



PENNSYLVANIA



STATE NORMAL SCHOOL.



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This Catalog and Hand-book is sent out to do good. It is designed to show the Normal school as it is. Its aim is to stimulate school teachers and others, to make the schools better. Do not throw it away, but after reading it, and when no longer wanting it, pass it on with a mention of its merits. Though costing but a dime it may prove worth dollars to one of your friends.

STATE NORMAL SCHOOL,

TWELFTH DISTRICT, PENNSYLVANIA,



Picture taken in 1881.

EDINBORO, ERIE COUNTY,

FOR THE YEAR 1882,-1883.

AND

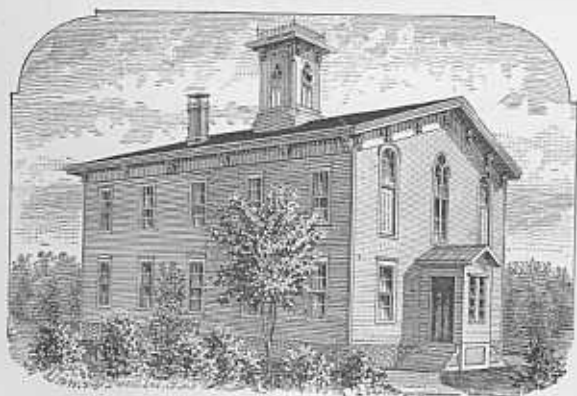
HAND-BOOK AND CIRCULAR OF THE SCHOOL

FOR THE YEAR 1883.-1884.

ERIE, PA. :
THE MORNING DISPATCH PRINTING HOUSE,
1883.



RECITATION BUILDING.



LIBRARY BUILDING.

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ASA WELLMAN,

HON. GEO. W. McCracken,

A. J. STANFORD,

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H. C. TWITCHELL, *Treasurer.*

J. H. BLYSTONE, *Steward.*

MARIA DEMAR, *Matron.*

Examining Committee.

Examination for Graduation, June 12, 13 and 14, 1883.

HON. E. E. HIGBEE,

Superintendent of Public Instruction.

HON. J. Q. STEWART,

Deputy Superintendent of Public Instruction.

PROF. N. C. SCHAEFFER,

Principal State Normal School, Kutztown.

PROF. C. F. CARROLL,

Superintendent of Schools, Oil City.

PROF. CHAS. TWINING,

Superintendent of Schools, Erie County.

J. A. COOPER, *Principal.*

Faculty of Instruction.

- J. A. COOPER, A. M., PRINCIPAL
- G. A. LANGLEY, M. E. D.,
Theory of Instruction and English Literature.
- MARGARET COMPTON, M. S. D.,
History and Physics.
- CELIA SHERMAN,
English, Latin and Gymnastics.
- A. CHATLEY, M. E. D.,
Penmanship, Drawing and Book-Keeping.
- EMMA McWILLIAMS, M. E. D.,
Arithmetic.
- B. S. POTTER, A. M., Ph. D.,
Mathematics.
- Mrs. ADELAIDE F. POTTER, M. E. L.,
Elocution and Composition.
- EMORY P. RUSSELL, PRINCIPAL MUSIC DEPARTMENT,
Teacher of Voice Culture and the Theory of Music.
- Mrs. JENNIE M. RUSSELL,
Teacher of Piano and Organ.
- I. M. McCLYMONDS, M. E. D.,
Superintendent of Model School, Advanced Grades.
- RACHEL R. BENN, M. E. D.,
Superintendent of Model School, Primary Grade.
- KITTY McCHESNEY, M. E. D.,
Penmanship, Drawing and Vocal Music in Model School.
- ANNIE BISHOP,
Piano and Organ.
- CLARA McCOY,
Librarian.

GRADUATES, 1882.

BLACKMAR, SARAH I.,	Springfield,	Erie Co.
CRAWFORD, JENNIE,	Edinboro,	Erie.
CRAWFORD, SYLVIA,	Edinboro,	Erie.
CARPENTER, LILLIE L.,	Townville,	Crawford.
DODDS, J. H.,	Valencia,	Butler.
GREENFIELD, KITTIE,	Edinboro,	Erie.
HILLIS, R. J.,	Reynoldsville,	Jefferson.
HAWKE, J. LAWRENCE,	West Middlesex,	Mercer.
KINGSLEY, IDELL J.,	Edinboro,	Erie.
KINGSLEY, MARY,	Edinboro,	Erie.
LEE, MARY,	Sharon,	Mercer.
LOVE, KATE M.,	Mercer,	Mercer.
LINDSLEY, JOSEPHINE,	Waterford,	Erie.
MCANLIS, T. S.,	Beaver Falls,	Beaver.
MCCLEERY, S. H.,	Clark's Mills,	Mercer.
MOYER, I. J.,	Sharpsville,	Mercer.
MARSH, MARGARET,	McLane,	Erie.
PATTERSON, GRACE,	Beaver Falls,	Beaver.
ROONEY, ELLA,	Greenville,	Mercer.
SKIFF, ELLA,	Edinboro,	Erie.
SMITH, ADDA M.,	East Springfield,	Erie.
WRIGHT, JOSIE,	Lundy's Lane,	Erie.
WHITE, LIZZIE R.,	Mercer,	Mercer.

SENIOR CLASS, 1883.

LADIES.

ASPIN, MARION,	HARRISON, LETTIE J.,
BARBER, FANNIE,	KENNEDY, MAID E.,
BENN, OLLIE,	LOCKE, NANNIE C.,
BENTLEY, ALICE M.,	MC CONKEY, BERTHA,
BROOKS, CORA E.,	NYE, JULIA M.,
CARPENTER, ELLA M.,	REYNOLDS, LIZZIE,
COFFIN, ANNA,	ROSBORO, TILLIE,
DAVIS, FLORA,	SHANNON, MARY E.,
DARROW, MINNIE E.,	THOMPSON, LULA J.,
DAVISON, AUGUSTA,	WOODARD, CORA E.,
ELLIS, LOU.	WILKINSON, TILLIE R.
GOODELL, LENA,	WHANN, TILLIE,
GIVAN, RENA,	WEED, ESTELLA.

GENTLEMEN.

BAKER, ALVA A.,	ROSE, HOMER J.,
HUMES, SYLVESTER C.,	TAYLOR, JAS. E.
POSTLETHWAIT, WM.,	WATSON, JAS. M.,
RINEHART, A. I. P.,	

Names of Students,

FOR THE YEAR 1882-3.

LADIES.

<i>Name.</i>	<i>Post Office.</i>	<i>County.</i>
Aiken, Mary H.	Mt. Jackson,	Lawrence.
Aiken, Jennie M.,	Mt. Jackson,	Lawrence.
Alter, Lucy,	Parnassus,	Westmoreland.
Anderson, Eva E.,	Edinboro,	Erie.
Anderson, Minnie,	Edinboro,	Erie.
Armstrong, Jennie,	New Texas,	Allegheny.
Aspin, Marion,	Enterprise,	Warren.
Barber, Fanny L.,	Plain Grove,	Lawrence.
Barber, Adda,	Plain Grove,	Lawrence.
Batchelor, Emma,	Franklin Centre,	Erie.
Baxter, Francis,	Galen,	Warren.
Beardsley, Lottie,	Linesville,	Crawford.
Beckwith, Ella,	Mercer,	Mercer.
Beers, Eva,	Smethport,	McKean.
Benn, Ollie,	Troy Centre,	Crawford.
Bentley, Alice,	Guy's Mills,	Crawford.
Berlin, Della,	Kossuth,	Clarion.
Berlin, Mollie A.,	Valley P. O.,	Clarion.
Blakeslee, Myrtle,	Lovell Station,	Erie.
Blakeslee, Flora	Lovell Station,	Erie.
Black, Dora E ,	Wattsburg,	Erie.
Boothe, Flora,	Erie,	Erie.
Boothe, Lizzie,	Erie,	Erie.
Bowser, Rena,	Kittanning,	Armstrong.
Boyd, Belle M.,	Mosiertown,	Crawford.
Boyd, Alzora,	Coon's Corners,	Crawford.
Brimhall, Della,	McLane,	Erie.
Brimmer, M. Ethie,	Cardville,	Washington.
Brown, Lizzie,	Greenville,	Mercer.
Brown, Josie E.,	Erie,	Erie.
Brown, F. W.,	Bradford,	McKean.
Brown, Mattie,	Harrisville,	Butler.
Brooks, Cora,	Spring Creek,	Warren.
Buck, Eudora,	West Greenwood,	Crawford.
Burchfield, Norma,	Edinboro,	Erie.
Bush, Velva,	Spring Creek,	Warren.

Cameron, Mame,	Warren,	Warren.
Campbell, Clara,	Ludlow,	McKean.
Carr, Jennie,	Mosiertown,	Crawford.
Carpenter, E. M.,	Guy's Mills,	Crawford.
Carpenter, Jennie S.	West Andover,	Ashtabula, O.
Cassiday, Amanda,	Hanlin Station,	Washington.
Caughey, Sue L.,	West Millcreek,	Erie.
Clarke, Carrie,	West Middlesex,	Mercer.
Cochran, M. E.,	Orangeville,	Trumbull, O.
Coffin, Anna M.,	Beaver Falls,	Beaver.
Conover, Raphe,	Edinboro,	Erie.
Conover, Zetta,	Springboro,	Crawford.
Collins, Grace,	Miller Station,	Erie.
Coulter, Ella A.,	Oil City,	Venango.
Crawford, Maggie D.,	Petrolia,	Butler.
Crawford, Thalia,	Titusville,	Crawford.
Crawford, Jennie,	Edinboro,	Erie.
Creese, Edith,	Red Rock,	McKean.
Crombie, Helen E.,	Allegheny City,	Allegheny.
Crowell, Emma,	Lovell's Station,	Erie.
Culbertson, Mabel,	Edinboro,	Erie.
Culbertson, Clarabel,	Edinboro,	Erie.
Cunningham, Lide V.,	East Brady,	Clarion.
Darrow, Jennie,	Blooming Valley,	Crawford.
Darrow, Minnie,	Union City,	Erie.
Davison, Augusta,	Gustard's,	Crawford.
Davis, Mary,	New Castle,	Lawrence.
Davis, Flora,	Cambridge,	Guernsey, O.
Davidson, Laura,	Wampum,	Lawrence.
Daugherty, Cora,	Petrolia,	Butler.
Deamer Eugenia,	Edinboro,	Erie.
DeForest, Blanche,	Warren,	Trumbull, O.
Donaldson, Licia,	New Hamburg,	Mercer.
Donaldson, Elma,	Nickleville,	Venango.
Egbert, Ruth,	Sandy Lake,	Mercer.
Ellis, Lou E.,	North Springfield,	Erie.
Ellaworth, Effie,	Atlantic,	Crawford.
Ely, Lizzie,	Rogersville,	Greene.
Evans, Katie,	West Millcreek,	Erie.
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Finn, Mary U.,	Findley's Lake,	Erie.
Fisk, Myrta,	Petrolia,	Butler.
Fleek, Manie,	Little Cooley,	Crawford.
Foster, Maggie,	Petrolia,	Butler.
Foulk, Mary E.,	Milledgville,	Mercer.
Fuller, Dell,	Harmonsburg,	Crawford.
Fuller, Crete J.,	Riceville,	Erie.
Frye, Ella F.,	Edinboro,	Erie.
Gardner, Matilda,	McLallen's Corners,	Erie.
Gates, Ora,	Beaver Centre,	Crawford.

