.

Candidates for examination are examined twice; first, by the Faculty of the school, called Primary Examination, and next by a committee appointed by the Superintendent of Public Instruction, called Final Examination.

The Faculty examine the candidates thoroughly and critically upon all the studies of the course, and if satisfied with the scholarship, teaching power and character of candidates, certify the same to the Board of Examiners for final examination. By a recent decision the vote of the Faculty must be unanimous, or the student cannot be admitted to examination before the Final Board.

The Board of Examiners consists of the State Superintendent, the principal of the School, the principal of one other State Normal School, and two County or City Superintendents, the last three of whom are appointed by the State Superintendent.

The Board of Examiners test the scholarship and mental power of the candidates, and give Diplomas to those for whom four of the five members of the Board vote.

DIPLOMAS.

Graduates receive a Diploma and Degree of Bachelor of Elementary Didactics. The Diploma is a certificate, valid in all parts of the State, and exempts the holder from any further examination by any officer acting under the provisions of the Common School System of Pennsylvania.

APPARATUS AND CABINETS.

The following is a partial list of the apparatus belonging to the school with the greater portion of which the student becomes familiar:

Instruments of measurement, length, weight and capacity; instruments for illustrating and measuring physical forces for illustrating principles of machinery for illustrating and determining specific gravity; for exemplifying principles of hydrostatics, hydraulics, pneumatics, optics,

electricity, chemistry, etc. Charts, manikin, skeleton, etc., for illustrating physiology.

Spectroscope, Endosmeter, Models of Steam Engines, Electroscope-Electric Battery, and apparatus for illustrating pressure of fluids, specific heat, interference of sound, interference of light, electroplating, double-refraction, phosphorescence, and themic electricity.

The following school-room apparatus is in daily use in the Model School: Reading Charts, Wall and Outline Maps, Globes, Abacus, Picture Rolls, Natural History Cabinet, Encyclopaedia, Dictionaries and Gazeteers. Students also can make themselves acquainted with the following which are within their sight, but not used every day: Alphabet Bloeks, Spelling Case, Sentence Stick, Reading Case, Butler's; Reading Cards, Webb's; Reading Charts—Canana Set, Harper's Set, Electric Set, Monroe's Set, Butler's Set—Children's Picture Roll (2) Alphabet Charts, Wall Papers (30), (British Workmen Set); Numeral Frame, Arithmetic Cards, Cube Root Blocks, Harrington's Blocks, Even Balance Scales, Iron Weights, English; Iron Weights, Metric; Brass Weights, Metric; Metric and English Scale, Double Beam; Metric Measure, Tin and Wood, Hl. to Ml.; Tape Measure, Yard, Meter Stick, Half Meter 30 Centimeters, Natural History Cabinet (200 articles); Natural History Prints, Prang's Series; Natural History Prints (210), (London Set); Natural History Prints (84), (London Set); Color Charts, Color Cubes, Botanical Charts, Object Teaching Forms, Model of Tools (4 Sets); Illustration of Useful Arts (3 Sets); Kindergarten Material of various kinds; Globes, Magnets, Prisms, Compass, Maps, Charts, Solar, Phonic, Geological, Historical, Ethnological, Grammatical, Zoological, Geographical, Metric, Dissected and Relief.

For many years the School has possessed the foundation of a Natural History Cabinet and School Museum. During the fall of 1883 the extensive collection of Prof. Jacob Ennis was secured. By this addition the cabinet becomes exceedingly valuable for school purposes.

THE ENNIS COLLECTION.

Prof. Ennis gathered these during his long and distinguished labors as a teacher in Philadelphia. They are now placed in cases on the first and second floors of the Library building.

LIBRARY.

The Library now occupies a room in the new building, 50x65x16 and is abundantly lighted from the sides. It is opened daily from 8 A. M. until 4:15 P. M., and the students are free to use it whenever open. The students learn to know books and to enjoy reading them. They are taught how to read with profit and are referred to the manuals of reading among the reference books.

The books are classified and shelved so as to be easy of consultation, and students are urged to take, read and inwardly digest. The library is one strong feature of the school, and largely increases the value of study here. The books are classified as follows :

1. Works of reference. Among these are the new American Cyclopædia, Encyclopædia Britannica, Chambers' Cyclopædia, Johnson's Cyclopædia, Brandis' Cyclopædia, Hammersley's Naval Cyclopædia, Cyclopædia of Education, Lippincott's Pronouncing Biographical Dictionary, Drake's American Biographical Dictionary, Allibone's Dictionary of Authors, and Gazetteers, Atlases and Dictionaries of various subjects and languages.

2. Works upon teaching. In this class are over 1,000 volumes, including nearly every book named in the Toronto Pedagogical Library Catalogue. Also bound volumes of the Pennsylvania School Journal, the New York Teacher, Barnard's Journal of Education, Reports of the American Institute of Instruction, Reports and Addresses of the National Educational Association, and many valuable State and City School Reports. Of the 1,000 volumes recently added, about one-half belong to the Department of Teaching. The school possesses the second best collection on this subject in the United States.

3. Periodical Literature. Full sets of bound volumes of the following periodicals are in this class: Harper's Weekly, Harper's Monthly Magazine, Atlantic Monthly, Galaxy, Lippincott's Magazine, Popular Science Monthly, American Naturalist, Quarterly Magazine, London; The Nation.

4. Biography.
5. Travel.
6. History.
7. General Literature and Criticism.
8. Science.
9. Poetry.
10. Fiction.
11. Mental Science.
12. Social and Political Economy.
13. Agriculture and the Arts.
14. Miscellaneous.

