

THIRTEENTH

ANNUAL CATALOGUE

—OF THE—

CUMBERLAND VALLEY

STATE NORMAL SCHOOL

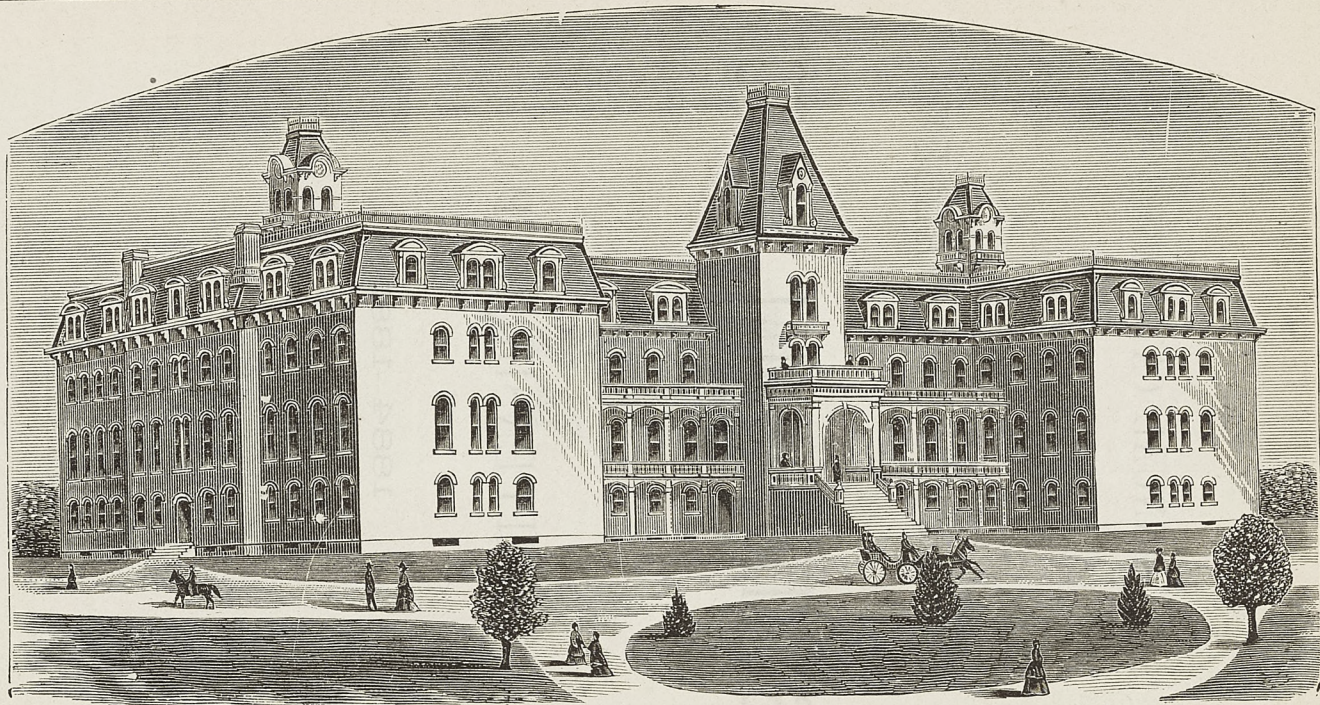
—LOCATED AT—

SHIPPENSBURG, PA.

1884—1885.

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HARRISBURG, PA. :
LANE S. HART, BINDER.
1885.



CUMBERLAND VALLEY STATE NORMAL SCHOOL, SHIPPENSBURG, PA.

History of Buildings and Grounds.

This school, being that of the Seventh Normal District, is located at Shippensburg, Cumberland county, Pa., in a valley celebrated for its beautiful scenery, fertile soil, and salubrious air. Skirted north and south by beautiful mountain ranges, a more delightful place could not have been selected for the location of an educational institution.

The buildings stand upon an eminence sloping in all directions, thus furnishing a natural drainage that renders the grounds pleasant and exceedingly healthful.