Gates, Ida,	Beaver Centre,	Crawford.
Geiger, Anna M.,	New Castle,	Lawrence.
George, Lizzie,	Kent,	Ohio.
Givan, Rena,	Beaver Falls,	Beaver.
Goodell, Lena,	Edinboro.	Erie.
Goodrich, Maggie.	Edinboro,	Erie.
Greenfield, Lillie,	Edinboro,	Erie.
Greeley, Amelia,	Emporium,	Cameron.
Gregory, Nioa,	Millvillage,	Erie.
Gregory, Elsie,	Millvillage,	Erie.
Griffith, Edith,	Centreville,	Crawford.
Guist, Inez,	Titusville,	Crawford.
Guist, M. Ma Dessa,	Titusville,	Crawford.
Hall, Anna L.,	Clearfield,	Clearfield.
Hall, DeEtta,	Harmonsburg,	Crawford.
Hallock, Mattie,	Conneautville,	Crawford.
Hallock, M. H.,	Conneautville,	Crawford.
Hammer, Martha,	Erie,	Erie.
Hamilton, M. R.,	New Brighton,	Beaver.
Hauna, Marion E.,	Mt. Jackson,	Lawrence.
Hanna, Blanche A.,	Mt. Jackson,	Lawrence.
Hanks, Mate,	Guy's Mills,	Crawford.
Harbison, Carrie M.,	Beaver Falls,	Beaver.
Harrison, Lettie J.,	East Liverpool,	Ohio.
Hasenplugh, Minta,	Greenville,	Mercer.
Hawkins, Mary E.,	Edinboro,	Erie.
Hazen, Mattie,	Adamsville,	Crawford.
Heckendorn, M. F.,	Adamsburg,	Snyder.
Henderson, Agnes,	Wesley,	Venango.
Henderson, Maggie,	Wesley,	Venango.
Henley, L.,	Hillsville,	Lawrence.
Hill, Florence,	Erie,	Erie.
Hiles, Anah E.,	Mosiertown,	Crawford.
Jameson, Alice M.,	Petrolia,	Butler.
Jellison, H. E.,	Blairsville,	Indiana.
Jewett, Mary E.,	Waterford,	Erie.
Jones, Dora,	Little Cooley,	Crawford.
Jones, May,	Little Cooley,	Crawford.
Johnson, Eita,	West Greenwood,	Erie.
Kahler, Louisa,	Conneaut,	Ohio.
Kaveney, Ella M.,	Erie,	Erie.
Kendall, Bertha,	North East,	Erie.
Kennedy, Maid E.,	Utica,	Venango.
Kidd, Rose,	Greenville,	Mercer.
Kidd, Queen,	Greenville,	Mercer.
Knapp, Mary, E.,	Lundy's Lane,	Erie.
Knight, Lula,	Beaver Falls,	Beaver.
Lander, Clara,	Waterford,	Erie.
Langley, Myrna,	Edinboro,	Erie.
Litwiler, Melvie,	Linesville,	Crawford.

Locke, Nannie C.,	Conneaut,	Ohio.
Luther, Cassie M.,	Fairview,	Erie.
Luther, Belle,	Fairview,	Erie.
Maclay, Sallie B.,	Sligo,	Clarion.
Martland, Mary C.,	New Castle,	Lawrence.
Marsh, Nettie,	Waterford,	Erie.
Matteson, Leva,	McLallen's Corners,	Erie.
Mays, Lucinda,	Lincolnton,	Crawford.
McBride, May,	Seneca,	Venango.
McConkey, Bertha,	Tidioute,	Warren.
McCracken, Lizzie,	Utica,	Venango.
McCreary, Anna L.,	West Millcreek,	Erie.
McCreary, Maggie B.,	West Millcreek,	Erie.
McIlvenny, Hettie E.,	New Castle,	Lawrence.
McFeeters, Dora,	Beaver Centre,	Crawford.
McKinney, Rose R.,	Seneca P. O.,	Venango.
McKinney, Alice,	Salem City,	Venango.
McLallen, Nora,	Edinboro,	Erie.
Metzler, Mary,	Erie,	Erie.
Miller, Fannie E.,	New Bethlehem,	Clarion.
Miller, Ella A.,	Beaver Falls,	Beaver.
Mills, Lydia L.,	Franklin Centre,	Erie.
Mills, Jennie L.,	Leeche's Corners,	Crawford.
Mimm, Carrie,	Kossuth,	Clarion.
Mitchell, Mary M.,	Cambridge,	Crawford.
Moore, Maggie,	New Wilmington,	Lawrence.
Moore, Lizzie,	New Wilmington,	Lawrence.
Moore, Hettie,	New Bedford,	Lawrence.
Mong, Clara,	Kossuth,	Clarion.
Mong, Jessie B.,	Knox P. O.,	Clarion.
Morrison, Minnie,	Seneca P. O.,	Venango.
Moser, Lena C.,	West Middlesex,	Mercer.
Mundorf, H. L.,	Carlisle,	Cumberland.
Nelson, Martha,	Rundells,	Crawford.
Nelson, Nettie,	Rundells,	Crawford.
Nye, Julia M.,	McLane,	Erie.
Olds, Anna J.,	Erie,	Erie.
Osborn, Mary,	Mercer,	Mercer.
Painter, Effie,	Edinboro,	Erie.
Partch, Anna,	Penn Line,	Crawford.
Pense, Sadie,	McKean,	Erie.
Pendell, Lina,	Edinboro,	Erie.
Pendell, Carrie,	Edinboro,	Erie.
Peiffer, Harriet E.,	Segertown,	Crawford.
Pettibone, Ellen A.,	Girard,	Erie.
Pettis, Adda,	Platea,	Erie.
Pettis, Sadie,	Riceville,	Erie.
Pherrin, Mary A.,	West Millcreek,	Erie.
Pinney, Hattie,	Branchville,	Erie.
Pomery, Myrtila,	New Castle,	Lawrence.

Pritner, I. L.,	Phillipstown,	Clarion.
Proudfit, Sadie.	Edinboro,	Erie.
Pulling, Daphene,	Edinboro,	Erie.
Radle, Gillie C.,	Randolph,	Crawford.
Ralph, Mattie,	Erie,	Erie.
Raymond, Anna A.	Raymilton,	Venango.
Reed, Sadie J.,	New Castle,	Lawrence.
Reeder, Allie,	Edinboro,	Erie.
Reininger, Bertha.	New York City,	New York.
Reynolds, Lizzie,	Utica,	Venango.
Reynolds, Amy.	Utica,	Venango.
Richard, Annie,	Meadville,	Crawford.
Ritchie, Mattie V.,	Woodlawn,	Beaver.
Robinson, Mattie,	Mill Village,	Erie.
Roberts, Kate,	Edinboro,	Erie.
Roberts, Emma,	Mill Village,	Erie.
Robinson, Hattie,	Elk Creek,	Erie.
Rogers, Minnie,	Dakota City,	Nebraska.
Rogers, Lizzie,	Dakota City,	Nebraska.
Rogers, Lana,	Arroyo,	Elk.
Rosboro, Tilla,	West Lebanon,	Indiana.
Russell, Annie,	Five Points,	Mercer.
Ryan, Julia,	McLallen's Corners,	Erie.
Satterlee, Mattie,	Coon's Corners,	Crawford.
Scott, Laura M.,	Baldwin,	Butler.
Sedgwick, Creta,	Branchville,	Erie.
Selden, Jennie,	Lundy's Lane,	Erie.
Shannon, Mary,	Mercer,	Mercer.
Shannon, Mary E.,	New Sheffield,	Beaver.
Shay, Mary,	Aiken,	McKean.
Sherwood, Eva L.,	McLane,	Erie.
Sherwood, Florence,	Edinboro,	Erie.
Shriver, Carrie,	Waynesburg,	Green.
Simons, Jennie B.,	Edinboro,	Erie.
Singleton, Jennie,	Utica,	Venango.
Smiley, Emma,	Evansburg,	Crawford.
Smith, Mella,	North's Mills,	Mercer.
Smith, Ella,	North's Mills,	Mercer.
Smith, Della,	Guy's Mills,	Crawford.
Smith, Nannie J.,	Pleasant Hill,	Lawrence.
Shannon, Mary,	Mercer,	Mercer.
Solley, Minnie,	Shamburg,	Venango.
Speer, Lide,	Mercer,	Mercer.
Stafford, Dell,	McKean,	Erie.
Steele, Tirzah, A.,	Aiken,	McKean.
Stelle, Emma S.,	Edinboro,	Erie.
Stevenson, Lizzie,	Lovell's Station,	Erie.
Stevenson, Alice,	Raccoon,	Washington.
Stover, Mary,	Corry,	Erie.
Struble, Marie,	Sharon,	Mercer.

Swift, Georgie,	Edinboro,	Erie.
Swift, Minnie,	Edinboro,	Erie.
Sybrandt, Adda,	Waterford,	Erie.
Taylor, Belle M.,	Waterford,	Erie.
Teudhope, Emma,	Beaver Centre,	Crawford.
Thompson, Ella,	Steamburg,	Crawford.
Thompson, Lula J.,	Mercer,	Mercer.
Throop, Stella,	Mill Village,	Erie.
Tuckey, Pearl,	McKean,	Erie.
Tucker, Nannie,	Ten Mile Bottom,	Venango.
Vanard, Annie W.,	Beaver Falls,	Beaver.
Viet, Della,	Erie,	Erie.
Vrooman, May,	Edinboro,	Erie.
Waldo, Effie,	Venango,	Crawford.
Walker, Anna,	Edinboro,	Erie.
Walker, Bertha,	Edinboro,	Erie.
Walker, Ella N.,	Bullion,	Venango.
Watson, Sadie B. B.,	Edinboro,	Erie.
Ward, Lida,	Miles Grove,	Erie.
Wheeler, Anna R.,	Collensburg,	Clarion
Weed, Estella,	Lowville,	Erie.
Whann, Tillie M.,	Wampum,	Lawrence.
Whann, Villa E.,	Wampum,	Lawrence.
Wheeler, Ella,	Lander,	Warren.
Whiting, Emma B.,	Fayette City,	Fayette.
Wiard, Lenora,	Crossingville,	Crawford.
Winters, Jennie,	Edinboro,	Erie.
Willet, Mary,	Lottsville,	Warren.
Wilkins, Lizzie H.,	Oscar,	Armstrong.
Wilkinson, Tillie R.,	Washington,	Washington.
Wilson, Georgie,	Neshannock,	Lawrence.
Wilson, Lizzie S.,	East Liverpool,	Ohio.
Wilson, Ella M.,	East Liverpool,	Ohio.
Wood, Maggie,	Sheffield,	Warren.
Wood, Ida,	Guy's Mills,	Crawford.
Wood, Gertrude A.,	Guy's Mills,	Crawford.
Wood, Nellie,	Townville,	Crawford.
Woodard, Cora,	Girard,	Erie.
Wright, L. E.,	Sharon,	Mercer.
Yaple, Julia M.,	Greenfield,	Erie.
Young, Emma,	New Castle,	Lawrence.

GENTLEMEN.

