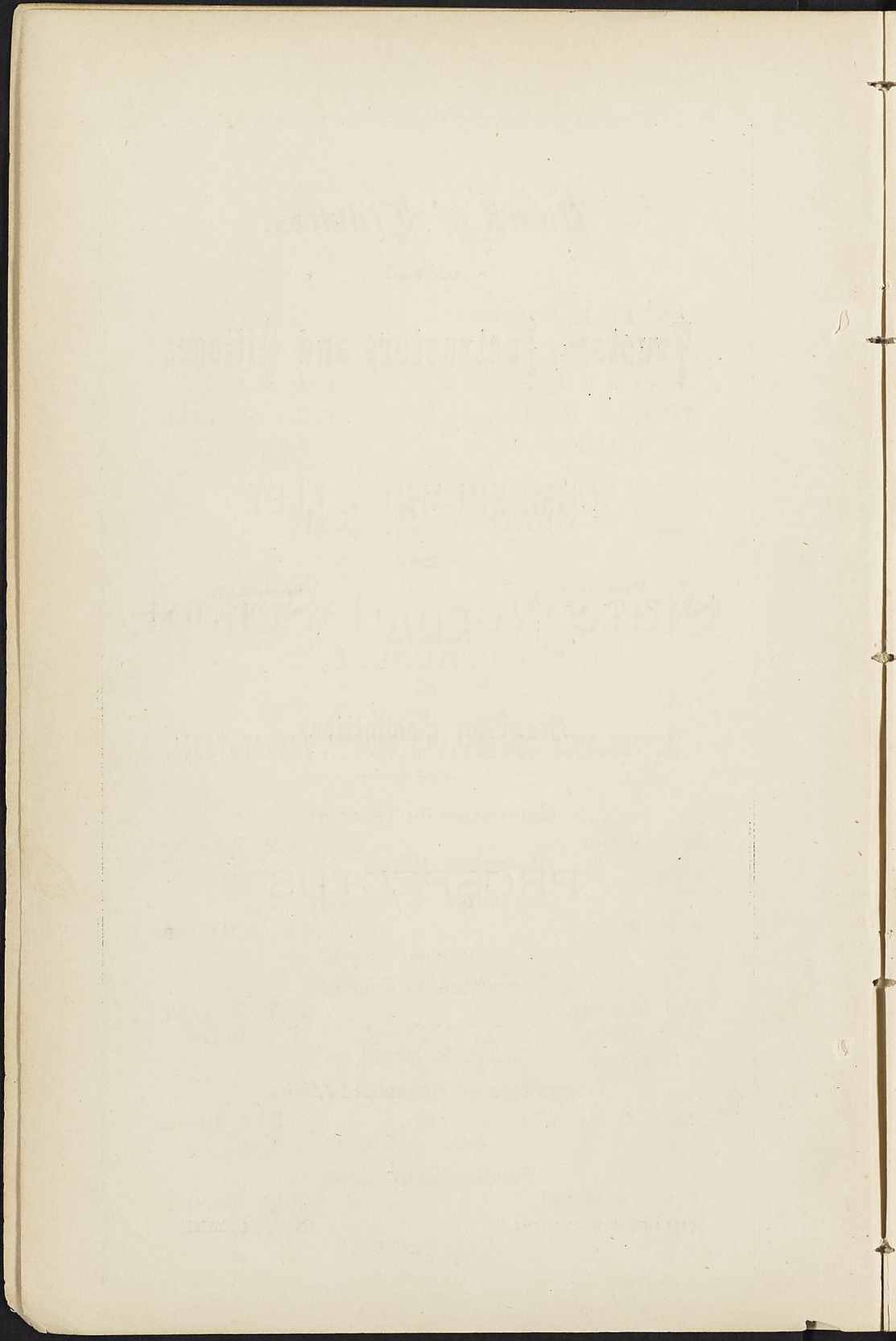


CATALOGUE
OF THE
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OF THE
CUMBERLAND VALLEY
State Normal School,
AT
SHIPPENSBURG, CUMBERLAND COUNTY, PENNSYLVANIA.
AND
PROSPECTUS
FOR
1873-4.

.....
PHILADELPHIA:
WILLIAM F. MURPHY'S SONS, PRINTERS AND STATIONERS,
509 CHESTNUT STREET.



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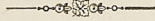
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1298

Instructors.



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MISS FLORA T. PARSONS,
Methods of Primary Instruction, and Calisthenics.

A. W. STERNER,
Mathematics.

MISS SARAH F. SMITH,
English Grammar, English Literature, and Reading.

E. A. ANGELL,
Geography, History, and Civil Government.

MISS DELIA T. SMITH,
Vocal and Instrumental Music, and French.

J. W. SHOEMAKER,
Elocution.

MISS MARY E. BRADLEY,
Penmanship, Book-keeping, and Orthography.

JAMES ELDEN,
Natural Sciences.

* Latin, Greek, and German.

C. W. RISHEL,
Vocal Music, and Grammar Department of Model School.

MISS MAGGIE SPIESE,
Oil Painting and Drawing.

* To be supplied.

Officers of the School.

GEORGE P. BEARD,

General Superintendent.

J. T. RIPPEY,

Steward, and Superintendent of Buildings and Grounds.

MRS. M. J. RIPPEY,

Matron, and Superintendent of Household Affairs.

E. A. ANGELL,

Librarian, and Superintendent of the Reading Room.