On the reading tables are the current numbers of the leading educational, literary and scientific periodicals.

In order to enable students to use the Library with the most profit, we invite their attention to these suggestions :

1. Visit the Library daily at a regular hour.
2. Keep with you a memorandum book for recording dates and suggestions, and keeping a record of your reading.
3. Learn the classification and arrangement of the Library, so as to know where to look for information.

4. Use the reference books as soon as you desire explanation of allusions and difficulty.

5. To read, mark and inwardly digest all the 6,000 volumes in the Library is impossible. Select a few with care and read them thoroughly.

6. Examine many others and read a little in them. Rufus Choate arranged a course of reading and study for a friend, which included no complete book, but choice portions of many books.

7. Read not simply for information, but also for inspiration.

8. If the author is one to elevate and expand the mind, the second reading is better than the first. The mind is best disciplined by repeated perusals of a few great models.

9. Read a variety of books adapted to exercise the different powers of the mind. Do not limit the reading to one line of thought.

10. Often review your memoranda and recall your readings. Let the recall cultivate the understanding and the reason, and quicken the higher faculties of the mind.

11. Consult maps, dictionaries and other reference works, so as to understand clearly all you read.

12. Every day sum up your reading, take an account of stock and see what real attainments you have made. Condense your acquisition with a few statements and secure these permanently.

13. Read with energy. A. R. Spoffard can read an ordinary 12 mo. volume of 800 pages in about fifteen minutes.

14. Never let the mind lie dormant while reading. To have thought run in and out of the mind without mental effort to grasp and retain something is the dullest of all idleness.

15. Learn to educate yourself by reading, and prepare yourself to direct the reading of others.

16. Make a list of topics you intend to read; look over the list and modify it from time to time.

17. When you cannot find what you want ask the aid of the Librarian.

LITERARY SOCIETIES AND EXERCISES.

Two Literary Societies, the Potter and Everett, hold regular sessions Saturday afternoons. Each occupies a pleasant hall, 25x40; each hall is richly furnished with carpets, curtains and chairs. A fine square piano marble-topped tables, and upholstered chairs occupy the rostrum. These halls are occupied by the societies only, and the students take great interest and pride in their society relations and work. They enjoy abundant opportunity for private practice and rehearsals before giving their exercises in public meetings. Debating and other literary societies meet weekly, and all students are free to join or not, as each prefers.

Music * Department.

The authorities of the Normal School in order to give better facilities to teachers and prepare them for the highest service in the schools have organized a Musical Department. The aim of this Department is to prepare teachers for leading the music in public schools and for skill in teaching music. An extended and thorough course is offered in each branch, each being carefully graded. Below is given an outline of the work to be gone over, subject to change according to the needs of the pupil:

PIANO.

In six grades—Mechanical Studies:

Spindler, Op. 131.	Czerny, Op. 636. Bk. 2.
Kohler, Op. 162 & 151.	Le Couppey, Op. 20.
Gurlitt, Op. 83 Bk. 1.	Schmitt, Op. 16.
LeCouppey, Op. 17,	Duvernoy, Op. 120.
Kohler, Op. 50.	Doring, Op. 24.
Doring, Op. 8. Bk. 1.	Czerny, Op. 118.
Gurlitt, Op. 83, Bk. 2.	Loeschorn, Op. 66.
Czerny, Op. 553.	Krause, Op. 5.
Kullak, Bk. 2.	Cramer, High Class Etudes.

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

Burgmuller, Op. 100.	Spindler, Op. 273, Bk. 1.
Concone, Op. 24.	Heller, 47.
Loeschorn, Op. 38 & 52.	Heller, Op. 46, Bks. 1 & 2.
Heller, Op. 45, Bks. 1, 2 & 3.	Jensen, Op. 32, Three Bks.

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.

VOCAL CULTURE.

The Department offers two courses. (1) A course for the thorough training of teachers; (2) a course for persons wishing to become skilled singers. The latter course may also be pursued by students wishing to

learn the proper use of the voice, in connection with studies in the Normal Department, although it is not necessary that such students complete the course. Many people have fair voices which they wish to cultivate sufficiently to be able to sing correctly and pleasingly, while they have not sufficient voice or musical ability to become public singers. Such pupils may pursue the special course as far as circumstances may permit.

TEACHERS' COURSE.

This is intended to be an exhaustive and practical course in the art of teaching vocal music. The principles of tone placing, the best system of breathing as a support to the voice, and all other details pertaining to vocal technic, are dwelt upon and thoroughly defined.

The course is similar in extent to the Special, more time being given to explanation and analysis and less to studies in execution. The best singers are not always the best teachers. Persons with inferior voices may become excellent teachers if they will thoroughly master the principles of voice training. It is, however, required that all applicants for voice culture shall have sufficient voice to sing from memory some simple melody.

EXPENSES OF MUSIC DEPARTMENT.

Term consists of fourteen weeks. Two lessons per week.

Voice, Piano, Violin, Cornet, (class of two) each.....	\$14 00
Harmony and Composition (six in class) each.....	5 00
Any two branches, such as Voice and Piano (two in class).....	24 00
One lesson per week in Voice, Piano, etc., (two in class).....	8 00
Private lessons in Voice, Piano, etc.,.....	20 00
Private lessons in Voice, Piano, etc., (one per week).....	12 00
Rent of Piano, one period per day, per term.....	2 00
Rent of Organ, one period per day, per term.....	1 00
Rent of pedal Organ, one period per day, per term.....	5 00
Single private lessons, each.....	1 00

Classes in Sight-singing, History, Musical Form are free to all music students.