<i>Name.</i>	<i>Post Office.</i>	<i>County.</i>
Albaugh, A. W.,	East Hickory,	Forest.
Alds, John,	Clark's Corners,	Ashtabula, O.
Arters, J. W.,	Plum,	Venango.
Baird, G. W.,	Adamsville,	Crawford.
Baker, Alva A.,	Greenville,	Mercer.
Baldwin, A. G.,	Steamburg,	Crawford.
Baldwin, M. J.,	Steamburg,	Crawford.
Baldwin, Burdett,	Wattsburg,	Erie.
Barton, F. A.,	Townville,	Crawford.
Beggs, S. W.,	Sandy Lake,	Mercer.
Billings, H. C.,	Edinboro,	Erie.
Blair, T. E.,	Leesburg,	Mercer.
Blair, J. S.,	Girard,	Erie.
Black, W. C.,	Titusville,	Crawford.
Boyd, John,	Coon's Corners,	Crawford.
Boyles, Hugh H.,	Evansburg,	Crawford.
Bradshaw, G. M. B.,	Blooming Valley,	Crawford.
Britton, Geo. W.,	Guy's Mills,	Crawford.
Brown, J. L.,	Harlansburg,	Lawrence.
Brown, S. W.,	Harlansburg,	Lawrence.
Campbell, A. M.,	Worthington,	Armstrong,
Campbell, Grant,	Edinboro,	Erie.
Campbell, W. M.,	Edinboro,	Erie.
Carr, H. Willis,	Mosiertown,	Crawford.
Carpenter, Mead,	Guy's Mills,	Crawford.
Chadwick, J. H.,	Sunset,	Washington.
Chase, Warren J.,	Meadville,	Crawford.
Chandler, D. N.,	Emporium,	Cameron,
Coovert, E. E.,	Evan's City,	Butler.
Cook, G. B.,	Espyville,	Crawford.
Cooper, Charlie J.,	Edinboro,	Erie.
Cornell Robert,	Edinboro,	Erie.
Cotton, E. G.,	Leesburg,	Mercer.
Coulter, S. R.,	Ingleside,	Westmoreland
Coulter, H. E.,	Six Points,	Butler.
Crebs, John M.,	Lindsey,	Jefferson.
Crosley, Lewis,	Mosiertown,	Crawford.
Crouch, H. E.,	Randolph,	Crawford.
Davidson, G. J. O.,	Wampum,	Lawrence.
Devine, James,	Russell,	Warren.
Dirham, A. L.,	Edinboro,	Erie.
Dumbaugh, H. W.,	Conneguinessing,	Butler.
Dunn, L. J.,	McKean,	Erie.
Evans, Geo. W.,	Kearsage,	Erie.
Frack, W. H.,	DuBois,	Clearfield.

Forrester, J.,	Erie,	Erie.
Garner, H. F.,	Hallbrook,	Greene.
Gaul, S. D.,	Grange,	Jefferson.
George, Thos. J.,	Corsica,	Jefferson.
Gibson, C. J.,	Sheffield,	Warren.
Gibson, Frank C.,	Harmonsburg,	Crawford.
Gibson, Fred C.,	Edinboro,	Erie.
Gover, F. S.,	Deep Valley,	Greene.
Graham, William,	Randolph,	Crawford.
Graham, D. A.,	Blanket Hill,	Armstrong.
Grant, James C.,	Six Points,	Butler.
Grant, U. S.,	Oil City,	Venango.
Grimm, Geo. L.,	Edinboro,	Eire.
Grimes J. W.,	Waynesburg,	Greene.
Grimes, J. M.,	White Cottage,	Greene.
Hall, Calvert,	Clark's Corners,	Ashtabula, O.
Hamill, Thos. B.,	Petersburg,	Mahoning, O.
Hazen, C. C.,	Hartstown,	Crawford.
Henry, U. S. G.,	Leatherwood,	Clarion.
Hewitt, W. H.,	Edinboro,	Erie.
Hills, P. A.,	Edinboro,	Erie.
Hills, B. T.,	Edinboro,	Erie.
Holben, J. M.,	Ringgold,	Jefferson.
Humes, S. C.,	Woodcock Boro,	Crawford.
Irwin Elmer,	Coon's Corners,	Crawford.
Jones, Harry L.,	Greenfield,	Erie.
Kerr, M. P.,	Titusville,	Crawford.
Kerr, B. L.,	Titusville,	Crawford.
Kline, J. R.,	Oil City,	Venango.
Kingsley, E. D.,	Edinboro,	Erie.
Lindenmuth, B. T.,	Sugar Hill,	Jefferson.
Long, N. C.,	Darlington,	Beaver.
Long, David W.,	White Cottage,	Greene.
Lowry, S. O.,	Plaine Grove,	Lawrence.
Mankl, Chas.,	McKean,	Erie.
Marsh, Elmer W.,	Branchville,	Erie.
Mayne, Jas. F.,	New Castle,	Lawrence.
Mayne, F. B.,	New Castle,	Lawrence.
McLaughry, Guy,	Edinboro,	Erie.
McClintock, John H.,	Riceville,	Crawford.
McCoy, Willie C.,	Edinboro,	Erie.
McClure, Robert,	Poland,	Mahoning, O.
McCreary, R. S.,	West Millcreek,	Erie.
McFeeters, J. H.,	Nickleville,	Venango.
McNutt, P. S.,	Leatherwood,	Clarion.
Meyler, C. L.,	Hayfield,	Crawford.
Miller, Milo H.,	Hartstown,	Crawford.
Miller, H. N.,	Adamsville,	Crawford.
Moore, A. P.,	New Wilmington,	Lawrence.
Moore, Jas. C.,	Brookville,	Jefferson.

Moore, H. M.,	New Wilmington,	Lawrence.
Morris, Cameron,	Mosiertown,	Crawford.
Mott, Beecher,	Randolph,	Crawford.
Nelson, J. H.,	Rundells,	Crawford.
Nichols, Thos. J. L.,	Conneautville,	Crawford.
Nicholson, W. A.,	Worthington,	Armstrong.
Pardee, Hugh B.,	Frenchtown,	Crawford.
Partch, W. E. W. E.,	Penn Line,	Crawford.
Patterson F. S.,	Mt Jackson,	Lawrence.
Pendell, Chas. E.,	Edinboro,	Erie.
Pendell, Lyman,	Edinboro,	Erie.
Peters, Jasper,	North East,	Erie.
Petry, T. A.,	Pardee,	Kansas.
Pitts, Elmer H.,	Clark's Corners,	Ohio.
Pomeroy, J. W.,	New Castle,	Lawrence.
Potter, Ralph,	Edinboro,	Erie.
Potter, Earl B.,	Edinboro,	Erie.
Powers, J. H.,	Evan's City,	Butler.
Postlethwait, Wm.,	Jefferson Line,	Clearfield.
Reed, J. E.,	West Millcreek,	Erie.
Reed, Chas.,	Albion,	Erie.
Reeder, Milton,	Edinboro,	Erie.
Record, J. F.,	Cochranon,	Crawford.
Reznor, W. D.,	New Hamburg,	Mercer.
Robison, A. I. P.,	Waynesburg,	Greene.
Ritchie, J. L.,	Rice's Landing,	Greene.
Robinson, Harry,	Enon Valley,	Lawrence.
Rose, Homer J.,	Grove City,	Mercer.
Roberts, Lora,	Edinboro,	Erie.
Rossiter, E. L.,	Girard,	Erie.
Russell, Q. R.,	Enon Valley,	Lawrence.
Roland, C. E.,	Russell,	Warren.
Satterlee, N. C.,	Coon's Corners,	Crawford.
Sayers, Harry L.,	East Sandy,	Venango.
Scott, W. P.,	Rutan,	Greene.
Serafford, H. S.,	Edinboro,	Erie.
Seymour, Coyt,	Waterford.	Erie.
Shannon, S. Q.,	Mariasville,	Venango.
Skinner, E. G.,	McKean,	Erie.
Sloan, W. H.,	Limestone,	Clarion.
Slocum, Joe,	Edinboro,	Erie.
Smith, Dennis,	Guy's Mills,	Crawford.
Smith, H. H.,	Rockdale Mills,	Jefferson.
Smith, Elmer E.,	Leesburg,	Mercer.
Snodgrass, Andrew,	Espyville,	Crawford.
Snodgrass, W. T.,	Espyville,	Crawford.
Speer, R. H.,	Limestone,	Clarion.
Sproull, Thos. R.,	Evan's City,	Butler.
Sproull, J. C.,	Evan's City,	Butler.
Squire, Chas. A.,	Spartansburg,	Crawford.

Standley, J. C.,	South Oil City,	Venango.
Stafford, Burt,	McKean,	Erie.
Sweeney, G. B.,	Latrobe,	Westmoreland.
Swift, R. W.,	Edinboro,	Erie.
Taylor, J. E.,	Waterford,	Erie.
Thorn, Frank,	Leesburg,	Mercer.
Torry, L. E.,	Drake's Mills,	Crawford.
Twichell, Andy,	Edinboro,	Erie.
Vankirk, W. G.,	Washington,	Washington.
Vickers, I. A.,	Hartstown,	Crawford.
Watson, J. M.,	New Wilmington,	Lawrence.
Ward, John W.,	Conneautville,	Crawford.
Warnick, J. W.,	Truittsburg,	Clarion.
Weller, C. H.,	New Castle,	Lawrence.
Weller, W. H.,	New Castle,	Lawrence.
Weller, Frank,	New Castle,	Lawrence.
White, Geo. N.,	Corry,	Erie.
White, H.,	Conneautville,	Crawford.
White, O. B.,	Conneautville,	Crawford.
White, L. E.,	Conneautville,	Crawford.
Wiard, Aaron,	Crossingville,	Crawford.
Wickham, T. A.,	Crossingville,	Crawford.
Willson, S. A.,	Enon Valley,	Lawrence.
Wise, L. M.,	Harmony,	Butler.
Wood, F. D.,	Guy's Mills,	Crawford.
Woodward, F. E.,	Tyler,	Clearfield.
Zimmerman, Harry,	Mt Jackson,	Lawrence.

SUMMARY.

Ladies.....	274
Gentlemen.....	163
Model School.....	214
Total.....	651

COUNTIES REPRESENTED.

Allegheny,	Cumberland,	McKean,
Armstrong,	Erie,	Mercer,
Beaver,	Forest,	Snyder,
Butler,	Greene,	Venango,
Cameron,	Indiana,	Warren,
Clarion,	Jefferson,	Washington,
Clearfield,	Lawrence,	Westmoreland.
Crawford,		

HAND-BOOK AND CIRCULAR

FOR 1883-'4.

This school is intended to prepare teachers for the Public Schools of the State. This end is attained by instruction and training in the Normal School itself, and by practice in the Model Schools; and the plans and methods are of such a character as to afford the greatest possible facilities and advantages to students.

CHARACTER OF NORMAL SCHOOLS.

A Normal School is a school for the professional education of teachers. The specific idea that lies at the basis of the Normal School, is that to know a subject is one thing, but to be able to make others know that subject is another and very different thing. Dr. Hart says: "The mere possession of knowledge does not make one a teacher, any more than the possession of powder and shot makes him a marksman." The art of teaching is the one indispensable qualification of a teacher. Without this, whatever else he may have, he is no teacher.

To develop teaching power, to train students in the art of teaching, to teach teachers how to organize the educational forces of the district, how to guide, restrain and stimulate their pupils, how to secure good order, good conduct and profitable study in their own schools, to make teachers acquainted with the best methods of class instruction, to set teachers on the road to their own highest development as educators:—this is the work of the Normal School.