MISS FLORA T. PARSONS,

Superintendent Primary Department of Model School.

JAMES ELDEN,

Superintendent of the Cabinet.

C. W. RISHEL,

Superintendent Grammar Department of Model School.

MARY E. BRADLEY,

Book-keeper, and Superintendent Text Book and Stationery Departments.

A. W. STERNER,

Superintendent Physical Culture of Gentlemen in Normal Department.

SARAH F. SMITH,

Superintendent Physical Culture of Ladies in Normal Department.

DELIA T. SMITH,

Superintendent of Moral and Social Culture in Normal Department.

Model School.

DEPARTMENTS AND CLASSES.

This will be a thoroughly graded school, with Primary, Grammar, and High School Departments, each department having four classes, or grades, known respectively as the A, B, C, and D classes: the A class being the highest and the D class the lowest in each department.

The course is so arranged that the average pupil will be able to accomplish the work of each class in the Primary and Grammar Departments in one year.

The High School course will correspond with the Elementary and Scientific or Classical Courses in the Normal School. High School students will substitute other branches for the professional course.

In the PRIMARY DEPARTMENT we shall require first-class work of instructors, in the belief that "well begun is half done," and further, that the imperative demand of the times is *Reform in Primary Instruction*.

We shall endeavor to "follow the indications of nature," to utilize the instincts and impulses of the child-nature, regard the characteristic mental activities of the child in the use of agencies and methods, surround the children with all healthful and quickening influences, and make study and all school work pleasant and profitable. The school-room should first be an attractive home to the child, next a place of natural, symmetrical growth, and a school of practice, to the end that right habits of thought and expression shall be early formed.

Lessons in Morals, Manners, Language, Number, and a systematic training of the perceptive faculties in a broad and wisely adapted series of object and oral lessons, will each and all receive attention.

Music, Drawing, Calisthenics, and other features of right Primary Instruction, will be in daily use, under the control of an accomplished instructor.

No attempt is made in the following meager outline to give details or even hint at the extent or peculiar methods to be used in Oral Instruction, Calisthenics, Music, Object Lessons, and other invaluable work. We shall aim to make this, in the best sense, a *Model School*. Adapting instruction in matter and method at every step to the mental laws and demands of the pupils, we hope to illustrate right teaching for the benefit of Normal Students, and secure the best fruits of the same to patrons and pupils.

We intend to fit young ladies and gentlemen who graduate in our Grammar course for the business of common life.

Day and boarding students, male and female, will be admitted any day, but should enter at the beginning of a term.

PRIMARY DEPARTMENT.

Course of Studies and Instruction.

D Class—First Year, First Term.

LANGUAGE LESSONS.—*Conversation* to correct defective and promote correct articulation, pronunciation and use of spoken language. *Reading*—from

charts and blackboard, with phonic analysis of words. *Printing* on slates and blackboard, and spelling by naming letters. Reading, spelling, and meaning of words in connection with object lessons.

NUMBER.—*Counting, Adding, and Subtracting* by use of objects. *Printing* Roman and Arabic characters. Notation taught to ten.

ORAL INSTRUCTION.—On size, color, and form.

OBJECT LESSONS.—Naming parts and giving the number, relations, and uses of parts of familiar objects. The human body and other animals analyzed after same formula.

DRAWING.—Invention with straight lines; names of a few plane geometrical figures taught.

MANNERS AND MORALS.—By incidental instruction, using the incidents of school life, and by conversation and story-telling, in daily and regular exercise.

PHYSICAL EXERCISE.—Regular daily calisthenics in school room, accompanied by music.

PRIMARY DEPARTMENT.

D Class—First Year, Second Term.

Unfinished work of first term completed.

LANGUAGE LESSONS.—As in first term, in advanced stages. *FIRST READER* used for reading short sentences, printing and spelling lessons.

Sentence making with special reference to the meaning of common words by their right use.

Printing and Spelling, by sounds and letters. Lessons from the Reader and charts.

NUMBER.—*Multiplication and Division* begun. *Notation, Addition, and Subtraction* carried forward.

ORAL INSTRUCTION.—Continued as before in advanced stages with constant care that the pupil become confirmed in right habits of investigation and expression.

OBJECT LESSONS.—Embracing a large number and variety of animals, illustrated with pictures and blackboard illustrations. The human body studied in its parts and their functions.

DRAWING.—Invention of plane figures, and copying from charts, learning names.

MANNERS, MORALS, and PHYSICAL EXERCISES, regularly in progressive stages.

PRIMARY DEPARTMENT.

C Class—Second Year, First Term.

LANGUAGE.—*Reading, Spelling, Printing, Phonic Analysis, and Writing in Script from First Reader.*—Sentence-making for meaning and use of words, and facility of oral expression in daily exercises. Singing and daily drill in vocal elements.

NUMBER.—*Notation, Numeration, Addition, Subtraction, Multiplication, and Division*, by slate and blackboard. Oral exercises in each foregoing process, and in all in combination. Table-book begun.

ORAL INSTRUCTION—in advanced stages—Lessons in form, place, distance, direction, &c., applied to objects in and about the school room, and so a foundation laid for instruction in geography.

OBJECT LESSONS—continued.—The properties of objects taught, with spelling, defining, and using in original sentences of words so found.

DRAWING.—Invention with straight and curved lines; imitation drawing from charts, &c.; combination of plain figures; *other general exercises* in regular series.