Those paying full tuition in the Normal Department will receive a reduction of 25 per cent. from the catalogue price for lessons.

Instruments will not be rented for less than one-half term.

Pupils entering for less than one full term will be charged by the week, one-fourth being added to the catalogue price.

Model School.

The Model School occupies the first floors of two buildings, having a floor space of 13,300 feet. This space is divided into ten class rooms for recitations, and three large study rooms, furnished with single desks for the 225 pupils. The school is in charge of a Superintendent who directs the studies of the pupils and instructs the assistant teachers, and the student teachers who conduct the class recitations. This school affords superior facilities for children from six to sixteen.

The members of the Senior class are permitted to practice in this school. They have one period daily for teaching and meet the Superintendent of the school twice a week for criticism and instruction. One term well used in the Model School has been known to do more for a teacher in imparting skill than several years of school room work without advice.

Students are permitted to visit and observe the work of the Model School whenever they have the time. Visitors to this department are always welcome.

PHYSICAL TRAINING.

To do the best work the student should have a healthy mind and a healthy body. Health can be maintained only by regular, daily exercise. Recognizing this fact, the school encourages physical training, and has endeavored to furnish means by which it can be secured. Ample grounds are provided for ball, lawn tennis, croquet and similar games. Walking clubs are formed, which have been the source of much enjoyment to the students. Lake Conneauttee furnishes ample opportunities for boating and skating. A large room has been fitted up for indoor exercises, in which ladies have a physical training class, and the gentlemen military drill.

OUR STUDENTS.

Our students come mainly from country homes where they have been taught the virtues of industry, obedience, order, economy, self-denial, self-help and fidelity. They come from homes of moderate means, where education is prized above money. They are almost universally good students. A spirit of willing obedience, good conduct and faithful study make a good student. Our students are willing workers. They know that they must do their own work, and are profited by their own work only. They study to learn and study to retain. They have the spirit of self-help, asking only for counsel and encouragement, desiring to perform the work of learning for themselves.

REGULATIONS.

It is the aim of the teachers and of the government to lead the students to willing co-operation in the right and the good. It is the fixed

purpose of the school to prepare the students to control themselves and to control others. This is done by constant appeal to their understanding and their reason. They are urged to resist the impulses and passions which oppose what reason teaches as best. No minute and formal rules are published. All are urged and stimulated by example and voice to do the very best possible in study and in conduct. We say to all:

1. Do right. The law of rectitude is always binding, so binding that one ought never to depart from it.
2. Devote your whole energies to school work.
3. Plan your work wisely, work your plan faithfully.
4. Aim to do better work and more of it each succeeding day.
5. Seek intellectual and physical energy.
6. Well doing is praiseworthy, ill doing is discreditable; do well, do well.
7. Be true to yourself.

GROUNDS.

The school grounds, of twelve acres, are situated on the south border of the village. They are adorned with groves and lawns, and are devoted to study, exercise and recreation. The picture on the cover gives but a faint idea of their beauty. A visitor who saw them in '85 said: "I have traveled extensively, and have seen many fine school grounds; I have seen some of great extent, but none that I have ever seen are finer and better kept than these." There are grounds for ball playing, for battalion drill, for archery, for lawn tennis, for croquet and for other games.

BUILDINGS.

The buildings include five recitation buildings and two dormitories besides a boiler house and water tower. Over \$25,000 were spent the past year in enlarging and improving the buildings.

These buildings are warmed by steam from boilers, set in the boiler-house.

The class rooms are well lighted and ventilated, of suitable size and form, and are well adapted for the purpose of school work. The whole wall space around each class room is provided with blackboards five feet in width.

DORMITORIES.

Two buildings contain rooms for lady students only.—The gentlemen find rooms in the village. The rooms in the dormitories are well fur-

nished, and their occupants are not expected to provide any bedding or furniture.

These buildings are provided with an abundance of hot and cold water on each floor. Each dormitory is provided with a bath room.

TEXT BOOKS:

Students should bring with them such text books as they have for the purpose of reference. The following text books were used last year:

Reed & Kellogg's Grammar,
 Kellogg's Rhetoric,
 Whitney's Grammar,
 Webster's Unabridged Dictionary,
 Worcester's Comprehensive Dictionary,
 Robinson's Arithmetic,
 Goff's Arithmetic,
 Wentworth's Arithmetic,
 Wentworth's Algebra,
 Wentworth's Geometry,
 Collar & Dannell's Beginner's Latin Book.
 Allen & Greenough's Latin Grammar,
 Walker's Physiology,
 Gage's Physics,
 Gray's School and Field Botany,
 Barnes's United States History,
 Meyer's General History,
 Harper's Geography,
 Harper's Readers,
 Monteith's Physical Geography,
 Palmer's Choral Union,
 Prince's Methods,
 Prang's Drawing,
 Bryant & Stratton's Book-keeping,
 True's Civil Government,
 Hailman's History of Education.

EDINBORO

Edinboro, the seat of the Normal School, lies eighteen miles south of Erie, Pa. It is on the water shed dividing the waters of the Lakes from those of the Gulf. Its elevation of 1,265 feet above sea level gives it a healthful, bracing climate. It is a beautiful school town. There is neither wealth nor poverty. The people are industrious, economical and sociable. The houses are well painted and the yards well kept. The streets are wide and finely shaded. The sidewalks are paved largely with stone flagging. The town is quiet and free from temptation. The population is about 1,000. There are four organized churches with regular services: viz: Presbyterian, Methodist, Baptist and Advent. There is one newspaper and one bank. It is an ideal educational town!

SPECIAL NOTICE.