The Normal School bears the same relation to the profession of teaching that the other professional schools bear to their respective professions. A State Normal School is a necessary part of a system of public education. Nature furnishes some individuals with special teaching talents, with a natural "aptness to teach," but professional training is essential to develop, educate and prepare Nature's material for the highest proficiency. In Normal Schools the wisdom and talent of experienced educators is employed in training the young in the art of teaching. The student teacher living and moving for weeks and months among those who have taught and who intend to teach, acquires manners and habits peculiarly helpful in future work.

HISTORY OF NORMAL SCHOOLS.

The first Public Normal School was opened in Prussia in 1735. From Prussia the system has gradually spread over the entire civilized world. It was introduced into Austria in 1767; into Switzerland in 1805; into France in 1808; into the United States in 1839. In Europe and the British Colonies there are now about one thousand of these schools, and in the United States there are one hundred and six Public Normal Schools reported by the Educational Bureau, besides one hundred and fourteen Normal Departments and Normal Academies.

NECESSITY OF NORMAL SCHOOLS.

The growth of normal views and the success of teachers taught in the Normal Schools, demonstrate their utility. Wherever established, they have greatly improved the condition of the public schools. The work of the Normal School is the development of teaching power, and it can be best done in schools where the whole attention is turned in this direction. The gain in time to children taught by trained teachers, the better and simple methods of teaching, the natural order of studies, the gain from the use of proper incentives to application, the obedience and good order secured through adaptation of school surroundings and employments to the conditions of the pupils, combine to show that the true Normal School is one of the most necessary and economic institutions of our age. Intelligent statesmen and wise educators use their best efforts to secure their establishment and support. Almost without exception, school officers of all grades sustain them. At present it is difficult to find a superintendent, state, county, or borough; or a teacher of any prominence, who is not a warm friend of Normal Instruction.

MEANS EMPLOYED TO TRAIN TEACHERS.

These are study, recitation, reading, lectures, observation, practice and criticism.

1. **Study.** Student teachers are taught to study, that they may have scholarship, and, that they may have study power. In order to show others how to study one must know how himself.

Students are assigned definite lessons, are shown how to prepare these lessons and required to recite them well, in order to show that they have prepared them well. Students are taught that all improvement comes from personal effort and that the first law of teaching is: "Individual activity develops the mind."

2. Recitation. Students are trained to recite as teachers. They stand before the class or at the board and explain, illustrate or demonstrate the topics and points of the lesson to bring out their teaching power and to fasten the subject matter of the lesson in mind. Each recitation thus becomes a lesson in teaching. Teaching power is the main thing to acquire at the school, and is developed by reciting as teachers.

3. Reading. Teachers need acquaintance with the literature of their profession. Our library contains hundreds of works upon teaching, including bound volumes and sets of Teachers' Journals, Educational Magazines and School Reports. Some of the very best things written upon Schools are found in the State and City School Reports. Students are directed to these works and shown how to familiarize themselves with the best thoughts of educational writers. The desire to know what has been written upon school teaching is stimulated and the means of gratifying this desire placed within their reach.

4. Lectures. Every teacher gives some instruction in the methods of teaching his own subjects both directly and indirectly, and the teacher of methods frequently gives his classes short and pointed lectures upon methods and management. Experienced and skilled teachers from abroad are from time to time invited to lecture before the school.

5. Observation. The students are led to observe the methods of the Normal and the Model School Teachers, to visit the Model School and observe the class instruction and to study the differences in methods adopted by the different teachers. This observation leads students to think of the connection of method and mind, and to study the reasons in favor of, or against a given method.

6. Practice. Advanced students are permitted to teach classes in our training department. In this department students can teach one class per day and develop their ability to guide, instruct and train pupils in school studies. They have the opportunity to test their own power in advancing pupils in knowledge, and to test the methods of class work given in the books on teaching. They can here develop teaching power by actually teaching others.

7. Criticism. The teachers in the Normal School and the Superintendent of the Model School assist and advise students in their work and criticise it with a view to improvement. Those who practice in the Model School meet twice each week for advice and criticism.

METHODS OF TEACHING.

The methods of instruction here practiced are based on the principles that:

1. The teacher's work is to furnish pupils opportunities and incentives for the exercise of their own mental powers.
2. Students should be surrounded with influences favorable to intellectual activity.
3. Students should be led to study from enjoyment of study.
4. In order to love study one must have good mental digestion.
5. The student needs assistance only when he is unable to master his difficulties himself.
6. The student should put forth his utmost effort before receiving assistance, and while receiving assistance.
7. The mind can apply itself to but one thing at a time.
8. The mind can grasp its next in knowledge only.
9. There is no stopping place between not knowing and knowing.
10. Mental work involves brain waste.
11. The student should put forth his utmost efforts daily, but should never expend more brain power than the rest and sleep of the night can restore.
12. Endeavoring to explain a subject to others makes it clearer to one's self.
13. Recalling and reviewing fixes a subject in the mind.
14. The art of clear statement is acquired by practice only.
15. Plain and concise statement is one proof of thorough knowledge.
16. Every individual must use his own mind in acquiring knowledge.
17. Every wise mental effort is profitable, every unwise effort is wasteful.
18. Carefully graded mental exertions increase the brain power.
19. Mental growth and power come from regular exertions, not from spasmodic efforts.

Our methods are natural, progressive, co-operative, developing, connective, concentrative, definite, stimulating, Socratic.

The next in knowledge is placed within reach of the student. The curiosity is awakened, an opportunity to investigate offered and mental effort becomes delightful. Artificial and short-lived stimulants are avoided. Prizes and class ranks are never used to excite to spasmodic action. Students are incited by lasting incen-

tives. By high and noble impulses they are encouraged to lay broad and solid foundations for future attainments.

Each day's work and each exercise is planned as a part of a life and used as a means to reach out and up to "the beyond and the above."

From the easy to the difficult, from the simple to the complex, is the order of progression.

The students are led to work with and for each other. In the class room all are active thinkers and listeners. The teacher's ability as an instructor is estimated by the power to secure profitable work from every member of the class. The successful teacher finds the interest in the subject increasing and the student more and more eager to learn.

COURSE OF STUDY FOR GRADUATION.

There are two courses of study, the Normal-Elementary and the Normal Scientific. To graduate in the first, students must be thoroughly acquainted with the branches taught in the Common Schools as required by law, including higher arithmetic and higher grammar; also

GEOGRAPHY.—Including the leading principles of Physical and Mathematical Geography.

GEOMETRY.—Plane Geometry, including the circle.

ALGEBRA.—As found in the elementary text-books.

BOOK-KEEPING.—Single entry, as found in the ordinary text-book, with the knowledge of the use of checks, notes, drafts, etc.

PHYSIOLOGY.—As found in larger common school text-books.

NATURAL PHILOSOPHY.—As found in the ordinary text-books, with the use of apparatus.

RHETORIC.—Including the outlines of rhetoric.

ENGLISH CLASSICS.—Including only the elements.

LATIN.—The elements, including the first book of Cæsar.

HISTORY AND CONSTITUTION OF THE UNITED STATES.—As in ordinary text-books.

BOTANY.—As in ordinary text-books.

PENMANSHIP.—To be able to explain and teach some approved system.

DRAWING.—As much as two of Bartholomew's drawing-books, with six months' free-hand drawing.

VOCAL MUSIC.—Principles as found in ordinary text-books, and attendance upon daily exercises for at least one-third of a year.

THE THEORY OF TEACHING.—This embraces three things, namely:

1. A knowledge of the mental and moral powers, and the methods of training them.
2. A knowledge of the methods of teaching the different branches of study.
3. A knowledge of the methods of organizing and managing public schools.

THE PRACTICE OF TEACHING.—This includes forty-five minutes' daily practice in the Model School for one-half of a school year, and two meetings each week for the discussion of the Practice of Teaching.

The theory of teaching must be commenced the second half of the Junior year, and continued during the entire course.

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 or 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 it 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 a school year.

EXAMINATION FOR GRADUATION

Candidates for graduation 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 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.

GROUNDS AND BUILDINGS.

The school grounds of twelve acres are delightfully situated on the south border of the village. They are adorned with groves and lawns and consecrated to study, exercise and recreation. The buildings include five class-room buildings and two dormitories. The class-rooms are large, airy, well lighted and ventilated, and especially fitted for school work. The arrangements and equipments are excellent. At no institution are school rooms more convenient and helpful.

DORMITORIES.

Two buildings contain rooms for the lady students and for the officers of the school. The students' rooms are well furnished with all essential furniture, including carpets, bedding, dressers, wardrobes, &c.

APPARATUS AND CABINETS.

The following is a partial list of the apparatus belonging to the School, the greater portion of which the students become familiar with:

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, &c., &c. Charts, mainkin, skeleton, &c, &c., for illustrating physiology.

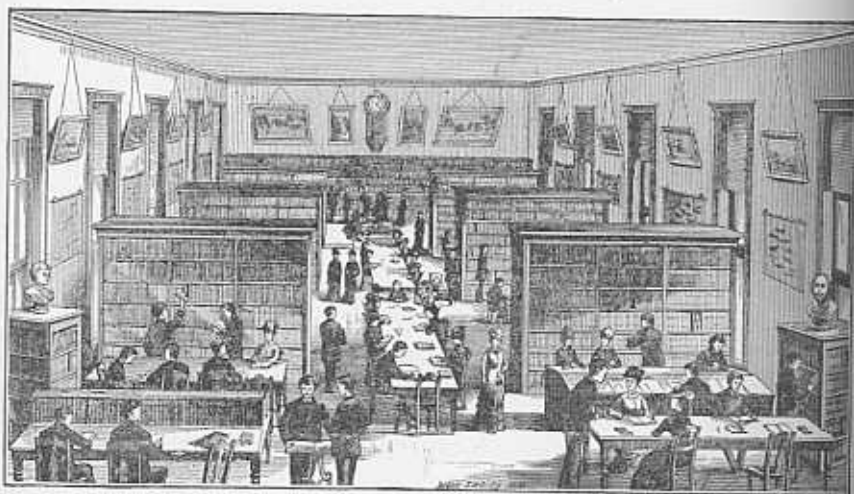
The following have been added during the past year:

Spectroscope, Endosmeter, Models of Steam Engines, Electro-scope, Electrical Battery, and apparatus for illustrating pressure of fluids, specific heat, interference of sound, interference of light, electroplating, double refraction, phosphorescence, and thermic 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, Encyclopædias, Dictionaries and Gazetteers. They also can make themselves acquainted with the following, which are within their sight but not used every day: Alphabet Blocks, Spelling Case, Sentence Stick, Reading Case, Butler's; Reading Cards, Webb's; Reading Charts,—Canada set, Harper's set, Eclectic set, Monroe's set, Butler's set;—Children's Picture Roll (2), Alphabet Charts, Wall Papers (30), (British Workmen set); Numeral Frame, Arithmetical 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 Measures, 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 Chart, 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.

The School is provided with the foundation of a Geological, Mineralogical and Natural History Cabinet and School Museum. The cabinets contain about 1,000 specimens of Indian utensils and instruments, and several thousand specimens of rocks, fossils and minerals, and a few specimens of Natural History.



LIBRARY—Inside View.

The Library Room—a view of which is given above—is 42x65 feet, well lighted and ventilated. There are 4,563 volumes of books, 389 of which were added the past year. It is open from 8 A. M. to 5 P. M., and is daily visited by a majority of the students. The books are classified as follows:

1. Works of reference. Among these are the new American Cyclopædia, Encyclopædia Britannica, Chambers' Cyclopædia, Johnson's Cyclopædia, Brande's 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 600 volumes, including nearly every book named in the Toronto Pedagogical Library Catalogue. Also a full set of 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.

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.