PRIMARY DEPARTMENT.

C Class—Second Year, Second Term.

LANGUAGE.—*Reading—Second Reader*—With special attention to meaning of sentences and correct natural expression, based on a right conception of the thought; written and oral spelling from reader and speller; sentence writing on board and slate; phonic analysis.

NUMBER.—Table-book and simple oral problems, involving processes already passed over; problems on board and slate from book.

ORAL INSTRUCTION.—Review and application of lessons on form, place, direction, distance, &c., to familiar objects; outline maps of school-room, school-grounds, &c., with application of previous knowledge; home geography begun.

OBJECT LESSONS.—More difficult properties and uses discovered; terms spelled and defined, and original statements constructed; determining name of objects from giving the properties, parts, and uses.

DRAWING.—*Map drawing* and outlines of objects.

Moral, Social and Physical Culture in advancing stages, in daily exercises.

PRIMARY DEPARTMENT.

B Class—Third Year, First Term.

LANGUAGE.—*Reading—Second Reader*, in advanced stages, fluency, and correctness of expression sought.

SPELLING.—From Speller and other text-books by written and oral methods.

PHONIC ANALYSIS.—Substitutes and classifications of vocal elements; vocal culture; oral composition, from topical synopsis of familiar subjects; etymological classification of words, syllabication, accent, and meaning of words.

NUMBER.—*Primary Arithmetic*—Exercises in rapid combinations of numbers; original problems from familiar transactions solved.

ORAL INSTRUCTION.—Geographical terms:

ANIMALS—Their habits, &c.; vegetable and mineral productions; where found.

OBJECT LESSONS.—Continued as before—with comparison of qualities and varieties of objects; spelling of words, and composition.

DRAWING.—Map of township, city, and county, with topical recitation in descriptive geography of the same; other drawing continued.

GENERAL INSTRUCTION, as before.

PRIMARY DEPARTMENT.

B Class—Third Year, Second Term.

LANGUAGE.—*Reading, Third Reader, Spelling* and other exercises continued in advanced stages in previous methods.

NUMBER.—*Primary Arithmetic*, advanced work in fundamental process; United States money by oral instruction and exercises.

ORAL INSTRUCTION—Weights and Measures by objects: Animals, Plants, and Minerals classified and treated geographically.

OBJECT LESSONS—Continued as heretofore, and merging in part or wholly into Oral Instruction, and preparing pupils for the study of the Empirical Sciences analytically.

DRAWING.—Review of map drawing, with map of county and State. Copying from charts on board and paper, variety of forms. Drawing of familiar objects from memory.

Instructions in manners, morals, and social habits, will be largely drawn from reading lessons, given in form of anecdotes, and illustrated by familiar examples. A sense of the true, the beautiful, and the good, in life and character is impressed by precept and example.

PRIMARY DEPARTMENT.

A Class.—Fourth Year, First Term.

LANGUAGE.—*Reading, Third Reader, Spelling*, by a variety of methods. Common words of difficult orthography classified and mastered; uses of punctuation and capital letters learned, and rules constructed for each case. Composition (written) and etymological classification continued.

NUMBER.—*Written* and Oral combined; *Tables* learned and illustrated in compound numbers. Oral instruction in Fractions.

ORAL GEOGRAPHY.—In connection with charts and occasional use of Primary Geography. Geographical terms taught by pictures and observations. Application of results of Oral and Object Lessons to Geography.

DRAWING—Maps of States, &c. Pencil drawing in Bartholemew's or other system.

WRITING—In No. 1 Copy book daily.

General Exercises as heretofore.

PRIMARY DEPARTMENT.

A Class.—Fourth Year, Second Term.

LANGUAGE.—*Reading, Third Reader*. Test words in spelling. Reviews and completion of unfinished work of the course.

NUMBER.—Through Fractions in Written Arithmetic; General Review; Drill in Oral and Written Problems, dictated by teacher and pupils.

DESCRIPTIVE GEOGRAPHY.—With text-book and map drawing. Reviewing our own State, and embracing the States and Territories of the United States. General Review of Oral Instruction.

DRAWING—Maps and from series of drawing books.

WRITING.—Daily—No. 2 Copy-book.

OBJECT LESSONS reviewed and extended.

VOCAL MUSIC, daily, in all Primary Classes except the lowest.

GENERAL EXERCISES regular and progressive.

GRAMMAR DEPARTMENT.

D Class—First Year, First Term.

READING—*Fourth Reader*.—Different qualities of voice and corresponding styles of composition. Principles of Expression taught.

SPELLING.—From Speller, and every lesson. The pupil held responsible after this stage for spelling every word in any lesson.

WRITTEN AND ORAL ARITHMETIC combined, beginning with Fractions. Constant use of original impromptu problems to illustrate and apply principles. Frequent reviews from first steps in numbers.

MATHEMATICAL GEOGRAPHY.—Illustrated by globe and other apparatus and map-drawing, general description of the earth.

ORAL GRAMMAR.—Review of oral instruction; properties and relations of parts of speech, illustrated from Reader and blackboard. Original statements, containing given words and known forms of construction.

WRITING in No. 3 Copy-book and DRAWING, in alternation, daily.

GENERAL EXERCISES.—*Object Lessons* (progressive series), *Vocal Music*, *Calisthenics*, *Lessons in Manners, Morals, &c.*, daily, at regular hours, throughout the Grammar Course.