The school interests being the chief interests of the place the Courts have repeatedly refused to grant any license to sell intoxicating liquors in Edinboro. There is neither licensed bar nor licensed saloon within ten miles of the Normal School.

ACCESS.

On the back cover is a railroad map showing routes to Edinboro. The nearest railroad station is Cambridge on the New York, Pennsylvania & Ohio Railroad. Hacks connect with the passenger trains at Cambridge. The distance is seven miles; fare, fifty cents; time one hour.

AIR LINE DISTANCES FROM EDINBORO

Meadville.....	17	Beaver.....	81
Erie.....	18	Smethport.....	89
Franklin.....	35	Cleveland.....	93
Mercer.....	44	Pittsburg.....	100
Warren.....	46	Williamsport.....	162
Clarion.....	59	Harrisburg.....	201
New Castle.....	61	Philadelphia.....	289
Butler.....	71	New York.....	322
Kittanning.....	79	Cincinnati.....	323

TO SCHOOL OFFICERS.

It is now an accepted maxim in education that to have a good school there must be a good teacher, and to have good teachers they must be educated. It is also agreed that high success in teaching is the most difficult work in the world. Yet a teacher of wide experience says the difference between average teaching and the best teaching is not fully appreciated even by those most familiar with schools, and by the majority it is not appreciated at all. He says that with the best teacher the pupil will learn four times as fast as with the average teacher. Now it is possible to have much better teachers at little or no additional expense to the schools. In every district there are some who are naturally better endowed with teaching talent than others. Say to such: "Attend the Normal School and cultivate your talents. We will then give you permanent employment."

A few months at the Normal School will do a young teacher good. A course here will more than double her efficiency. Send us faithful students and you can receive them back well prepared for teaching.

In some districts only those who have prepared for teaching are employed.

Every director can by proper encouragement stimulate teachers to improve.

TO YOUNG TEACHERS.

Are you well qualified for your work? Are you fully qualified for it? Can you keep pupils busy at profitable work? Can you inspire them with a love for work? Are there those who, with less talent than you, are doing much more effective work? Would more learning, more culture, more know how to do, more plan, improve your teaching?

If you could do better work could you secure better pay?

If so, prepare yourself better for your work. Attend the Normal School and improve yourself. A young man who taught for \$50 before attending school at Edinboro now gets \$110; a young lady who taught for \$18 is now getting \$70. If you would like to do the same, plan for it. Work your plans and success is certain. What! Can all do it? Yes there is not one who might not. Cannot means will not. Will means can.

GENERAL EXERCISES.

About a half hour per day—4:30 to 5:00 p. m.—is spent in general exercises designed to inspire students with a lofty purpose, to give them general information and to lead them to independent thought and expression. The exercises consist of a series of questions, often covering points previously presented, questions regarding themselves, and questions regarding their studies. Then come items of information, readings from the daily press, from works in the library, and short and pointed talks by students on rules for life and conduct. Students are expected to use notebook and pencil freely, and all are required to attempt replies to the questions. The following are given as illustrations of these exercises:

QUESTIONS.

What will arouse dormant energies? What is the secret of mastering difficulties? What is the difference in boys? How can parents help the school? What do you expect your teachers to do for you? What is a student? How long can you study intensely? What is teaching? What is learning? Can idle boys become industrious? How can they become industrious? How long will it take an idle boy to become industrious? What mistakes do students make? What should students aim at? What thought is worth repeating? What is mental growth? What is the law of mental growth? What habits are helpful? If a ship from Brazil bring a cargo to New York what will she bring? An iceberg is 200 feet out of the water, how much is in the water? What is the best hour of the day? Why should one be punctual! Who performed a brave deed? What is the value of biography as a study? What report pleases a parent? What per cent. of school study develops the

mind? What kind of books stimulate thought? What is the value of perseverance? What can an educated person do? Where are the leading American colleges? What does each age inherit? How does the best student differ from the average student? What is the difference between wisdom and learning? Name three persons whose lives are inspirations? Why can the punctual do more work than the unpunctual? What is the aim of the good teacher? Why are the idle unhappy? What are the elements of a manly character? What is the difference between reading and study? What will inborn energy do? Give a law of childhood. What idle boy suddenly became industrious? What lesson well learned will help one to teach well? What should be the aim of school discipline? What results show that the school discipline is good? Who improves the school? What two paths are open to every one? Who rose through toil and struggle? What are the common faults of teachers? What habits should be formed at school? What enables one to accomplish what he attempts? Upon what does the power of learning depend? Why can one accomplish more when he has fixed hours for study? What is the best thing a teacher can do for a pupil? Why is the quality of the work done more important than the quantity? Who acquired the power of learning his lesson at one reading? What did Cobbett gain by repeating his grammar daily for months? Who made a man of himself? What is the design of language? On what does the value of study depend? What problem should each one try to solve? What are the marks of a good teacher?

QUOTATIONS AND SELECTIONS FROM DAILY EXERCISES.

The greatest results of the mind are produced by small but continued efforts.

How much human intercourse might be improved and beautified if every one had a true respect for the rights and feelings of others.

Information can be gained daily.

It is a great thing to get a good start. The morning hour has gold in its mouth.

The prudent man looks for the cause of failure in himself.—Confucius

Men succeed best in what they are in earnest about.—Demosthenes.

General knowledge is the best soil for any kind of eminence to spring from, and therefore the more general knowledge the better.—Hall.

Few suspect the power of self-culture in their own minds.

Education means the teaching of the conditions of well being, and the training of youth to an observance of those conditions.—Wm. Ellis.

A TEACHER'S WORK.