As illustrative of the library, the following are among the books added during the year:

Goethe's Works, King's Mountain Heroes, Wealth Creation, Cyclopædia of Science, Cyclopædia of Biography, Cyclopædia of Literature, Cyclopædia of Temperance, The Great Schools of England, Great Movements, A Voyage in the Sunbeam, Educational Theories, Eminent Americans, Character Sketches, Scientific London, Traits of Representative Men, A Study of Maria Edgeworth, A Book of Golden Deeds, Life Thoughts for Young Men, The Blockade and the Cruisers, The Brain and Its Functions, The Great Civil War, Student Life, Books and How to Use Them, Success in Life, Constitutional History of the United States.

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.

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

1. Visit the Library at a regular hour daily.
2. Keep with you a memorandum and record book in which to note down words, dates, questions and suggestions about which you wish to consult the reference books. Keep also a list of the books you intend to read and enter in the record the names of the books and articles you do read.
3. Make yourself acquainted with the classification of the Library and find the book or magazine you wish for yourself.
4. Take the book to the study table for examination and when done with it return it to its case and shelf.
5. Use reference books often; learn to use them expeditiously.
6. Make the text book a starting point for much of your reading.
7. Select a few of the best books and read them thoroughly.
8. Examine and taste as many others as you can.
9. Keep yourself informed of current events. Select one standard Weekly which you will consult regularly for this purpose.
10. Do not waste time reading news of no permanent general interest. Often review your reading and test your ability to recall what you have read. Ask the Librarian for assistance when needed.

"The great end of all school education is to make people able to educate themselves. The great means of self-education is through books; through much reading of books. The general introduction into literature, which if you choose, you are able to give your scholars, is worth more than all the knowledge contained in all the text-books that ever were printed."

CHAS. FRANCIS ADAMS.

"A teacher of great experience has remarked that there are two influences which well nigh determine the life and character of a pupil after he goes out from the influence of the school—his companionships and his reading. The latter, at least, it is largely within the power of the teacher to control."

W. E. FOSTER.

"Books are the best of things, well used; abused, among the worst."

EMERSON.

"Readers are not aware of the fact, but a fact it is of daily increasing magnitude, and already of terrible importance to readers, that their first grand necessity in reading is to be vigilantly, conscientiously select; and to know everywhere that books, like human souls, are actually divided into what we may call sheep and goats—the latter put inexorably on the left hand of the judge; and tending, every goat of them, at all moments, whither we know, and much to be avoided, and, if possible, ignored by all sane creatures."

CARLYLE.

"Certainly when one has only learned *how* to read, and not *what* to read, he is in great peril."

CHAS. DUDLEY WARNER.

"We should never lose sight of the real object that the teacher should have in view while directing the reading of his pupils. It is to so cultivate the

taste that they will make a wise selection of reading matter when left entirely to themselves. It is absurd for a teacher to undertake the task of directing the reading of his pupils, who is not himself a reader." R. C. METCALF.

"Long experience has proved that it is a doubtful blessing to teach a man to read, and then turn him upon the world to pick up such further education as the cheap literature of great cities affords. The immense sale of sensational newspapers of the worst class proves the truth of this fact, and it is admitted to be one of the most threatening signs of the times. The true way to suppress such publications is by lessening the demand, and this can be done only by educating the children in the common schools to read something better."

ATLANTIC MONTHLY, MARCH, 1880.

The extracts quoted above, show the value placed by leading minds on the formation of right habits of reading in youth, and the growing determination to hold the public-school teacher responsible for this important part of the child's education.

The Normal School aims to send out teachers who shall be fully up to the requirements of the times in everything relating to their profession; consequently no pains is spared to make our library, both as regards matter contained and method of using it, the best possible with the resources at command.

The special advantages of our library arrangements are the following:

1. **Manner of Shelving.** The books are within easy reach, and students have access to all parts of the room, and are allowed to handle the books freely.

2. **Time of Visiting.** The library is open daily for several hours, both forenoon and afternoon, so that the convenience of all is provided for.

3. **Union of Library and Reading Room.** This allows readers to consult books of reference the moment they are needed, to compare different authors on special topics at one sitting, to consult books suggested by current reading while the interest is fresh; in short, to the usual advantages of a public library, it adds the independence and freedom of a private one.

4. **The Large Number of First-Class Periodicals.** This gives students an opportunity to make the acquaintance of magazines and newspapers, so that when they leave school to become teachers they will be able to select understandingly such current literature as will profit themselves and their pupils.

5. **Selection of Books.** In all libraries are to be found some books which are never used, not being suited to the wants of readers. Hence the value of a library is not to be estimated by the number of volumes it contains. Our library has grown by small but frequent additions, carefully chosen as they were found to be adapted to our needs. Especially have the wants of teachers been

considered in selecting books. The proportion of unused books is therefore unusually small.

6. **The Assistance of a Librarian.** This officer is in constant attendance, has spent much time in becoming familiar with the contents of the library, and is ready to help and advise whenever requested.

7. **The Library is Made Auxiliary to all Departments of the School.** The Principal assigns topics daily for study in the library, reports of which are called for in general exercises. Student teachers of the Model School are sent to the library for information on subjects discussed in the semi-weekly teachers' meetings. Teachers of the Normal School refer their classes to particular articles bearing on the lessons of the day.

COURSE OF READING.

To meet the wants of students not sufficiently familiar with the world of letters to select for themselves, the following two years' course is recommended:

FIRST YEAR.

1. Life of Columbus,..... Irving.
2. Life of Benjamin Franklin,..... Bigelow.
3. Ivanhoe,..... Scott.
4. Lady of the Lake,..... Scott.
5. Life of Joan of Arc,..... Michelet.
6. Undine,..... La Motte Fouque.
7. Conquest of Mexico,..... Prescott.
8. Ancient Mariner,..... Coleridge.
9. Life of Oliver Cromwell,..... Lamartine.
10. Views Afoot,..... Taylor.
11. Marmion,..... Scott.
12. Short History of English People,..... J. R. Green.
13. The Newcomes,..... Thackeray.
14. Life of Hannibal,..... Thos. Arnold.
15. Tom Brown at Oxford,..... Hughes.
16. Student's Gibbon,..... Liddell.

SECOND YEAR.

1. My Schools and Schoolmasters,..... Miller.
2. Vicar of Wakefield,..... Goldsmith.
3. Life of Goldsmith,..... Irving.
4. Our Old Home,..... Hawthorne.
5. French Revolution,..... Carlyle.
6. Jane Eyre,..... Bronte.
7. Evangeline,..... Longfellow.
8. Conquest of Granada,..... Irving.
9. David Copperfield,..... Dickens.
10. Merchant of Venice,..... Shakespeare.
11. Sketch Book,..... Irving.
12. The Chinese,..... Martin.
13. Life of Macaulay,..... Trevelyan.
14. Scarlet Letter,..... Hawthorne.
15. Venetian Days,..... Howells.
16. Hours of Exercise in the Alps,..... Tyndall.

Programme of Daily Recitations.

FALL TERM, 1883.

	SENIOR.	JUNIOR.	SUB-JUNIOR.	IRREGULAR.	
7 30.....	Gymnastics...	Gymnastics...	Gymnastics...	A Arithmetic	
8 15.....	N. Philosophy			B Arithmetic.. Methods.....	
9 00.....	Elocution	B Algebra.....	C Arithmetic..	N. Philosophy	B Grammar..
9 45.....		Drawing.....	Language....	History.....	
10 30.....		Physiology ..		Reading	A Grammar..
11 15.....	M. Philosophy			Geometry....	Vocal Music..
1 10.....	Latin.....				
2 00.....		Reading	Geography....	A Algebra.....	B Grammar..
2 45.....		History & E..	Penmanship ..		Composition..
3 30.....					

WINTER TERM, 1883-84.

	SENIOR.	JUNIOR.	SUB-JUNIOR.	IRREGULAR.	
7 30.....	Gymnastics...	Gymnastics..	Gymnastics...	A Arithmetic	
8 15.....				C Arithmetic .. Methods.....	
9 00.....	Drawing	A Algebra.....	B Arithmetic..	N. Philosophy	C Grammar..
9 45.....		Drawing	Language	B Algebra.....	History.....
10 30.....		A Grammar...		Reading.....	A Grammar..
11 15.....	M. Philosophy			Geometry.....	Vocal Music..
1 10.....	Latin.....				
2 00.....	Rhetoric.....	Reading.....	Geography....	Book-Keeping	B Grammar..
2 45.....		History & E..	Penmanship..		Composition..
3 30.....					

SPRING TERM, 1884.

	SENIOR.	JUNIOR.	SUB-JUNIOR.	IRREGULAR.	
7 30.....	Gymnastics..	Gymnastics...	Gymnastics..	B Arithmetic..	
8 15.....	Botany.....			C Arithmetic..	B Algebra....
9 00.....	Drawing	N. Philosophy	A Arithmetic ..	B Grammar ..	
9 45.....			Language		History & E..
10 30.....	R. Theory....	Geometry.....		Reading.....	C Grammar...
11 15.....	R. Math	Vocal Music..	Vocal Music..	A Algebra....	
1 10.....		Latin.....			
2 00.....	English Lit..	Composition ..	Geography....	B Grammar ..	
2 45.....	R. Language..	Methods.....	Reading.....	Penmanship ..	
3 30.....					

A, most advanced; B, less advanced; C, beginning; R, review; E, Economy.

MODEL SCHOOL.

The design of our Model School is two-fold; first to present all our students with an example of what a public school should be, and second to furnish those preparing to teach a place where they may learn how to teach by actual teaching. Our Model School is the Public School of Edinboro, and is held in the commodious and attractive rooms of the Normal School. It is divided into three grades, Primary, Intermediate and Grammar, with about sixty pupils to each grade. The Primary Grade occupies the first floor of Literary Hall, 50x50. It is provided with small chairs, desks and tables for children from six to ten years of age, and with charts, reading cases, building and alphabet blocks, counting frames, moulding boards, wooden alphabets, word and sentence cases, picture rolls and Kindergarten material. The attempt is here made to start the children on the right road to education by leading them to the pleasant, eager and natural exercise of their powers of observation, manipulation, recollection and expression. *This department is conducted on the principles that:

1. Activity, cheerful and voluntary, is the source of natural growth.
2. Happiness is the result of the natural and healthy exercise of the faculties.
3. The busy and happy are protected against temptation.
4. Cheerful workers need little governing. All students may visit and observe the school, and those having gifts for primary work may practice in this department. The Superintendent of this grade is a natural and trained Primary Teacher.

The Intermediate and the Grammar Grades occupy the convenient rooms on the first floor of the Normal Hall, 58x90. These rooms are fitted and furnished with all needed appliances for teaching children from ten to sixteen years of age, and here the work is adapted to the ages and capacities of the pupils. Systematic, progressive and natural development of the pupil is the aim of the management. Few schools show better results.

When a student has pursued the subject of theory of education for two sessions he is permitted to teach under instructions in the Model School, and to try to make others know what he knows. A single term rightly used in practice will do more for a student teacher than years of school-room work without advice.

The student teacher is given a class in a class-room and directed

to assign a lesson, show the pupils how to study it, to remain with the class while they study the lesson, and then hear the class recite. Frequent visits are made by the Superintendent of the Model School, by the teacher of "theory" in the Normal School, and by other teachers, to observe the students work as teachers, and meetings are held twice each week or oftener, at which the excellencies and the defects of teachers are pointed out that all may profit thereby. From time to time lessons are given by teachers of the Normal School as models for the student teachers. During the senior year there are senior class exhibitions of methods of teaching, after which each pupil teacher is required to hand in a criticism of the work done.