GRAMMAR DEPARTMENT.

Class D—First Year, Second Term.

READING.—Fourth Reader, in advanced stages.

SPELLING.—*Derivative Words* formed by prefixes and suffixes, and meaning of such words.

WRITTEN AND ORAL ARITHMETIC.—Continued.

DESCRIPTIVE GEOGRAPHY of North America, with map-drawing of same. Topical recitations and frequent oral reviews.

ORAL GRAMMAR.—Continued.—Definition of technical terms; original statements, illustrating properties of words and construction of sentences.

WRITING, DRAWING, and GENERAL EXERCISES.—Continued.

Class C—Second Year, First Term.

READING.—*Fourth Reader*—Continued.

SPELLING.—Lists of classes of words, as names of flowers, farming utensils, varieties of cloth, &c., &c., written from memory *impromptu*. Same classes enlarged by other words at succeeding lesson.

ARITHMETIC.—Continued.

DESCRIPTIVE GEOGRAPHY of South America, as before.

GRAMMAR.—Oral and with Text-book, with abundant original examples through Etymology. Simple sentence and principal elements defined.

WRITING, DRAWING, and GENERAL EXERCISES.—Continued.

GRAMMAR DEPARTMENT.

Class C—Second Year, Second Term.

READING.—*Fourth Reader*—Continued.

SPELLING.—Reviews and special tests. Properly-taught pupils should be good spellers at this stage.

ARITHMETIC, through Percentage.

DESCRIPTIVE GEOGRAPHY of Europe, with map-drawing.

GRAMMAR.—Oral instruction in developing the sentence, its elements, and classification of sentences. Text book daily recitations in Syntax, Analysis, and Parsing.

GENERAL EXERCISES, WRITING, and DRAWING.—Continued.

Class B—Third Year, First Term.

READING.—*Fifth Reader*—In every variety of expression, with careful criticism.

SPELLING.—Occasionally and incidentally.

GRAMMAR.—Continued.

COMPOSITION.—Weekly exercise, embracing narrative, descriptive, and epistolary styles, continued in advancing stages through the course.

ARITHMETIC.—Continued.

DESCRIPTIVE GEOGRAPHY of Asia and Africa.

GENERAL EXERCISES, WRITING, and DRAWING.—Continued.

GRAMMAR DEPARTMENT.

B Class—Third Year, Second Term.

READING (*Fifth Reader*) and SPELLING in alternation.

ARITHMETIC.—Review, from beginning of Written Arithmetic, with little or no use of book in recitation. Exacting mental drill in all combinations and relations of numbers, in a variety of exercises, such as rapid writing and reading of numbers, adding rapidly one or two orders at once, multiplying without regard to order of proceeding, factoring, finding multiples, &c., &c., in oral *impromptu* recitation.

DESCRIPTIVE GEOGRAPHY.—Reviewed and completed. Political Geography combined with description. Biography and History added, to complete and fix geographical knowledge, and prepare for the study of History proper. Map-drawing.

GRAMMAR.—*Analysis and Parsing*—False Syntax, Idioms, &c., criticised.

COMPOSITION and RHETORICAL EXERCISES weekly.

WRITING and DRAWING in advanced stages.

GENERAL EXERCISES.

GRAMMAR DEPARTMENT.

A Class—Fourth Year, First Term.

The course for this year will be somewhat elective. Those desiring a Business Education may give special attention to Business Arithmetic, Book-keeping, Penmanship, &c.

As a preparatory course for the Normal School, candidates for the Normal Course will review and complete the regular Grammar Course, giving special attention to such branches as they are individually deficient in.

REGULAR COURSE.—Reviews in Reading, *Fifth Reader*, *Spelling* Test-words, Grammar, Text-book in course. *Geography* exhaustively by topical recitation, and map drawing. COMPOSITION in general review of methods.

WRITING and DRAWING each daily, BOOK-KEEPING ELECTIVE, VOCAL MUSIC, CALISTHENICS, and GENERAL EXERCISES.

GRAMMAR DEPARTMENT.

A Class—Fourth Year, Second Term.

REGULAR COURSE COMPLETED.—ELECTIVE STUDIES, UNITED STATES HISTORY up to Washington's administration. Physical Geography begun; Business Arithmetic, Book-keeping.

PENMANSHIP, DRAWING, and GENERAL EXERCISES, WRITTEN REVIEWS weekly, and scholarship standing on each review. Also at end of the year a written examination and scholarship standing given.

Normal School.

COURSE OF STUDIES,

APPROVED BY THE STATE AUTHORITIES.

The Course of Instruction prepared for the State Normal Schools of Pennsylvania, and approved by the State authorities, is as follows :

ELEMENTARY COURSE.

A thorough knowledge of the branches taught in common schools, as required by law, including higher arithmetic and higher grammar ; also,

GEOGRAPHY.—PHYSICAL, as much as found in Warren's ; and Mathematical, as much as found in Smith's.

ETYMOLOGY.—As much as is in Webb's Etymology.

GEOMETRY.—Plain and solid Geometry, including the measurement of the surface and volume of the prism, the pyramid, the cylinder, the cone, and the sphere.

ALGEBRA.—As found in elementary text-books.

BOOK-KEEPING.—Single entry, as found in ordinary text-books, 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.—As much as in Quackenbos or Hart, omitting " Parts of Speech " and Punctuation.