Being remote from low grounds, no malaria exists in the vicinity. *No epidemic of any character has ever prevailed in the school.* The surroundings are of such a character as to be conducive to intellectual advancement.

No other school in the State is more happily situated in a section possessed of so extensive and varied valley and mountain flora. To the student of Natural History, this affords many peculiar advantages for original investigation and study.

Situated within half a mile of the town, in which there are churches of seven evangelical denominations, the opportunities for attending religious services are unsurpassed elsewhere. The moral and religious sentiment of the community exerts a beneficial influence upon the students.

The pastors and members of the various churches welcome students to their places of worship, and delight in making them feel that they are in the midst of friends who will exercise a care over them next to that enjoined upon their parents. The temptations to evil are few, and the influence of the Church and Sabbath-school is salutary in restraining the thoughtless and indifferent.

From their elevated position, the buildings have an extended view of the valley and the mountains skirting it on either side. Erected in 1871 and 1872, at a cost of over \$125,000, they are imposing in appearance, admirably adapted to their purpose, and impress all with their home-like aspect.

They have been designed externally in accordance with fine architectural taste, and internally have been planned to meet all the requirements of a Normal School.

One of the finest Chapels connected with any State Normal School, capable of comfortably seating an audience of a thousand persons, is a prominent feature of this building. Recitation-rooms and students' rooms are well ventilated, light, and cheerful.

The building is heated by steam in recitation-rooms, corridors, parlors, &c., and lighted by gas. An abundant supply of excellent spring-water is distributed throughout the building, and large reservoirs upon the fifth floor can be utilized in case of fire. Most admirable arrangements exist in the way of hose, attachments, &c., for subduing fire, each story being in direct communication with the reservoir supply.

The *Campus* comprises over ten acres, principally devoted to the students for recreation.

Trees, deciduous and evergreen, in great variety, adorn the *campus* and afford students an opportunity to become familiar with this important department of botany.

An orchard and grapery occupy the grounds to the west of the building.

The Cumberland Valley railroad extends along the entire southern boundary of the *campus*, and a station at its east corner affords students and visitors the advantage of stopping at the school-building and saves all expense in transporting baggage to and from the school. Two new roads—the Baltimore and Cumberland Valley and the Harrisburg and Potomac—furnish additional facilities for reaching the school.

The South Pennsylvania railroad, now being constructed, will shortly place the school in direct communication with the otherwise isolated portions of the district.



EXPENSES.

Board and tuition, \$5 00 per week for whole term.
 Board and tuition, \$5 50 for less than whole term.
 Single rooms, 50 cents additional per week.

The above are all the necessary expenses for boarding, furnished rooms, heat, light, washing, and tuition in the regular course.

DAY PUPILS.

Tuition in Normal School, \$1 50 per week.

These rates will be strictly adhered to, and no deductions made on account of absence during the first two or the last two weeks of the session.

No incidental fees of any kind are charged. The only additional necessary expense to the student is for books and stationery, which are furnished in the building at reduced rates.

STATE AID.

The State, in the general appropriation act of 1866, and in the subsequent appropriation acts, makes provision for granting State aid to students and graduates as follows :

1. *Each student over seventeen years of age who shall sign a paper declaring intention to teach in the Common Schools of the State, and who shall attend the school at least twelve consecutive weeks during one term, and receive instruction in the Theory of Teaching, 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. Term bills to be settled in full. Students will be paid appropriations from the State as soon as paid to the school.

5. In the Summer Session, there is sometimes a slight deficiency in the State appropriation to undergraduates. When this occurs, each student will receive his proportionate share of the appropriation, instead of the full amount.

INSTRUMENTAL MUSIC

Extra charges will be made for instruction in music, as follows :

Lessons on Piano or Organ for Fall term,	\$16 00
“ “ “ Winter term,	12 00
“ “ “ Spring term,	14 00

Use of Instrument two periods each day, 25 cents per week.

Pupils taking but one lesson per week will pay—

For Fall term,	\$10 00
For Winter term,	8 00
For Spring term,	9 00

REGULATIONS.