The work of the teacher is to train and cultivate the mental faculties of the pupil, to stimulate the mind to vigorous and long continued effort, to implant a love for learning, to arouse a desire for improvement, to set the child on the road to his own development as a thinker and a doer.

As the work is that of mental training the teacher must know the mind, its powers, its laws of growth, the methods and means of its culture-

To teach is to touch the mind of the learner, to reach his intellect and his feelings.

Not all who try to teach really do teach.

TESTS OF TEACHING.

1. Does it train the mental powers?
2. Does it awaken thought?
3. Does it inspire the mind to vigorous action?
4. Does it inspire a love for study?
5. Does it awaken a desire for improvement?
6. Does it give good habits of work?
7. Is it systematic, connected, thorough?
8. Does it lead the pupil to self reliance?

HOW TO SUCCEED IN TEACHING.

1. Prepare well for your work.
2. Give the whole force to school work.
3. Arouse the pupils to effort.
4. Secure regular, earnest work.
5. Have every exercise connected with every other exercise.
6. Study the human mind.
7. Acquaint yourself with the work of other teachers.
8. Have a few choice books and read them carefully.
9. Put mental force into teaching.
10. Attend teachers' gatherings.
11. Read educational works.
12. Study how to make teaching effective.
13. Improve your own mind.

MAY BE MISTAKEN.

A lad entered school. He was dull, very dull. He was stupid and stubborn. The official physician examined the boy and pronounced him weak minded as well as vicious. The manager of the school thought the boy's behavior due to neglect and ill treatment. He determined to test the boy. He gave him hand work and tried to wake him up with head work. The boy improved by degrees until he reached the head of the class. It was then found that the formerly dull boy was especially bright.

HOW TO IMPROVE THE SCHOOL.

1. Have every exercise prompt and energetic.
2. Let the exercises contain the best.
3. Every day inject a new thought and give an account of a noble deed.
4. Often mention the example of one who did excellent work.
5. Quicken school life by bringing to the notice of the pupils the best thoughts and best deeds of the world's workers.

STUDY.

Men who have made much mental progress have learned that successful study requires system, perseverance, concentration, thoroughness, interest and undivided attention.

Students who would do their very best should have a written program and follow it.

Arrange a time for study and permit no interruption. Consider your lesson as a person and give it full time and attention.

Keep time for study in as large masses as possible. Two hours' study in one period is worth more than three hours' study divided into four periods. Interest in the study adds to its value. The stimulus to study must come from within.

The value of learning depends largely upon thoroughness. One lesson learned and mastered so as to remain a permanent possession, is worth more than twenty lessons almost learned, or learned merely to recite.

Never visit nor receive visitors in study hours.

SELECTED THOUGHTS ON EDUCATION.

It is not the eyes which see, but the brain behind the eyes. We see with what we have seen, and with what we know. An Indian, a miner, and a geologist all looking at the same kind of stone, and with equally good eyes, will see it very differently. The Indian sees only a fragment of rock, perhaps valuable for arrow points; the miner sees the mine, and the treasures imbedded in the rock from which the fragment fell; while the geologist, from the same trivial bit of stone, reads whole chapters of the great earth's history. Therefore by training the sense of sight, we do not mean an actual sharpening of vision, not the providing of spectacles as it were, but the opening of the mind.—Dr. T. M. Balliet.

The teacher's highest service is to hold up before his pupils the correct idea of life and character and kindle their faith and aspiration with earnest work for their attainment.

The consideration of natural fitness, entire devotion to, and intelligent preparation for the work and a determination to follow it, are the conditions of radical improvement in the teaching profession.

Intercourse with the thoughts of great minds stimulates like medicine.

To arouse and kindle the moral energies is the highest office of education.

Education should give the child the inclination and the ability to make the best use of his mind and body.

In the principles and methods of public-school instruction there might be vast and beneficial changes. Children should be treated more like reflective human beings and less like Thanksgiving turkeys. To fill to the neck with stuffing is one thing; to truly educate is another. Proper educational methods should inculcate a certain amount of self-reliance and native ingenuity. School libraries are very beneficial and should be increased as far as practicable.

Several elements of power go to build up a complete human life. There is the power of conduct, the power of intellect and knowledge, the power of beauty, the power of social life and manners; we have instincts responding to them all, requiring them all. And we are perfectly civilized only when all these instincts in our nature, all these elements in our civilization, have been adequately recognized and satisfied.

A nation's advancement depends upon its teachers. To make true progress, each generation must give to the next something which it did not receive itself but discovered or originated and added to the common hereditary store. This, then, is the duty of the teacher toward the world to help his generation to take a higher step in the scale of civilization.

From the fuller education of every teacher, two most desirable results would be likely to flow—the regular advancement of pupils through all the parts of our educational system, from the lowest to the highest, and an improvement in the quality and quantity of instruction.

There cannot be a good school without a good teacher.

Let every teacher be master of his profession. Let him realize in himself, the highest ideal citizenship. Let him be a free man. Then will his pupils be likely to become such high-minded citizens and free men. "Let your boy be taught by your slave," said an old Greek, "and you will then have two slaves instead of one."

The great law of training is this: Alternate action and repose; action exercising, but not exhausting all the strength; and repose, fully resting from all fatigue. He who works too little pines through inaction. He who works too much wastes by over action.

One subject thoroughly mastered by a good method does more to educate the mind and form the child's nature, than a smattering of half a dozen subjects which have been acquired in a slovenly and unscientific manner.

There is a moral value in being accustomed to consider one's every day work as a duty to be done and done faithfully and regularly.—F. L. Andrews.

Intellectual power can not be imparted but can be fostered, stimulated and directed by the school.—G. W. Curtis.