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

BOTANY.—As in ordinary text-books.

PENMANSHIP.—To be able to teach and explain some approved system, and the writing-books to be presented to the Board of Examiners.

DRAWING.—Two of Bartholomew's drawing-books, or an equivalent, and sketching upon the black-board simple objects of nature and art.

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, 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.

SCIENTIFIC COURSE.

PLANE AND SPHERICAL TRIGONOMETRY AND SURVEYING.

HIGHER ALGEBRA.—As found in ordinary text-books.

ANALYTICAL GEOMETRY AND CALCULUS.

CHEMISTRY.—As found in ordinary text-books.

NATURAL PHILOSOPHY.—As much as in Olmstead.

ZOOLOGY.—As found in Agassiz and Gould.

GEOLOGY.—As found in ordinary text-books.

GENERAL HISTORY.—As found in Weber and Willson.

ASTRONOMY.—As found in Loomis.

LOGIC.—As much as in Atwater.

MENTAL AND MORAL PHILOSOPHY.—As much as in Haven or Hickok.

ELEMENTS OF LATIN.—Including four books of Cæsar.

ENGLISH LITERATURE.—As much as in Shaw, and the study of English Classics for one-third of a school year.

THEORY OF TEACHING.—As much as in the Elementary Course, and the whole of "Methods of Instruction."

SUBSTITUTIONS.—Lady pupils may be permitted to substitute for Spherical Trigonometry, Analytical Geometry, Calculus, the Mathematical parts of Natural Philosophy and Astronomy, and the latter third of Higher Algebra—an equivalent amount of Latin, French, or German.

MISCELLANEOUS PROVISIONS.

THE SCHOOL YEAR shall consist of forty-two weeks.

Pupils, to graduate in a Normal School, must attend twenty-one weeks.

Pupils applying for a diploma in any course must be examined in all the studies of that course.

THESIS.—In each course a thesis must be written upon some educational subject.

At examination, a paper stating that the candidates have completed the course of study for Normal Schools, have taught the required time in the Model School, and have been examined and approved by the faculty, shall be presented to the Board of Examiners.

Papers for second diplomas must be presented to the Board of Examiners at their regular session.

RECOMMENDATION.—The students of the Normal Schools are recommended to study the Latin, French, and English languages as far as practicable.

ELEMENTARY COURSE OF STUDIES.

JUNIORS.

D Class.—First Year, First Term.

Orthography and Reading; English Grammar; Arithmetic; Writing and Drawing; Geography and U. S. History; Lectures on Science and Art of Teaching.

C Class.—First Year, Second Term.

Higher Arithmetic; English Grammar—Analysis, Parsing, and Criticism; Physical Geography; Elementary Algebra; Constitution of United States; Writing and Drawing, and School Economy.

SENIORS.

B Class.—Second Year, First Term.

Mental Philosophy; Algebra and Geometry; Natural Philosophy and Physiology; Rhetoric; Methods of Teaching, and Practice Teaching in Model School.

A Class.—Second Year, Second Term.

Rhetoric; Geometry; Botany; English Literature, and Moral Philosophy, with review of Elementary Course, and Lectures on Teaching.

Vocal Music, Drawing, Penmanship, Calisthenics, Elocution, and Composition, each and all, will receive special attention, and be taught by masters of their respective arts.

The Science and Art of Teaching will be treated by Lecture, Recitation, and Criticism and Practice-teaching, in daily exercises, from the beginning of the Elementary Course.

SCIENTIFIC COURSE.

JUNIORS.

D Class.—First Year, First Term.

Higher Algebra; Plain Trigonometry; Geology and Chemistry; General History, and Philosophy of History; Mental Philosophy, and Latin.

C Class.—First Year, Second Term.

Spherical Trigonometry and Surveying; Zoology; Mental Philosophy; English Literature, and Latin.

SENIORS.

B Class.—Second Year, First Term.

Analytical Geometry and Differential Calculus; Astronomy; Moral Philosophy; English Classics, and Latin.

A Class.—Second Year, Second Term.

Integral Calculus and Analytical Mechanics; Moral Philosophy and Logic; History and Philosophy of Education; Latin; Thesis on some subject relating to Teaching.

CLASSICAL COURSE.

Students who have completed the Elementary and Scientific Courses, and have completed at the same time a Collegiate Course in Latin and Greek (or an equivalent in German and French), may receive a diploma in this course.

The Science and Art of Teaching will be treated in daily exercises in the higher courses, and graduates fitted to instruct in all higher Institutions.

INSTRUCTION IN THE ELEMENTARY COURSE.

ORTHOGRAPHY.—Under this head we prosecute an extensive and critical *study of words*: written words, oral analysis by naming letters, syllabication, pronunciation, accent, derivation, and every variety of classification of words, with signification, and uses of words, in impromptu sentence writing. Equivocal words, synonyms, Latin English words, provincialisms, idioms, prevailing errors in pronunciation and use of words; each topic receives critical attention. Difficult Orthography of common words mastered by a great variety of methods of spelling.

READING.—Oral Reading has to do with the *spoken word*. It is the business of the teacher to master the vocal elements of words.

We aim to secure to each student a clear, concise conception of each and all the vocal elements; shall practice continually in vocal gymnastics and vocal analysis of words, aiming at a clear and correct articulation, right pronunciation, the highest culture of voice through every variety of expression.