All bills payable one half *in advance*, and the balance payable at the middle of the term. These payments must be made, or satisfactorily provided for, before students can be assigned to classes.

Students absent two consecutive weeks or longer, on account of personal sickness, are entitled to a deduction of one half the usual rates.

“No student will be allowed to board outside the school-building unless with parents or near relatives.”

Printed cards containing special regulations in regard to the time for meals, recitations, study hours, etc., etc., will be furnished to each student upon entering the school.

CONDITIONS OF ADMISSION.

Pupils can enter the regular course at any point for which they are fitted. They may enter at any time during the session, and after the first two weeks they will be charged from date of entrance till end of session, unless by special agreement.

A prompt attendance at the commencement of the session is of the utmost importance, both to the progress of the pupil and the proper organization of the school.

Students desiring to enter the Institution should make application to the Principal at as early a date as possible.

IMPORTANT TO STUDENTS AND PATRONS.

Attention is directed to the fact that the building being lighted by gas there is no expense to the student attendant upon the breakage of chimneys, lamps, etc. ; that being heated by steam, there is no inconvenience in keeping fires and carrying coal and ashes ; that water being carried through the building in pipes, it is at all times easily obtained.

The attention of lady students is especially invited to the fact that they are not necessarily exposed to the inclemency of the weather at any time, and that their rooms and halls are as well-cared for as in any well-regulated ladies' boarding-school.

A careful consideration of the foregoing is asked of those who are disposed to consider the matter of expense.

At meals, each table of ten persons is in charge of a member of the faculty, thus securing correct deportment, careful attention to table etiquette, and no distinction in fare for teachers and pupils.

While the special work of the Normal School is to prepare its graduates for teaching in public schools, the methods of instruction pursued are those which are calculated to bring about the best results, not alone to those preparing to teach, but to the general student as well.

Students and graduates from the State Normal School much more readily find employment as teachers than students from other schools.

The diploma from the State Normal School is a perpetual State certificate, giving authority to teach anywhere in the State without further examination by authorities acting under the provisions of our common school laws.

We have frequent applications from school-boards for good teachers. Teachers of large experience come here to better qualify themselves for their work. Thus we are enabled to furnish good teachers with good positions, and good positions with good teachers.

Board of Trustees.

JAMES E. McLEAN, *President.*

E. J. McCUNE, *Secretary.*

Stockholders' Trustees.

G. R. DYKEMAN,

S. J. HARRIS,

W. T. S. JAMISON,

E. J. McCUNE,

W. A. ADDAMS,

WILLIAM MELL,

W. R. McCULLOCH,

J. B. REDDIG,

G. W. THRUSH,

B. F. LANDIS,

S. M. WHERRY,

Rev. S. S. WYLIE.

State Trustees.

Hon. H. C. GREENAWALT,

M. G. HALE,

ABRAHAM HOSTETTER,

J. E. McLEAN,

J. McC. MEANS,

G. H. STEWART.

School Officers and Committees.

Committee on House, Buildings, and Grounds.

J. McCORD MEANS,

SAMUEL J. HARRIS,

G. R. DYKEMAN,

Rev. S. S. WYLIE,

G. W. THRUSH.

Committee on Discipline and Instruction.

E. J. McCUNE,

GEORGE H. STEWART,

W. T. S. JAMISON.

SAMUEL M. WHERRY,

J. McCORD MEANS,

Committee on Finance and Accounts.

J. B. REDDIG,

ABRAHAM HOSTETTER,

M. G. HALE,

W. R. McCULLOCH.

J. A. C. McCUNE, *Treasurer.*

Faculty, 1884-85.

S. B. HEIGES, PRINCIPAL,

Science and Art of Teaching, Mental and Moral Philosophy.

W. T. DUTTON, M. S.,

Mathematics and Book-Keeping.

J. F. McCREARY, A. M.,

Rhetoric, English, and Latin.

C. L. PENNY, A. B.,

Physical Sciences and History.