In our Model School students acquire a knowledge of classroom work, and of class management; they learn what to do and what to do next. They develop teaching power and become acquainted with themselves. They learn how to set pupils at work, to keep them at work, and to make work profitable. They learn how to teach.

Directions to Student Teachers in the Model School.

- A. 1—Make a careful preparation for each lesson, including both matter and method of the recitation.
 2—Stand before the class.
 3—Request rather than command.
 4—Ask definite questions and give positive directions.
 5—Show pupils how to study and how to recite.
 6—Be energetic, thorough, firm, exact, clear and efficient.
- B. Require and secure—
 1—Good conduct in class-room.
 2—Quiet and orderly movements in passing to and from class-rooms.
 3—Erect position of pupils.
 4—Promptness and accuracy.
 5—Neatness of blackboard work.
- C. Cautions—Guard against much talking, dependence on the text-book, scolding, fault-finding.
- D. Strive to secure—
 1—Thorough study, clear recitation, a lively interest, close attention, rapid progress.
 2—Have earnest and protracted work, but stop before the children reach the fatigue point.
 3—Use visible illustrations and illustrative objects as much as you can with profit.
 4—Keep the recitation room in good order.

READING.

- 1—Require pupils to sit and stand erect.
 2—Have a short preliminary drill in vocal sounds, phonetic spelling, exercises in articulation, pitch, force and rate.

- 3—Give frequent examples of good reading.
- 4—Require pupils to understand both the meaning of the words and the thought of the reading lesson.
- 5—Require pupils to read naturally and with pure tone.
- 6—Have variety in manner and method.
- 7—Let pupils bring choice extracts from books, papers and magazines, and read them in class.
- 8—Have the difficult words written on the board and in blank books.

GEOGRAPHY.

- 1—Have a map before the class.
- 2—Have the pupils draw maps on the board.
- 3—Have the lesson written on the board by part of the class.
- 4—Have the lesson recited by topics, and without questions.
- 5—Use the globe, objects and pictures for illustrations.
- 6—Drill upon the pronunciation and spelling of the difficult names.

LANGUAGE.

- 1—Have all definitions illustrated by original examples.
- 2—Keep the blackboard in use.
- 3—Dwell on new points until well understood.
- 4—Practice writing sentences, abstracts, correspondence, etc.
- 5—Dwell on common errors.

ARITHMETIC.

- 1—Have much blackboard work.
- 2—Aim at accuracy first, rapidity next.
- 3—Aim to secure intense mental action.
- 4—Give original examples as tests.
- 5—Require definite and logical explanation and analysis.
- 6—Let pupils acquire ability to perform the operation before drilling on rules and explanations.

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MUSIC DEPARTMENT.

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In order to furnish our students with the best opportunities to learn the art of vocal music, and give them the power to use that art in the common schools, a special Music Department has been established. In addition to the general instruction in music given to all the students, those who desire to make a special study of this branch of education enjoy the best opportunities.

Pupils are permitted to take a special or a full course at their option.

Daily class recitation is practiced, as students thus learn to criticise and are stimulated to greater effort.

A full course of study for one year for a beginner includes the study of thorough base; the establishment of a correct technique,

both vocal and instrumental, acquired in the careful practice of appropriate exercises and studies, and its possession demonstrated by its application in a well selected repertory. Also the mastery of the rudiments of music as taught in the general singing class.

The Music Department is located in Music Hall, Edinboro, and occupies the whole building. It is provided with a pleasant hall for *Musicales*, rehearsals, recitals, etc. The hall contains thirteen practice rooms, each with a piano or cabinet organ. The advantages of music students at the Normal School are great. The social influence and stimulus of the teachers and students of the Normal School is of high value. The general exercises of the school, the societies, libraries and lectures are open to music pupils the same as to normal students.

METHOD OF INSTRUCTION.

The Class System of instruction here in use has the following advantages over the Private Lesson system:

1. A true musical feeling is awakened.
2. It promotes industry.
3. It develops confidence.
4. It develops the power of criticism.
5. It sharpens the intellect.

BRANCHES TAUGHT.

Piano.	Solo Singing.
Organ.	Art of Conducting.
Ensemble Playing.	Normal Instruction.
Thorough Base.	Oratorio and Chorus Practice.
Harmony.	Lyric Art and Opera.
Musical Theory.	Notation.
Church Music.	Formation and Cultivation of the Voice.
Male Part Singing.	Art of teaching Vocal Music in Public Schools.
Singing at Sight.	

Students have frequent opportunities to perform before public assemblies, and thus acquire confidence in themselves.

ART OF CONDUCTING.

To this branch of musical study the Conservatory pays particular attention, the course including every detail of the art. Pupils have ample opportunity to learn the use of the *baton*. Those studying this branch have practice in the Model Department of the Normal School.

STUDY OF THEORY.

This embraces Acoustics, Rythm and Tempo, Melody, Musical Form, the Compass and Characteristic Effects of the various instruments, etc., together with the principles underlying the meaning and interpretation of music.

Persons desiring fuller information regarding music will please send for special music circular.

LITERARY SOCIETIES AND EXERCISES.

Two Literary Societies, the Potter and the 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. A regular program of each society is here presented:

Everett Society, May 26, 1883.

1. Roll call and response by quotations from Tennyson.
2. Chorus: Mrs. F. H. Sherwood, Misses Jennie Singleton, Josie Brown, Villa Whann, Messrs. F. S. Patterson, W. H. Weller, J. H. Chadwick, C. C. Hazen.
3. Recitation, Marion A. Aspin.
4. Oration, F. S. Patterson.
5. Song, Jennie Winters.
6. Rehearsal, Mary Shannon.
7. Essay, Mate Hauke.
8. Instrumental Music, Anna Bishop.
9. Dialogue, Anna McCreary, Laura Davidson, Blanche Da Forest, F. S. Patterson, Jennie Singleton.
10. Song, Prof. E. P. Russell.
11. Essay, Tillie R. Wilkinson.

Potter Society, May 19, 1883.—Ladies' Day.

1. Roll call and responses.
2. Music, Cora Daugherty, Anna McCoy, Ora Gates, Bertha McConkey.
3. Rehearsal, Anna J. Hall.
4. Soliloquy, Ora Gates.
5. Song, Bertha McConkey.
6. Oration, Rachel R. Benn.
7. Concert Declamation, Fanny Barber, Ollie Benn, Elma Donaldson, Ella Coulter, Augusta Davison.
8. Song, Cora Daugherty, Anna McCoy, Bertha McConkey.
9. Medley, Bertha McConkey.
10. Song, Cora Daugherty, Anna McCoy.

MORAL INFLUENCES AND FORMATION OF CHARACTER.

A good character is the basis of all that is good and great in human life. To the teacher it is all important. Great stress is therefore placed upon the moral influences of the school. Forty minutes daily are given to general exercises. The aim of the exercises is to develop thought, to lead students to reflection and judgment regarding conduct of life, to present correct standards of action, to stimulate right thought and feeling and develop will power capable of resisting evil and seeking good. Short, pointed and plain scripture lessons are read. Questions on conduct are presented and judged by scripture truth.

The same topic is continued from day to day and viewed from many sides. The principles of Normal Instruction are applied to the devotional exercises. Students are led to think upon the subjects of the scripture lessons, to examine the teachings of the selections read, and to test their own conduct by the truths taught. Attention to the subject in hand, concentration of thought upon it, examination of its parts and relations, and a judgment regarding its direction for conduct with motives and impulses for action are some of the steps of daily moral culture. Following the direct devotional exercises occupying about ten minutes, the half hour is given to the presentation and discussion of topics designed to stimulate and elevate the minds of the students, to lead them to reflection upon life and duty, and assist them in forming manly characters.

The topics selected are found in personal conduct as seen in the school or recorded in anecdotes and biographies of good men and women. They are often taken from the public press and based on the events of the times. The topics are presented in a variety of methods, but oftener in the form of direct and pointed questions. These questions are so arranged as to lead the student to form a judgment upon moral conduct and to approve or disapprove of conduct similar to his own. The results of these exercises are most valuable. The uniform testimony of students is that they are led to thought, to fidelity and to a high regard for duty. Below are given a few of the questions asked and short extracts embodying seed thoughts.

Questions.

What gives one influence? How is brain power developed? Why is it more difficult to do the right than to know the right? Upon what does the value of a lesson depend? Why do some fail? What are the steps of success? What conduct in a student indicates success as a teacher? Upon what does social progress depend? How does what I am, compare with what I can? What qualities make one liked? Of what is self denial the price? What should the young know when they leave school? Why do so few think for themselves? How can students help one another? What is the law of habit? What are the elements of manly character? When is one educated? What is better than brains? than life? What work pays best? What never pays? How can a student accomplish the most? What is the use of a written program? Upon what does working power depend? What does this day bring? What can boys do? What can a boy make of himself? What is the test of mental development? Of what value is accuracy? Are you learning it? How is moral power increased? What is the test of right conduct in a student?

SELECTIONS FROM SEED THOUGHTS.

- A systematic and economical use of time is the true way to have leisure.
 Consequences are not determined by our intentions, but by our conduct.
 The book to read is not the one that thinks for you, but the one that makes you think.
 Stability of instruction must depend upon stability of character.
 Attention is a habit and is subject to the same laws which regulate all other habits.
 The spirit of self-help is the root of all true success.
 Success in any calling is the result of intelligent preparation.
 'Tis not talents and acquirements, but perseverance and enthusiasm that win the battles of life.
 Self-denial is the price of wisdom.
 Regularity is punctuality reduced to a system.
 We get as much out of any exercise as we put into it.
 The feeling of responsibility is the essence of virtue.
 One talent well cultivated and enlarged is worth a hundred shallow ones.
 He who would do one thing well must have the courage to leave a thousand undone.
 Vigorous habits of study will contribute to vigorous habits of thinking and speaking.
 There is not so much difference between men as some suppose.
 Napoleon knew what to do next: few people have any next.
 In education there is nothing so valuable as accuracy, and accuracy can be taught.
 Harbor no thought, neither do any act, you would be unwilling the whole world should know.
 All things are clear to a good head; nothing is unmanageable to a good hand.
 Every one is a centre of influence for good or ill. Our thoughts, deeds, words and actions give influence.
 Right doing is essential to right being.
 Observation without reflection is useless.
 Our strength is measured by our plastic power.
 Everything that is honorable is uphill.
 Art of Life:—Find out what things you can do; choose from among these what thing in particular you should do; resolve deliberately and unalterably to do this singly; do it unflinchingly and unceasingly.
 Rules of Life:—Cultivate self-sacrifice; exercise a determined will; preserve equanimity; lead an active life, be well known among your fellow-men, look always beyond the present, and nourish an abiding faith in your own future; aim at every object by direct means; seek for knowledge from the highest sources.
 Civility costs nothing and it often yields great gains.
 Thoughts can be communicated only to minds that think.
 No man can do everything, but every man can do one thing.
 The great waste of the world comes from misapplied energy.
 Everything depends upon the regularity with which you work, and upon the perseverance and the vigor.
 Self-reliance combined with promptitude in execution is indispensable to success.
 To achieve success in any calling you must give your whole time and attention to it.
 The culture of the mind is not measured by what it contains but by what it can do.
 Teachers should aim at some definite results, and should make text-books, study, recitation and exercise bring about these results.
 The best way to learn to do a thing is by doing it.
 It is the steady gait that tells.
 He who is false to present duty breaks a thread in the loom and will see the defects when the weaving of a lifetime is unrolled.
 Each day brings opportunities for doing good which never came before and will never come again.
 A real correlation of forces is seen among ideas as truly as in the material world.
 Social progress depends upon individual progress.