THE TRUE TEACHER.

The true teacher has the spirit of progress. The spirit is the fountain from which flows all that is good in education. It leads him to seek culture, scholarship and professional skill. It stimulates him to daily improvement of himself and his school. Day by day the teacher becomes wiser and better. The more time spent in preparation for school room duties, the less need of time in recitation. The mind of the teacher needs winding up by study and recitation as often as his watch. "Take a daily bath in the fountain of genius," says W. T. Harris.

A COUNTY SUPERINTENDENT'S OPINION.

The following letter was written to a county superintendent:

DEAR SIR—Have you time to spare to read this and reply.

If every teacher in your county were as good as the best, how much better would the schools be?

If every teacher in your county would follow your advice, how much better would the schools be?

If every director in your county would follow your advice, how much better would the schools be?

What would you advise?

This is his reply: To the first question 100 to 150 per cent. To the second question 75 to 100 per cent. To the third question 25 to 75 per cent. My advice to teachers and intending teachers would be:

1. Prepare well before you begin to teach. Attend a good teachers' school and make the best preparation you can.
2. Give yourself wholly to school work while teaching. Have hours for study of the school lesson, for preparation for recitation and for daily general exercises and use these hours faithfully in the assigned work.
3. Read daily for general culture.
4. Have a growing library.
5. Attend educational meetings.

To directors I say: Engage the best teachers you can, pay them the best price you can, furnish them the best apparatus you can, know who is doing the best work in the district and pay that teacher \$5 per month more than any other teacher.

Questions Used at Final Examinations,

JUNE, 1891.

JUNIOR QUESTIONS.

ALGEBRA.

- Resolve into their prime factors:
 $m^2 - 2mn + n^2$; $n^4 - n$; $x^3 + a^3$; $x^4 + a^2x^2 + a^4$; $x^2 + 9x - 36$
- Reduce to lowest terms: $\frac{x^2 - 9x + 20}{x^2 - 7x + 12}$, $\frac{a^3 + 1}{a^3 + 2a^2 + 2a + 1}$
- $\frac{a^2 + b^2}{b} - a + \frac{a^3 + b^3}{a^2 - b^2} = ?$
- A man bought a case of oranges at 24c per dozen. He found 50 spoiled and selling the rest at 3 for 8c made \$5.16 profit. How many oranges in the case?
- $(x+1)^2 = x[6 - (1-x)] + 2$ to find value of x .
- $\sqrt{x} + \sqrt{a+x} = \frac{2a}{\sqrt{a+x}}$ to find value of x .
- An English landholder received £7 4s. for a certain quantity of wheat, and an equal sum at a price less by 1s. 6d. per bu. for a quantity of barley which exceeded the quantity of wheat by 16 bu. How many bushels of each.
- $\frac{x^2 - a}{bx} - \frac{a - x}{b} = \frac{2x}{b} - \frac{a}{x}$ to find the value of x .
- A person starts from a certain place and goes 1 mile the first day, 2 miles the second day, 3 miles the third day, and so on; in six days another person sets out in pursuit and travels 15 miles each day. In how many days will he overtake the first man?
- Sixth root of:
 $1 - 12x + 60x^2 - 160x^3 + 240x^4 - 192x^5 + 64x^6$.

LATIN.

Translate:

Is, Marco Messala et Marco Pisone consulibus, regni cupiditate inductus conjurationem nobilitatis fecit et civitati persuasit, ut de finibus suis cum omnibus copiis exirent.

Write the ablative singular and genitive plural of the nouns in italics, and the future indicative passive, 3d singular, of the verbs in italics, with the participles of each in both voices.

Explain the grammar of *Marco Messala et Marco Pisone consulibus*, the subjunctive *exirent*, and decline *finibus suis* together.

Write in Latin:

He will persuade Marcus not to make conspiracies.

PHYSIOLOGY.

1. Explain the various activities which take place in the stomach or in connection therewith during digestion.
2. Describe the various provisions which are made for the protection of the brain.
3. Draw an outline of the thorax and the organs contained within it, and then give a brief description of the structure and functions of each of these organs.
4. Describe the structure and functions of the skin and its adjuncts.
5. Give the structure, composition, and uses of bones.
6. Show by diagrams and by a few words of description the causes and defects of near-sighted and far-sighted eyes.
7. How does alcohol affect the human system?
8. What is the vital element in air?
9. In what organs does a change in the blood take place, and what is the nature of the change?
10. Discuss the topic "Hygiene of the School-room."

U. S. HISTORY.

1. Name four men who were prominent in exploring and settling the thirteen colonies, and give nationality of each.
2. Name four political parties existing at the time of Lincoln's first election to the office of President, and state briefly the principles advocated by each.
3. Name the seceding states and relate briefly the causes of the civil war.
4. Name the presidents elected since 1864, and describe one important event in the administration of each.
5. Which is the more desirable object in teaching history—to acquire an exact knowledge of names, dates and incidents, or to cultivate a taste for historic reading and knowledge? May both be acquired in the same connection? How?

ARITHMETIC.

1. Define: Arithmetic, number, and distinguish between abstract and concrete numbers.
2. Distinguish between multiple, common multiple, least common multiple. Find the L. C. M. of these: 24, 32, 44, 16, 8, and tell why you do what you do.
3. The longitude of Jerusalem is 35 deg., 32 min., east. The longitude of Baltimore is 76 deg., 37 min., west. When it is 9 o'clock a. m. at Jerusalem, what time is it at Baltimore?
4. Why is the reciprocal of a fraction the fraction inverted?
5. In division of fractions, why do you invert the divisor and multiply? (Explain fully.)
6. $30614.4 \div .9567$, $.306144 \div .9567$. Explain why you point off the quotient as you do.
7. What is a ratio? A proportion? If 100 men perform a piece of work in 12 days, how many men will be needed to perform it in 8 days? Explain in accordance with the definitions given for ratio and proportion.