JOHN W. HILL, A. B.,

Methods of Instruction and Geography.

M. E. ADAMS,

Free-Hand Drawing and Penmanship.

HELENA R. HERON, B. O.,

Orthography, Reading, and Elocution.

ELLEN MARY EDDIE,

Vocal and Instrumental Music.

LIBERTY M. QUIGLEY, M. E.,

Principal of the Model School.

THE ALUMNI.

FIRST CLASS, 1874.

ELEMENTARY COURSE.

Ladies.

MAGGIE E. BISHOP,	ADA KERSHAW,	MARY E. STEWART,*
ESTELLE J. CONARD,	AMANDA MORGAN,	L. J. REILLY,
CARRIE W. HARPER,	LIZZIE A. STOUGH,	MAY UHLER.

Gentlemen.

W. A. ALEXANDER,	WILLIAM F. HUGHES,	H. J. PLOUGH,
JOSEPH F. BARTON,	S. B. McCLELLAND,	J. C. SHARPE,
SAMUEL BEITZEL, Jr.,	FILLMORE MAUST,	S. B. SHEARER,
J. H. BOYER,	E. J. MOORE,	S. W. WITMAN,
J. A. GOODHART,*	T. B. NOSS,	H. H. WOODAL.
Total,	24.

SECOND CLASS, 1875.

ELEMENTARY COURSE.

Ladies.

BERTIE M. ANGLE,	ZORA HOLLAR,	BECKIE SHEARER,
SALLIE E. CULP,	CARRIE L. HALE,	NANNIE STIFFLER,
SALLIE C. DUTT,	*MARY G. McCULLOCH,	DENA TOLLINGER,
LAURA B. GRIFFIN,	S. EMMA PREISLER,	FRANCES K. TOMS.
EMMA HOLLAND,	ANNA E. SNODGRASS,	

Gentlemen.

E. A. BURNETT,	J. R. EWING,	WILLIAM B. SKINNER,
F. CUNNINGHAM,	GEORGE W. GEIGER,	C. D. SNYDER,
J. D. W. DEAVOR,	D. M. LONG,	S. N. WALTERS.*
J. F. EVANS,	T. C. PETERSON,	
Total,	25.

* Deceased.

THIRD CLASS, 1876.

ELEMENTARY COURSE.

Ladies.

MAME C. ANGLE,	LOU. HOUSEHOLDER,	MINNIE A. RHOADS,
IDA L. BAUGHMAN,	SALLIE J. MATEER,	KATIE E. SEIDEL,
MOLLIE BESSOR,	EMMA J. McCAULEY,	M. JANE SHAW,
ELLA M. DUNCAN,	BLANCHE M. MILLER,	ANNA M. SMITH,
MAGGIE C. FLORA,	HULDA A. OGDEN,	ALICE WEIDMAN.
	MAGGIE T. REICHERT,	

Gentlemen.

T. W. BEVAN,	J. W. HILL,	J. A. PHILIPS,
J. T. CURRAN,*	H. B. HOUCK,	J. O. SMITH,
J. A. FICKES,	G. K. McCORMICK,	J. H. WALTERS.
J. P. HAYS,	W. A. NICKELS,	
Total,		27.

FOURTH CLASS, 1877.

ELEMENTARY COURSE.

Ladies.

LIZZIE A. ATKINS,	LIZZIE LONG,	LIBERTY M. QUIGLEY,
NANNIE E. GRAYSON,	LILLIE G. MOORE,	EMMA C. REBUCK,
LAURA KREIDER,	IDA B. QUIGLEY,	ROSA J. WHITE.

Gentlemen.

WILLIAM A. BAER,	FRANK H. KEASEY,	WILLIAM O. PITTMAN,
A. J. BEITZEL,	M. T. LIGHTNER,	ROBERT J. STRONG,
E. C. CHENOWETH,	JOHN L. McCASKEY,	ROBERT H. TAYLOR,
GEORGE M. DRAPER,	A. C. McLAUGHLIN,	SAMUEL H. TREHER,
CALVIN C. HAYES,	JACOB V. MOHR,	GEORGE A. ZINN.
SAMUEL Y. KARMAN,	WILLIAM T. NOSS,	
Total,		26.