The way to increase in knowledge is to get some knowledge to increase.

Man obeys the highest law of his being when he takes his life in his hand and ventures it for something he values higher than life.

Time is not a personage that we can overtake when he has once passed us.

The great law of training is alternate action and repose.

The chief end of education is the acquirement of thought power.

Every created soul has an indestructable individuality capable of development into the mental and moral stature of the perfect man or woman.

Man was intended to be the master, not the servant of circumstances.

A spirit of true manliness is a spirit of loyalty to a fixed purpose.

Success is the result of moral rather than intellectual qualities.

Doing is the test of being.

The world's work is done by persons of common ability.

They can who think they can.

If you undertake to do a thing, do it.

If any one ever did it, I can do it.

Ascent is better than descent.

Obstacles difficult to surmount when charged in a squad are easily overcome when met in line.

There is no easy road to learning.

Will and conscience make circumstance.

ESTABLISHED TRUTHS.

1. No one can teach what he does not know.
2. In order to teach well, one must know the mind to be taught, the subject to be taught and the method of teaching that subject.
3. The usefulness of a teacher depends more upon his professional attainments than upon his scholastic knowledge.
4. The test of teaching is the result produced in the pupils, as changes of manners, habits, purposes and tastes, development of self control and self restraint, increase in knowledge and mental power.
5. All true educators believe that teachers should possess high scholarship, both scholastic and professional.
6. Every person should know much more than the subjects taught, before he attempts to teach.
7. The final attainments of every individual are determined by himself, not by his situation. They are the effect of his own choice and labors.
8. It is a serious mistake for any teacher to rest short of his highest attainable culture.
9. Every one who wants learning, scholastic or professional, will have it.
10. Every teacher can improve greatly both in scholarship and in skill.
11. Money and effort invested in an education is well invested.
12. Not those who have most time and most money go to school, but those who set the highest value on an education.
13. He who improves his mind raises himself in the scale of being.
14. If learning did not cost time, money and effort, all would have it.
15. The Normal School is the best place to prepare for teaching.

HABITS.

Students are advised to form the following helpful habits, and are assisted in forming them:

1. Living up to a written program.
2. Learning each lesson at one sitting.
3. Learning each lesson at one reading.

4. Conscious selecting the best companions.
5. Conscious selecting the best reading.
6. Seizing the moment of excited interest to investigate a subject.
7. Daily readings from the Book of Nature.
8. Reviewing the past and drawing valuable lessons for the future.
9. Selecting and retaining the important and rejecting the unimportant portions of the books read.
10. Thinking over each subject read and criticising it, condensing and classifying it.
11. Talking over with friends what has been read.
12. Giving undivided attention to the work in hand.
13. Placing duty before pleasure.

WHAT TEACHERS NEED.

1. Good health, good character, good habits.
2. A mind well trained, well disciplined.
3. An affectionate, sympathetic, generous disposition.
4. Scholarship, both accurate and extensive.
5. Teaching power, ability to arouse, inspire, direct, train and instruct pupils.
6. Energy to work, will to persevere, and tact to manage.
7. A well defined idea of a good teacher, a good pupil and a good school and a fixed determination to realize that idea.
8. Love of learning and delight in study.
9. A growing Library.
10. The affection of his pupils and the confidence of his patrons.
11. Before entering the school room as a teacher one should know something of:—
 - A. The child, its physical and mental constitution, and the laws of its healthy activity and growth.
 - B. The conditions favorable to study.
 - C. The amount and kind of mental effort suited to pupils at different stages of development.
 - D. The studies best suited to develop the mind.
 - E. Means of securing obedience, order and application.

SCHOOL ROOM OUTFIT.

Every school should have a good school room with abundant blackboard space, good furniture, a dictionary, gazetteer, state map, U. S. map, map of the World, a globe, a set of geometrical forms, numeral frame, reading charts, weights and measures, pictures, pointer, bell and a full man or woman to conduct the school.

THE TEACHER'S OUTFIT.

Every teacher should have:—

1. Good native ability.
2. Thorough preparation for his work.
3. Confidence in himself.
4. The confidence of his patrons.

5. A choice library of professional works.
6. A growing library of standard literature.
7. A paid subscription to an educational journal.
8. A professional spirit.
9. A Normal School Diploma.

Counsels to those who are thinking of going to School.

If you are undecided about going to school, consider:—

1. The value of a course of instruction.
2. That no one ever rose in life without knowledge and thinking power.
3. That an education prepares one for happiness, for usefulness, and gives the power to do good.
4. That he who has an education would not exchange it for any fortune.
5. That every one who *will*, can have an education.
6. That no one ever regretted well-spent school days.
7. That a wise decision now will bless your whole life.

Counsels to those who have decided to attend School, but are not certain where to attend.

Consider what you want to find at school and what you want the school to do for you.

Remember that it may be cheaper to go a hundred miles to a first class school and pay a large price per week while there, than to attend an inferior school near by at one-third the expense.

Compare the appliances, facilities and influences of the schools you think of attending and decide upon the one which seems best adapted to your wants.

Young people having a good, thorough school at home are advised to attend it and obtain a knowledge of the branches taught there. Those who intend to teach should then attend a normal school and study the science of teaching.

Young people not near a good school at home should find a good school away from home.

By all means attend the best school accessible. The best is not too good for you.

The greatest cost of a school is the student's time. The next highest cost is the board bill. To all students the best school is the cheapest.

The Normal School, Edinboro, offers its students:

1. A quiet, retired location, with few influences to draw attention from study.
2. Beautiful village and the healthful educational and moral influences of the community.
3. Excellent board at very low price.
4. Thorough instruction by experienced and enthusiastic teachers.
5. Abundant illustrative apparatus.
6. Superior library facilities.
7. Attractive school grounds and delightful class rooms.
8. Earnest, faithful, energetic school associates.
9. Excellent training in actual teaching.
10. It gives to its graduates a certificate good for life.

Counsel to those who have decided to attend our School.

Arrange your plans to begin with the session, and be found in the assembly room the first morning of the term.

Come with the determination of giving yourself wholly to school work. Expect to meet trials, difficulties and discouragements here, but prepare to meet them with firmness and resolution and they will soon disappear. Do not expect to enjoy all the advantages of home and all the advantages of school. Remember that your progress will depend upon yourself, and that there is no more a royal road to learning here than there is elsewhere.

The chief advantage of our school is a high standard of conduct, study and recitation, a strong incentive to earnest and faithful work resulting from many and diligent associates, and the encouragement of kind and faithful teachers. Come prepared to share in the work and in the rewards of study, and determined to do all that a good student should do.

Do not think you can learn everything in one term. The best results come from pursuing a few studies thoroughly.

What a Student should bring with him to the Normal School.

1. A teachable spirit.
2. Will to work; will=can.
3. A disposition to work for the general good.
4. A native talent for teaching.
5. A love of learning.
6. Good health, cheerful spirits and good character.
7. A fair knowledge of the common school studies.
8. A definite plan of school life.

In addition to the above he should take away with him :

1. Improved methods of study.
2. Quickness and accuracy of perception.
3. A taste for good reading and skill in selecting it.
4. A knowledge of the principles of education.
5. Aptness in teaching.
6. Skill in managing.
7. A thorough acquaintance with the studies pursued at the Normal School.
8. A determination to grow in knowledge.
9. A fixed resolution to engage heartily in the work of teaching.
10. A small library of professional books, and a purpose to make it larger.
11. Steadfastness of purpose and power of endurance.

REGULATIONS.

To be a teacher one must have self control and self restraint. The teacher must obey reason and conscience. Self government can be acquired in youth only. We assist students in acquiring the power of self government by accustoming

them to self government. We treat them as both able to know the right and willing to do the right. We furnish stimulus for obedience to the right. We aim to shield them from temptations too great for their resistance. The wilful wrong doers and the hopelessly imbecile we do not desire and cannot retain.

But we make due allowance for the weaknesses and forgetfulness of young people. The substance of our regulations are embraced in the following directions:

1. Make school duties your whole business.
2. Lay out work enough and no more than enough for your health and strength, and then do it.
3. Attend every regular exercise promptly.
4. Keep and work to a written programme.
5. Spend the evenings in your room, and retire promptly at the ringing of the retiring bell.
6. Have a thoughtful regard for the rights and interests of others; do nothing to their annoyance or detriment.

LOCATION.

Edinboro, the seat of the Normal School, is a beautiful educational town eighteen miles south of Erie, Pa. It is on the watershed between the lakes and the gulf, at an elevation of 1,225 feet above sea level. Its elevation and drainage gives it a healthful, bracing climate. Students in feeble health have been known to grow strong. The town is retired and quiet, unusually free from temptations and is particularly favorable to student life. The houses in the village are neat and well painted, the yards wide and attractive, streets shady, lawns well kept. The citizens are high-minded, generous, sociable, well read, kind and do their best to make student life profitable and pleasant. The mental and moral atmosphere of the place is elevating, stimulating and bracing.

ACCESS.

Edinboro is seven miles (an hour's ride by stage) from Cambridge, on the New York, Pennsylvania & Ohio Rail Road. This road connects with the Philadelphia & Erie R. R. at Corry and the Erie & Pittsburgh at Transfer and at Meadville; with Allegheny Valley at Franklin and at Oil City.

AIR LINE DISTANCES FROM EDINBORO.

<i>Miles.</i>		<i>Miles.</i>	
Meadville.....	17	Beaver	81
Erie.....	18	Smethport.....	89
Franklin.....	36	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

A COMMON ERROR.

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

Teaching is a profession. It demands technical institutions. For the larger number of teachers the training of the Normal School is absolutely necessary for professional success. Even the High School graduate knows but little of what the successful educator prizes highest. For the common school teacher, who is limited to a short preparation for teaching, a year or two in the Normal School is absolutely necessary.

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

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

S. F. Hoge, Principal Union Schools, Tidouate.

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

G. R. Stone, Supt. Schools, Bradford.

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

H. C. Missimer, Principal High School, Erie.

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

Miss Dickson, Principal High School, Meadville.

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

H. R. Roth, Supt. Schools, Meadville.

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

C. D. Arird, Supt. Warren Co.

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

C. F. Chamberlain, Supt. Crawford Co.

The Normal School is the place to acquire teaching power.

J. H. Murtland, Supt. Butler Co.

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

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

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

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

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

M. O. Campbell, Supt. McKean Co.

AS OTHERS SEE US.

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

Very sincerely yours,

A. M. Martin, Pittsburg.

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

Your Friend,

Ira. D. Darling, Spartansburg, Pa.

JACKSON, MICH., June 12th, 1883.

J. A. COOPER.

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

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

Gratefully yours,

Alan J. Maxwell, Pastor M. E. Church.

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

Respectfully,

Thos. Osborne, Jr., Wellsburg, Pa.

FRANKLIN, PA., June 11, 1883.

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

S. J. M. Eaton.

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

L. W. Savage, East Springfield, Pa.

KITTANNING, PA., June 12, 1883.

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

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

I am, very truly, your friend,

J. P. Colter.

CAMBRIDGEBORO, PA., June 14, 1883.

PROF. J. A. COOPER.

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

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

Yours most kindly,

Wm. Grassie.