8. Write a promissory negotiable note for \$525, with interest from date at 7 per cent. Find amount due in 1 year, 8 months and 18 days.
9. Find out which is the better investment, Government 4 per cent. bonds at 121, or Central Pacific R. R. 6 per cent. bonds at 93
10. I want just \$100 for 90 days—for how much must I give my note at bank to get that amount? Bank discounts at 8 per cent.

GEOGRAPHY.

1. What is a degree? Is a degree of latitude always equal to a degree of longitude? Why?
2. What is the distance (in degrees) of the Tropic of Cancer from the Equator; of the Arctic Circle from the Tropic of Cancer? Why? (in both cases.)
3. Is the sun ever at the zenith in Edinboro? If so when? If not why?
4. Are the rays of the sun at this time becoming more oblique or more vertical here? Why?
5. Give reasons why the north pole has six months day and six months night.
6. Do you believe the interior of the earth is heated? Why?
7. At what temperature is water the heaviest? What is the effect of this provision?
8. What are trade winds? In what direction do they blow? Why?
9. Give proofs that the industries of countries are controlled by their geography.
10. Explain the causes of ocean currents. What gives them their direction?

CIVIL GOVERNMENT.

1. Name the departments of government and state how they are severally constituted.
2. What is meant by the term *public domain*?
3. How many members in the House of Representatives of the United States according to the recent apportionment? Give the number of United States Senators. Senators serve during how many years? Give length of term of Representatives.
4. In what ways may amendments be proposed to the Constitution of the United States? How must they be ratified? Name two important amendments.
5. What is meant by the term *a minority President*? What are some of the definite rights of citizens of the United States?

ENGLISH GRAMMAR.

1. Embody in a connected account the following particulars: (a) A name in full, (b) birth-place, (c) age, (d) school where fitted for Normal, (e) purpose in seeking education. Do not use your own name.
2. Give the principal parts of the verbs, bid, cleave (*to split*) cast, can, ought, lie and lay.
3. Write a sentence containing a direct and an indirect object.
4. Construct a sentence to show the proper use of *who*, and name

the office filled; of *that*; of *none*; of *those*; of *either*. If any of these can be used in different ways, construct sentences to show the new uses, and show the office filled in each case.

SENIOR QUESTIONS.

GEOMETRY.

1. Prove that the area of a triangle is equal to one-half the product of the base by the altitude.
2. Prove that the circumferences of circles are to each other as their radii, and their areas as the squares of their radii.
3. Prove that the two diagonals of a parallelogram mutually bisect each other.
4. Prove that if the four sides of any quadrilateral be bisected, the lines joining these points of bi-section form a parallelogram.
5. Equiangular triangles have their homologous sides proportional and are similar. Prove.

MENTAL SCIENCE.

1. Classify and define the intellectual faculties.
2. What two methods are there of arriving at results by reasoning? Give examples.
3. Define attention, memory, imagination, consciousness.
4. Define the term syllogism. Describe its forms and laws and explain its uses and value.
5. What is the will? What treatment should the will receive when a child refuses to obey willingly?

NATURAL PHILOSOPHY.

NOTE.—Number the answer the same as the question in the same order. Write carefully, plainly, and say just what you mean.

1. Define (*a*) density, (*b*) specific gravity, (*c*) molecule, (*d*) force.
2. Explain the following facts on principles of Philosophy: (*a*) chalk sticks to your fingers, (*b*) a piece of lead sinks in water but floats in mercury, (*c*) a cubic inch of iron weighs more than a cubic inch of wood, (*d*) a load is more easily pulled on a level road than up hill.
3. (*a*) A canoe displaces 150 lbs. of water, what is its weight? (*b*) A piece of metal weighs 6 oz. in water, 7 oz. in air, what is its specific gravity?
4. Explain the following phenomena: (*a*) We raise water out of a well with a lifting pump. (*b*) We mix salt and ice for our ice cream freezer. (*c*) They fasten the telegraph wire to a glass knob on top of the pole. (*d*) The outer rail is higher on a curve of the railroad track.
5. (*a*) An object is before a concave mirror between the focus and the center of curvature. Draw figure showing the location and comparative size of the image. (*b*) Explain the action of the telephone.

RHETORIC.

The essentials of Purity, the rules of Precision, and the nature of an Introduction.

Discuss the rhetoric of either of the following passages:
 "Nor is this wide world ignorant of her worth,
 For the four winds blow in from every coast
 Renowned suitors! and her sunny locks
 Hang on her temples like a golden fleece
 Which makes her seat of Belmont Colchos' strand.
 And many Jasons come in quest of her."

VETERMOED
 "In the name of God advancing,
 Plow and sow and labor now;
 Let there be when evening cometh
 Honest sweat upon thy brow
 And then will come the Master
 When work stops at set of sun,
 Saying, as he pays the wages,
 Good and faithful one, well done."

LITERATURE.

Discuss the ethics of the following elements of power, as defined in Emerson's Essay:

Luck or law—courage—the man of force—health or excess of virility—success constitutional—concentration, use, routine.

Analyze any one of the following characters: Portia, Bassanio, Shylock.

CAESAR.

Translate:

Liscus dicit Dumnorigem ipsum ex Helvetiis uxorem habere, sororem ex matre et propinquas suas nuptum in alias civitatis collocasse.