Special care will be given to the formation of appreciative habits of study of sentiment, believing that sentiment is the key to expression.

Composition is classified in reference to the style of thought, and the principles that govern expression are illustrated and enforced, and dwelt upon until mastered individually in the class.

Rules are based on the reason of things. Few, if any, set rules are followed except the broad test rule of reason—what is the right interpretation and rendering of the given sentiment? The different qualities and modifications of voice are taken up in logical order, made specialties till mastered, and the knowledge and skill so secured made the basis of criticism ever after in every exercise. How to read and how to teach reading is the question.

PENMANSHIP.—In this we shall aim to master the principles, position, movements, methods of conducting classes, analysis, and practice of every form and letter in reference to Elementary forms. Theory and practice are continually combined. Blackboard exercises, concert writing, and various methods of teaching tested.

GRAMMAR—Etymology reviewed; Snytax and Analysis combined with Etymology; classification of words, and properties, according to different authors, examined and criticised; the most approved and concise definitions, rules, synopses, and analyses sought.

Daily practice in sentence writing, correcting false syntax, analyzing, and parsing.

English Classics are studied critically, and with no less zeal and faithfulness than the ancient classics are in our colleges generally.

GEOGRAPHY, Astronomical and Mathematical.—THE EARTH—*Form*: proofs; *Size*: actual and comparative, circumference, diameter, area; *Motions*: *daily*—direction, time, proofs, and effects of; *annual*—direction, time, proofs, with use of globe.

The Earth as a whole.—Surface; natural divisions. *Climate*, and causes and conditions of. *Productions*, with laws of distribution. *Inhabitants*—races, and their characteristics and industries.

Location and general description of natural divisions, with outline map of the world. A more minute description of North America. Outline map of United States—each State taken up separately, map drawn, and description upon the following topics, viz.: I. Position. II. Area. III. Boundaries. IV. Surface. V. Rivers. VI. Lakes. VII. Soil. VIII. Climate. IX. Productions. X. Inhabitants. XI. Cities. XII. History.

Geography and map of Pennsylvania made a specialty. Each pupil must be able to draw an elegant map and give a minute topical description of the State.

Physical Geography—including Botany, Zoology, and kindred subjects—will receive special attention.

UNITED STATES HISTORY, embracing the periods of discoveries, settlements, colonial wars, and the revolution, is treated with topical synopses, analyses, and constant reviews, and large use of collateral history, remarkable incidents, and biographies of noted individuals, with written abstracts.

So much of antecedent history as is necessary to trace the causes and influences that wrought out the *Constitution* is taken up, and special attention given to the ANALYSIS OF THE CONSTITUTION of the United States—immediately following History to the above named point. This subject is followed by a critical analysis of the PENNSYLVANIA SCHOOL LAW, on the same plan, with blackboard synopses and general discussion, with special attention to *duties of teachers under the law*.

Arithmetic is reviewed in the first year of the Normal Course, for the purpose of mastering its principles in their logical order and relations, and acquiring great practical skill in their application and illustration.

We believe that the essential central principles of arithmetic are few and simple, that teachers should find these, and be able clearly to state, aptly and readily to illustrate, and rightly to apply them to all possible cases.

We believe, also, that manifold better results should be realized in most of our schools from right methods of teaching arithmetic, and in much less time than is now given to this branch.

Fine Art.—Esthetic Culture will be an object of special attention in this school, in the faith that an appreciative sense of the beautiful is both an essential and most desirable accomplishment.

The Philosophy and History of Art, the Use and Criticism of Specimens of Art, Instruction in Vocal and Instrumental Music, Painting, and kindred Arts, will constitute some of the more valuable advantages of this Institution. Individual and Class Instruction daily, by accomplished instructors, will be available to all in every desirable art usually taught in higher institutions of learning.

Professional Instruction is the crowning work of the Normal School. All other culture to the candidate for the sacred office of teacher must, in our ideal minister to the royal graces and gifts that are peculiar to the true teacher. Natural aptness to teach, scholarship in its best and broadest sense, esthetic and social culture, a virtuous—a Christian character—all enter into and are essential to the model teacher, and yet power to use these gifts and attainments skillfully and successfully, as a true teacher, is a separate and higher attainment. "To teach is the noblest function on earth," and to teach aright embraces and requires the mastery of one of the profoundest and sublimest of sciences, and one of the most elevated and refined of arts. As to give is nobler than to get, so is teaching higher than acquiring knowledge. Not every one that can acquire successfully can impart knowledge with like success. No professional instruction and training can make equally good teachers of equal scholars. The true teacher is "born" and so called of God to teach, and yet he must be "made" intelligent in the science and skillful in the art, in order to utilize his gifts and wisely use his powers.

We believe it to be the peculiar work of the Normal School, after it has done what other first-class schools do for general education, to inspire its students with professional enthusiasm, and instruct and train them in the science and art of teaching. Thus, in accomplishing its own specific object, the Normal School must necessarily compass all the ends of other schools as subordinate ends to it.

Educational reform will come only through reformed teaching and teachers. The teacher is the central agent of all education; a new and nobler order of teachers alone can give better schools, improved education. So in this faith we aim more specifically to inspire every candidate for teaching that enters this institution with a love of and consecration to teaching. We intend that the one grand, all-comprehending, and unifying idea, *how best to teach*, shall be paramount in all study, recitation, and criticism, and in every branch of study; that every normal student shall have daily professional instruction from the first of his course, large facilities for observation and practice in testing theory and acquiring skill, and great freedom of individual opinion and action. We do not expect or desire to graduate a stereotype uniformity of teachers, but to make, or help to make, the most and best of each individual candidate.