FIFTH CLASS, 1878.

ELEMENTARY COURSE.

Ladies.

JENNIE A. DONNELLY,	ANNIE P. HEAGY,	ANNIE STEELE,
EMMA P. GRACEY,	SUE B. KAUFFMAN,	ANNIE E. WHITE,
LAURA HARVEY,	SALLIE A. MEIXEL,	H. MARY WINTERS.
	ELLA RAREY,	

* Deceased.

Gentlemen.

J. G. APP,	A. DRAWBAUGH,	C. F. JOHNSON,
G. O. ATHERTON,	WM. B. GOODHART,	JOHN C. McCUNE.
M. L. BACHTIEL,	D. M. HUNTER,	
Total, 18.	

SIXTH CLASS, 1879.**Ladies.**

NANCY ADAMS,	KATE P. HOCH,	ANNIE REEDER,
FRANCES A. FETTER,	BECKIE S. MARSHALL,	SALLIE B. RIPPEY,
ELMIRA GOODHART,	N. E. McCORMICK,	SUE A. STUTENROTH,
MARY H. GRINDROD,	SUE E. MYERS,	IDA M. NEGLEY.

Gentlemen.

EDWARD APP,	J. P. GARBER,	J. A. HASHINGER,
E. S. BOLLINGER,	S. B. HUBER,	JOHN H. MEANS,
W. L. DELAP,	SAMUEL HAAK,	J. I. MICKEY,
F. W. DYKEMAN,	J. H. HACKENBERGER,	J. H. RIEGEL.
Total, 24.	

SEVENTH CLASS, 1880.**Ladies.**

LYDIA BENDER,	CLARA E. KEEFAUVER,	ANNA McDANNELL,
H. BERD GOODHART,	KATE McCALMONT,	CARONDELET B. PALM,
ANNA M. GRIFFIN,	MARY C. McCUNE,	LOUISA PRINCE,
ANNA E. KARMANY,	NELLIE C. McCUNE,	ABBIE A. STOUGH.

Gentlemen.

EDGAR L. BAKER,*	JAMES W. ECKELS,	HARVEY W. JONES,
JOHN T. BEVAN,	JOHN W. FELTY,	PARSON J. MYERS.
	AD. M. FIRESTINE,	
Total, 19.	

EIGHTH CLASS, 1881.**Ladies.**

SALLIE CASTLE,	ADA M. DONNELLY,	M. LINA PIPER,
JEAN C. CRAIG,	SADIE E. McCULLOCH,	LIZZIE C. SHEARER,
	ANNIE NOFTSKER,	

Gentlemen.

ROBERT MATEER,	S. S. RUPP,	J. L. POTTEIGER.
Total, 10.	

* Deceased.

NINTH CLASS, 1882.

Ladies.

ABBIE P. ALLEN, CARRIE M. DIEHL, JENNIE E. MARTIN,
 ANNA S. BARRON, CLARA L. FORTNA, BESSIE C. MOODY.
 MATTIE M. BENDER, CARRIE E. LIGGETT,

Gentlemen.

GEORGE BRILL, L. E. DORNBACH, C. F. A. REEHLING,
 A. J. BROWN, D. A. FORTNA, L. W. SIBBETT,
 J. C. CAROTHERS, EDWARD MCGEEHIN, R. H. SHARPE,
 J. C. DEVENNY, J. A. PARK, J. C. STROMINGER.*
 Total, 20.

TENTH CLASS, 1883.

Ladies.

MARY A. BOWEN, ANNIE HEFFLEFINGER, IDA NOAKER,
 MAMIE C. CRISWELL, HELEN R. HYKES, ELLA B. NOFTSKER,
 F. F. CUNNINGHAM, ELLA M. MATEER, EMMA WALTERS,
 MARY S. HALE, SADIE A. MYERS, JENNIE E. WELLS.

Gentlemen.