Perfacile factu esse illis probat conata perficere, propterea quod ipse suae civitatis imperium obtenturus esset.

Prima luce, quum summus mons a T. Labieno teneretur, ipse ab hostium castris non longius mille et quingentis passibus abesset, Considius equo admissio ad eum accurrit, dicit montem, quem a Labieno occupari voluerit, ab hostibus teneri.

Give the parts of the verbs in italics; explain the subjunctives, decline *alias civitatis* together in both numbers, compare *longius*, and give the ablative singular and genitive plural of *imperium*, *hostibus*, *passibus*, *montem*.

Write in Latin:

Caesar said that he would go to Rome with the tenth legion in order to return as quickly as possible.

RHETORIC.

The essential of Rhetoric is the art of speaking to influence the mind.

Expenses of Students.

STATE AID TO STUDENTS.

THE STATE PAYS about \$300,000 per year for the State Normal Schools. Of this sum fifty cents is paid per week for each student who is over seventeen years of age, and who pursues professional studies for twelve weeks or more, and fifty dollars is paid to each graduate. These amounts are credited on tuition and other accounts leaving the student to pay \$21.00 per year less than full rates for Junior year, and \$71.00 less than regular rates for Senior year.

ROOM AND BOARD.

Ladies room in the Halls, gentlemen in town. The rooms in the Halls are furnished with all necessary articles. The rent is \$8.00 to \$14.00 per term. Rooms in the village cost about the same.

Table board costs from \$1.50 to \$2.00 per week.

In special cases ladies are permitted to room in the village, but in every case should see the principal before engaging a room.

TUITION.

Tuition per term \$17.00, State aid \$7.00, balance, \$10.00.

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

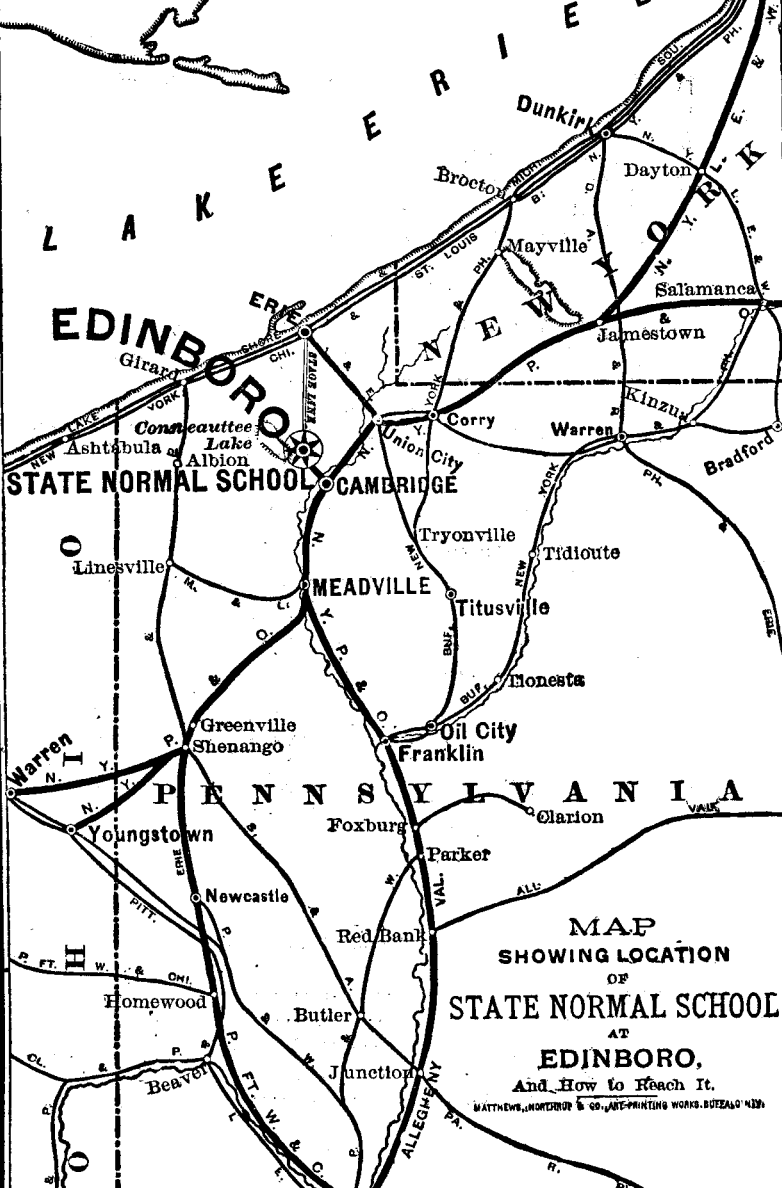
STUDENTS' EXPENSES.

Students expenses per year average about \$150.00 as follows :

Tuition \$51 less State aid \$21.....	\$ 30.00
Room average.....	30.00
Board average.....	72.00
Books and incidentals.....	18.00
	<hr/>
	\$150.00

Calendar.

Fall Term opens.....	September 1, 1891.
Fall Term closes.....	December 4, 1891.
Winter Term opens.....	December 8, 1891.
Winter term closes.....	March 12, 1892.
Spring term opens.....	March 30, 1892.
Examination by State Board.....	June 17, 1892.
Spring Term closes.....	July 1, 1892.



EDINBORO

STATE NORMAL SCHOOL

MAP
 SHOWING LOCATION
 OF
 STATE NORMAL SCHOOL
 AT
 EDINBORO,
 And How to Reach It.

MATTHEWS, HORDRUP & CO., ART-PRINTING WORKS, BUFFALO, N.Y.