Under the general subject of School Economy, we shall consider the organization and general management of schools, the most approved methods of recitation, how to secure right habits of study, the right forms of questions, &c.

In the field of Mental Science and Methods of Culture, we shall name, define, seek the phenomena, order of development, and means and methods of training the various faculties of mind and departments of our human nature.

Methods of Instruction will embrace the discussion of the adaptation of the sciences to the mind at every stage of development, and the most approved methods of teaching in each branch taught in our schools.

Lectures on the History and Philosophy of Education, and kindred subjects, Practice Teaching in the Model School, and discussion and criticism at every step, will be among the valuable features in the professional course.

GENERAL MANAGEMENT.

Right conduct will be insisted on and enforced by precept and example, and penalty, if necessary to good order. The rules of the school will be few and simple. Self-government is the ideal government. We shall endeavor so to impress this truth, and so rouse and direct the reason and conscience, that what is right and true and fit shall be recognized and obeyed voluntarily. The true basis of rightful authority is an enlightened sense of duty and right, and that school or State is governed best that seems to govern least. Self control and self-help in every variety of school work shall be a governing ideal, with instructors in the general management of students. Do right, be true, be faithful, be courteous and kind to all, do as you would be done by, and like precepts, embrace the main features of our regulations.

PHYSICAL CULTURE.

Students have special need of regular, methodical, physical exercise. The precept "a sound mind in a sound body," has been too generally ignored. We propose that every student not specially excused will practice calisthenics daily, will use the bath regularly and faithfully, and observe all known hygienic laws in diet, dress, exercise, ventilation of rooms, &c. Instruction, personal advice, and careful superintendence will be given, in the belief that good health is a prime requisite to mental and moral education.

SOCIAL CULTURE.

We believe in the co-education of the sexes. To educate for we must educate in and by society. The divine model of the school is the perfect family, where youth of both sexes, under the restraints of parents, strengthen and refine each other mutually by their complementary qualities. In recitations, general exercises in chapel, and frequent gatherings in parlors, in presence of instructors, ladies and gentlemen will meet and find opportunities for social culture.

MORAL AND RELIGIOUS CULTURE.

That education is faulty and imperfect that neglects the moral and religious natures. Whilst in no sense or degree sectarian, a State Normal School in and for a Christian State and a Christian people, should be Christian in the broadest and best sense of that term. Whilst we shall hold sacred the individual opinions of students, and encourage all to attend the church of their preference, and require each to attend some church, we shall endeavor to instruct all students in the great fundamental and practical truths of the Bible.

We believe that the Bible is the best text-book of morals. It will, therefore, be read daily in opening exercises of schools, with prayer and sacred songs. There will also be a Sabbath School in the Chapel on every Sunday morning, at 9 o'clock, and prayer meetings on every Sunday and Wednesday evenings.

Attendance at the Sabbath School will be obligatory; at the prayer meetings voluntary. Separate prayer meetings for the sexes on Wednesday evening. The influences and restraints of a Christian home will be secured to all students. Normal methods of Sabbath School instruction will be sought.

TEXT-BOOKS.

The law provides that the Faculty shall determine what text-books shall be used in the Normal Schools. This decision will be made after the school opens. The policy will be to avoid the expense of purchasing new books, as far as is consistent with securing a uniformity of the best books of standard authors. Students are earnestly advised to bring to the school all the standard authors they have. Good books are always useful for reference, and many that may be considered old are invaluable aids in the preparation of lessons. Teachers should be the slaves of no author or book, but seek and learn the right use of the best books, and master the subject-matter by them, and teach without them. Each student should expect to purchase a few new books, for the sake of uniformity in classes. Other things equal, we shall use the books in common use in the schools of this State.

NORMAL LITERARY ASSOCIATION.

The students and Faculty will meet on Friday evening of each week, for literary exercises.

LIBRARY AND READING-ROOM.

An elegant and commodious room, opening out of the Chapel, will be fitted up for a library and reading-room. Reference books and general literature will be accessible to all students, free of expense, and the choicest periodicals will be found on the tables.

CABINET AND APPARATUS-ROOM.

On the opposite side of the Chapel, and precisely like the Library, is the Cabinet and Apparatus-room, where specimens illustrating the natural sciences will be collected and classified, and chemical and philosophical apparatus will be found. Measures are already instituted for furnishing these rooms with these invaluable aids to school-work.

SPECIAL ATTENTION

Is solicited to the importance of each student's entering at the opening, and remaining until the close, of each term.

No student will be excused from weekly written reviews and examinations, except for providential reasons. A good standing, based on the results of this work, will be the condition of promotion and graduation.

OUTFIT REQUIREMENTS.

All students boarding in the school-building will, before entering, provide themselves with towels, napkins and ring, and all necessary wearing apparel, plainly marked with owner's name. Each pupil will also bring a Bible and Bible Dictionary, and should have Scripture Commentaries, books of reference, a toilet set, slippers, over-shoes, and umbrella.

A few articles only of plain, serviceable clothing is the only advisable wardrobe outfit of the student, whether lady or gentleman.

GRADUATION.