S. E. HARKINS, Q. T. MICKEY, D. K. STAMY,
 S. C. HARRIS, J. D. MINICK, J. H. URICH,
 T. M. HERBERT, JOHN REESE, G. A. WEBER.
 Total, 21.

ELEVENTH CLASS, 1884.

Ladies.

MARTHA B. AGLE, LOTTIE R. DUTTON, MAGGIE McELHAIRE,
 MARY R. ABRAHIMS, CORA E. HARRIS, JENNIE C. WITHEROW,
 MOLLIE B. BLAIR, ALICE L. LONG, C. G. WICKERSHAM,
 LIZZIE M. DAVIDSON, G. R. McCREARY, ESTA C. WOODS.

Gentlemen.

D. T. HUMBERT, Z. T. MEIXEL, SCOTT A. WHITE,
 J. L. KUNKLE, D. D. PARK, F. B. WICKERSHAM,
 M. S. TAYLOR,
 Total, 19.

* Deceased.

GRADUATING CLASS, 1885.

Ladies.

MARY C. BARTON,
 JOSIE BOWEN,
 CARRIE M. DUBBS,
 ALICE M. HILL,
 BERTHA HEIGES,
 FRANCES HYKES,
 MAME O. MARTIN,
 SALLIE A. MARTIN,

CARRIE McCREARY,
 MAY SHANK,
 MARY E. SIBBET,
 SALLIE E. SWARTZ,
 CARRIE TRITT,
 SUE S. WALKER,
 PHIANNA E. WAGONER.

Gentlemen.

J. M. ALLER,
 C. S. ERINGTON,
 M. E. BOYER,
 HARRY M. BRETZ,
 J. E. CAROTHERS,
 J. FRANK EPLER,
 WILL A. ELDER,
 J. G. GLESSNER,

F. B. N. HOFFER,
 JABE H. MILLAR,
 D. E. ZEITER,
 R. L. MYERS,
 E. C. McCUNE,
 W. R. SIBBET,
 S. S. SMITH,
 C. WALTER WEBBERT.

Total, 31.



Catalogue of Students for 1884-85.

NORMAL SCHOOL.

Ladies.

<i>Name.</i>	<i>Post-Office.</i>	<i>County and State.</i>
Allen, Emma C., . . .	Lee's Cross Roads,	Cumberland, Pa.
Barton, Mary C., . . .	Akersville, . . .	Fulton, Pa.
Betts, Mattie H., . . .	Lisburn,	Cumberland, Pa.
Blair, Maud J., . . .	Shippensburg,	Cumberland, Pa.
Bowman, Bertie, . . .	Mechanicsburg,	Cumberland, Pa.
Bowen, Josie,	Shippensburg,	Cumberland, Pa.
Bream, Hermia A., . . .	York Springs,	Adams, Pa.
Clever, Mollie C., . . .	Oakville,	Cumberland, Pa.
Cole, Lulu,	Shippensburg,	Cumberland, Pa.
Craig, Bella A., . . .	Shippensburg,	Cumberland, Pa.
Craig, Katie, . . .	Shippensburg,	Cumberland, Pa.
Craig, Rae,	Shippensburg,	Cumberland, Pa.
Cressler, Minnie F., . . .	Hagerstown,	Md.
Devor, Maggie,	Fannettsburg,	Franklin, Pa.
Diehl, Mame L., . . .	Shippensburg,	Cumberland, Pa.
Donnelly, Julia M., . . .	Shippensburg,	Cumberland, Pa.
Dubbs, Carrie M., . . .	Shippensburg,	Cumberland, Pa.
Elm, Maggie F., . . .	Shippensburg,	Cumberland, Pa.
Elder, Anna M., . . .	Saxton,	Huntingdon, Pa.
Fickes, Clara M., . . .	Mechanicsburg,	Cumberland, Pa.
Foust, Martha L., . . .	Shippensburg,	Cumberland, Pa.
Fortney, Ella, . . .	Shippensburg,	Cumberland, Pa.
Gillan, Lelia A., . . .	Chambersburg,	Franklin, Pa.
Gross, Ella A., . . .	Newburg,	Cumberland, Pa.
Hale, Florence M., . . .	Shippensburg,	Cumberland, Pa.
Hayes, Bessie H., . . .	Shippensburg,	Cumberland, Pa.
Hawk, Estella, . . .	Shippensburg,	Cumberland, Pa.
Hawk, Carrie C., . . .	Shippensburg,	Cumberland, Pa.
Harris, Carrie A., . . .	Shippensburg,	Cumberland, Pa.
Hatton, Alice A., . . .	Middletown,	Dauphin, Pa.
Harboldt, Mary,	Harrisburg,	Dauphin, Pa.
Hargleroad, Bernice,	Shippensburg,	Cumberland, Pa.
Heiges, Bertha,	York,	York, Pa.
Hill, Alice M., . . .	Metal,	Franklin, Pa.
Hoffman, Lillie B., . . .	Chambersburg,	Franklin, Pa.
Hunt, L. May, . . .	New Castle,	Lawrence, Pa.
Hykes, Frances C., . . .	Shippensburg,	Cumberland, Pa.
Johnston, Janie C., . . .	Shippensburg,	Cumberland, Pa.