WAYNESBURG, May, 1881.

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

Supt. S. F. Hoge, Supt. Greene Co.

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

D. F. Ralph, Supt. Lawrence Co.

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

A. J. Davis, Supt. Clarion Co.

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

S. H. Prather, Supt. Venango Co.

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

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

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

J. M. Sproul, Union City.

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

Jas. H. Murland, Supt. of Schools of Butler Co., Pa.

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

M. L. McQuown, Supt. Clearfield Co.

I can not in too strong terms express my appreciation of the advantages offered to teachers and students by the Edinboro State Normal School. Its healthful location, its beautiful grounds, its large, elegant and tasteful buildings should in themselves prove a great attraction. But add to this its many facilities for imparting thorough, theoretical and practical knowledge of the "teacher's art"—its able, devoted and Christian faculty—its excellent museum and apparatus, its large reading room filled with ornamental book-cases containing "the choicest works of the choicest authors,"—tables covered with papers and magazines—the best current literature of the day, a genial, accommodating librarian, easy chairs in "cunning" recesses for the reader, shrubs on the floor and portraits on the wall, giving one the feeling that they are in some author's parlor conversing with a living presence rather than in a reading room with dead volumes; and what more could be desired by any student in an Academic or Normal School. But in my judgment, one of the greatest excellencies of this school is its system of instruction. It seems to be the great aim of the faculty to arouse thought in the student, to stimulate to research, to train the mind to assimilate and classify knowledge for practical use, rather than simply to cram the mind "like a lumber garret" with undigested facts or theories. And I can say that this mental training, acquired while a student at Edinboro, has proved of inestimable benefit to me ever since.

Respectfully,

Narcissa E. White, Grove City, Pa.

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

Sincerely Yours, **J. K. Pendell.**

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

Mrs. Ella B. Kratz, Reaver, Pa.

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

L. L. Doane, Peterboro, Ontario.

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

Jas. M. Mickey, California, Pa.

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

G. W. Kratz, Beaver, Pa.

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

J. A. Lavelly, New Bethlehem.

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

John D. Meese, Berlin, Pa.

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

A. V. Sunderlin, Chase, Mich.

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

Chas. W. Deane, Meadville.

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

F. M. McClintock, Union City.

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

E. A. Walling, Erie.

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

Byron Sutherland, Minneapolis, Minn.

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

J. G. Anderson, Supt. Clarion Co.

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

Henry V. Hotchkiss, Meadville.

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

H. F. Goodhart, Arcadia, Wis.

WINSOR LOCKS, CONN., April, 1883.

I regard your Normal School as the very best in the United States.

E. L. Richardson, Supt. Schools.

I agree with your creed that the best place to prepare for teaching is in a professional Normal School. The broad basis of culture received at Edinboro not only fits one for good teaching, but for manhood and womanhood. I look back with pleasure to my school days in Edinboro, and think of my teachers with the kindest and most grateful feelings.

Mrs. M. E. Dood, New York City.

I attended the State Normal School at Edinboro a number of terms, and regard it as one of the very best schools in the country for young men and ladies who are preparing themselves for either business, teaching or college.

D. R. Cushman, North East, Pa.**STATE AID TO STUDENTS.**

The Legislature of the State, at its last session, appropriated \$40,000 to aid students in attending Normal Schools during the years 1883-4. The conditions of the aid are as follows:

"For each student over seventeen years of age, who shall sign a written declaration that said student intends to teach in the common schools of the State, there shall be paid the sum of fifty cents per week.

"For each student whose father lost his life in the military or naval service of the United States or of Pennsylvania, and who shall sign such declaration, shall be paid one dollar per week.

"To each student who shall graduate during the year and sign an agreement binding said student to teach in the common schools of the State two full years, shall be paid fifty dollars.

"Any student, to secure the benefits of this appropriation, must attend the school at least twelve consecutive weeks, and must attend a special class in the Theory of Teaching.

"PROVIDED, The \$40,000 is not sufficient to pay the sums above specified, then the balance available the last term in the year shall be divided PRO RATA to the students entitled to receive it, on the above conditions."

TEXT BOOKS.

Free use of text books is furnished students in arithmetic, grammar, geography and reading. Other books students prefer to own, and they can be bought in Edinboro at the following prices:

Algebra, Ficklin.....	\$1.00
Book-keeping, Bryant & Stratton.....	.80
Botany, School and Field Book, Gray.....	1.75
Cæsar, Allen & Grenough.....	1.00
Copy Books, Spencerian.....	.10
Drawing, White.....	.15
Dictionary, Webster's Quarto.....	8.50
Geometry, Brooks.....	.60
History of United States, Barnes.....	1.00
Latin, Jones' First Lessons.....	1.00
Latin Grammar, Allen & Grenough.....	1.15
Latin Lexicon, White.....	3.00
Mental Philosophy, Haven.....	1.50
Methods of Instruction, Brooks.....	1.25
Methods of Teaching, Sweet.....	1.00
Natural Philosophy, Norton.....	1.10
Physiology, Hutchinson.....	1.10
Rhetoric, Kellogg.....	1.00
School Economy, Wickersham.....	1.10
School Management, Baldwin.....	1.00

Stationery and other books at equally low rates.

Expenses.**Tuition, per Term of Fourteen Weeks.**

Normal Studies.....	\$16.00
Instrumental Music.....	16.00
Vocal Music.....	16.00
Combination, Instrumental and Vocal Music.....	25.00
Combination, Normal and Music.....	25.00
Model Department.....	5.00
Use of Instrument, 1½ hours' practice daily, free to each Music Student.	

ROOMS.

One-half well furnished room in the Dormitory, with fuel and light, for Ladies only, Fall Term or Spring Term.	\$ 8.50
One-half of two rooms.....	11.00
Winter Term, \$2.00 additional; Gentlemen can find rooms in town at about same price.	

BOARD.

Table Board costs \$1.60 to \$2.00 per week.

Board and room in town, per term.....	\$40.00
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ESTIMATED EXPENSE PER YEAR.

Tuition, less State Aid.....	\$ 27.00
Room.....	33.00
Board, \$1.75 per week.....	73.50
Total.....	\$133.50

* Any student desiring it, we guarantee to find good board and room at \$40.00 per term. Rooms in the dormitories are for ladies only. Lady students are sometimes permitted to room in the village, but should see the Principal before engaging a room. A brother and sister may self-board together in the village.

Calendar--1883-4.

August 21, 1883.....	Fall Session opens.
November 23, 1883.....	Fall Session closes.
December 8, 1883.....	Winter Session opens.
March 7, 1884.....	Winter Session closes.
March 25, 1884.....	Spring Session opens.
June 26, 1884, Commencement.....	Spring Session closes.

Bills due at the opening of the Session. For additional information, address

J. A. Cooper,
Edinboro, Erie Co., Pa.

To the Public.

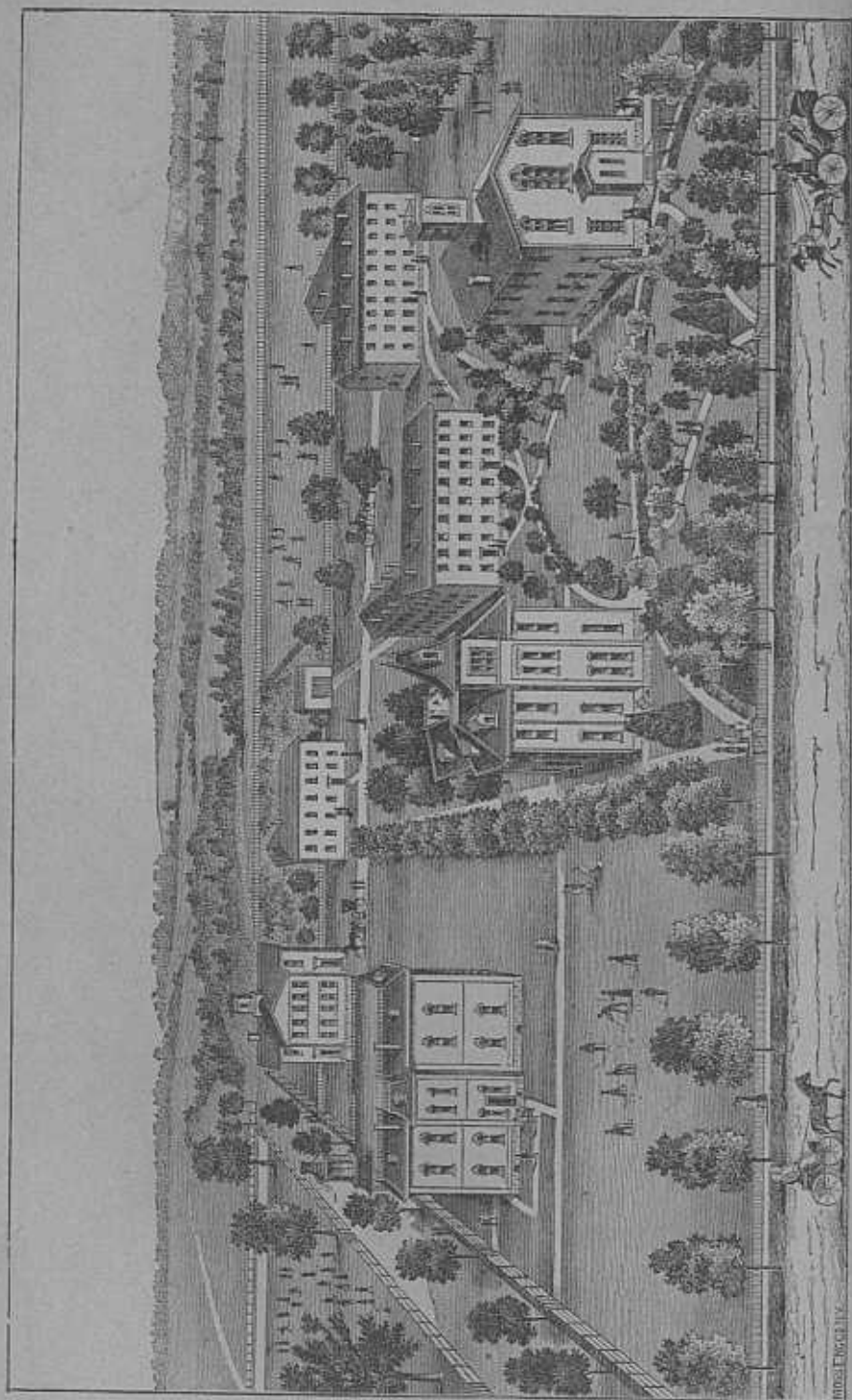
The preceding pages give a brief account of the aims, methods and work of the State Normal School. To counteract a strong delusion and to present the school as it is, we have given the views of friends, students and educators. For the past six years we have advertised for students who intend to teach and for no others. Our school has improved wonderfully in its material resources and in its usefulness to students.

We now offer our increased facilities not only to those who intend to teach, but to well disposed young men and women who desire to enjoy our superior facilities.

For young people of good habits and principles we believe there is no better school in the world. We ask those who read this to do good by spreading a knowledge of our advantages.

OUR "CREED" IS

1. The teacher is the most important Educational Factor.
2. To have a good school there must be a good teacher.
3. To improve the schools we must improve the teachers.
4. The schools will improve just in proportion to the improvement of the teachers.
5. Those teachers who prepare best, teach best.
6. Money expended upon poor teachers is wasted.
7. The best place to prepare for teaching is in a professional Normal School.



View of Grounds, 1863.