Candidates for graduation in course, who receive the joint approval of the Faculty of the Normal School and the Board of Examiners appointed by State authority, will receive Diplomas conferring the degrees of BACHELOR OF THE ELEMENTS, BACHELOR OF THE SCIENCES, or BACHELOR OF THE CLASSICS, respectively, on completing either course.

Successful teachers of three years' experience, and twenty-one years of age, will also receive Degrees on complying with the above conditions of examination.

The Diploma exempts the holder from further examination for teaching by State authorities.

The Degree of Master in each course will be conferred on the above-named graduates of two years of successful experience succeeding first graduation, on certificate of good moral character from School Directors and County Superintendent under whom they have taught.

Students can complete the several courses without attending consecutively, provided they take the required standing at examination, and satisfy the Faculty and Board of Examiners that their skill and success in teaching and moral character warrant it.

The first term of twelve weeks will be especially valuable to those who expect to teach next year. There will be an advanced class of experienced teachers, who will take a comprehensive and condensed professional course, calculated to prepare for immediate practical skill in teaching.

It is probable that a reasonably large class will be able to graduate in the "Elementary Course" at the end of the school year 1873-74. Those desiring to graduate in this class should enter at the beginning of this First Term (April 15).

EXPENSES.

Board and tuition.....	\$5 00 per week, for whole term.
" " 	5 50 " for less time.
Tuition in Normal and High Schools.....	\$1 00 per week.
" Grammar " 	75 "
" Primary " 	50 "

WASHING—Six pieces a week to each student gratis—all over at 75 cts. per doz.

The above are expenses of tuition in the regular courses. Extra charges will be made for instruction in other branches, as follows, viz.:

Instruction on Piano and Organ, each.....	\$1 00 per week.
Use of Piano or Organ two hours per day	50 "
Individual instruction in Vocal Music.....	1 00 "
Individual instruction in Oil Painting, Ornamental Hair-work, Wax Flowers, Pencilling, Pastel, Monochromatic, and other ornamental work at reasonable rates.	

All bills payable one-half in advance, and the balance at the middle of the term.

All necessary furniture, bedding, light, and heat will be furnished to boarding students free.

Parents desiring to deposit funds with the Principal for necessary expenses of their children will be accommodated, and will receive an itemized account of the disbursement of the same.

STATE APPROPRIATIONS TO STUDENTS AND GRADUATES.

By a recent act of the Legislature, the following appropriations are made by the State to Normal students and graduates:

1. Each student over *seventeen years* of age, who shall *sign a paper* declaring his *intention* to teach in the Common Schools of the State, shall receive the sum of FIFTY CENTS *per week* toward defraying the expenses of tuition and boarding.

2. Each student over *seventeen years* of age, who was *disabled in the military or naval service* of the United States, or of Pennsylvania, or whose *father lost his life* in said service, and who shall sign an agreement as above, shall receive the sum of ONE DOLLAR per week.

3. Each student who, *upon graduating*, shall sign an agreement to teach in the Common Schools of the State *two full years*, shall receive the sum of FIFTY DOLLARS.

4. Any student, to secure these benefits, must attend the school at least one term of twelve consecutive weeks, and receive instruction in the Theory of Teaching. These benefits are to be deducted from the regular expenses of board and tuition.

Applicants will be particular to state whether they intend to become TEACHERS.

It is hoped that still more liberal encouragement will be secured by future legislation.

THE BUILDING

Is an elegant brick edifice, four stories high (including mansard roof story), and has two hundred and thirteen rooms, with boarding and lodging capacity for three hundred, and school room for eight hundred students. It is located on a high and beautiful site near town. It is heated by steam, lighted by gas, and furnished throughout with improved furniture.

DEDICATION CEREMONIES

Of the building will be held on the first day of the First Term (April 15).

Addresses will be delivered by Hon. J. P. Wickersham, State Superintendent of Pennsylvania; Hon. John Eaton, Jr., United States Commissioner of Education, Washington, D. C., and other noted educators. There will be a public Literary Entertainment, also, on the evening of the same day. Teachers, patrons of the school, and friends of education are cordially invited to attend these Opening Exercises of the school.

CALENDAR.

1873.

Term of 12 weeks opens April 15 and closes July 3.

1873-4.

First term of 28 weeks opens September 1, 1873, and closes March 13, 1874.

Second " 14 " " March 30, 1874, " " July 3, "

TIME OF EXAMINATIONS.

Candidates for entering school on the week-day next preceding the first day of each term, or on the day of entering during term time.

Annual examination at the end of school year for promotion by classes.

Individual examinations and changes, at the discretion of the Principal.

The examination of graduating class about two weeks before the close of the school year (of 1873-4); the particular time to be fixed by the State Superintendent.

CLOSING LITERARY EXERCISES.

1873.

Tuesday evening, July 1st, address before the Normal Literary Association,

Wednesday, closing exercises of Model School.

Wednesday evening, Readings by Prof. and Mrs. J. W. Shoemaker.

Thursday, closing exercises Normal School.

CLOSING LITERARY EXERCISES.

1874.

Wednesday evening, July 1, address before the Normal Literary Association.

Thursday, July 2, Closing exercises of the Model School.

Thursday evening, Literary Exercises of Undergraduates of Normal School.

Friday, July 3, Commencement.

For information, circulars, &c., address the Principal,

GEORGE P. BEARD,

Shippensburg, Pa.