<i>Name.</i>	<i>Post-Office.</i>	<i>County</i>	<i>and State.</i>
Kerr, Annie G.,	Ickesburg,	Perry,	Pa.
Kinter, Rose B.,	Millerstown,	Perry,	Pa.
Krick, Alice,	Duncannon,	Perry,	Pa.
Laughlin, Mollie A.,	Clay Lick,	Franklin,	Pa.
Lee, Carrie C.,	Carlisle,	Cumberland,	Pa.
Light, Sallie,	Upton,	Franklin,	Pa.
Little, Josie H.,	Concord,	Franklin,	Pa.
Lott, Lizzie M.,	Plain View,	Adams,	Pa.
Lyne, Abby R.,	Middleway,		W. V.
Martin, Sallie A.,	West Fairview,	Cumberland,	Pa.
Martin, Mame O.,	Shippensburg,	Cumberland,	Pa.
McCune, Carrie R.,	Shippensburg,	Cumberland,	Pa.
McCreary, Carrie,	Shippensburg,	Cumberland,	Pa.
McMullen, Florence,	Wellsville,	York,	Pa.
Means, Jennie A.,	Shippensburg,	Cumberland,	Pa.
Miller, Ella M.,	Upper Strasburg,	Franklin,	Pa.
Mohler, Blanche,	Shippensburg,	Cumberland,	Pa.
Moore, Banna,	Ophir,	Franklin,	Pa.
Musser, M. Jennie,	Shippensburg,	Cumberland,	Pa.
Musser, Sallie H.,	Shippensburg,	Cumberland,	Pa.
Myers, Annie,	Round Hill,	Adams,	Pa.
Myers, Ola,	Round Hill,	Adams,	Pa.
Peters, Myra L.,	York Springs,	Adams,	Pa.
Peebles, Anna J.,	Newburg,	Cumberland,	Pa.
Piper, Ella S.,	Oakville,	Cumberland,	Pa.
Rea, Mary L.,	Newville,	Cumberland,	Pa.
Sharpe, Bertie A.,	Oakville,	Cumberland,	Pa.
Shank, May,	Waynesboro',	Franklin,	Pa.
Shearer, B. F.,	Spring Run,	Franklin,	Pa.
Shearer, H. A.,	Spring Run,	Franklin,	Pa.
Sibbet, Mary E.,	Shippensburg,	Cumberland,	Pa.
Snively, Minnie E.,	Zullinger,	Franklin,	Pa.
Sollenberger, Alice,	Newville,	Cumberland,	Pa.
Staley, Laura B.,	Shippensburg,	Cumberland,	Pa.
Swartz, Sallie E.,	Harrisburg,	Dauphin,	Pa.
Tritt, Carrie,	Shippensburg,	Cumberland,	Pa.
Trittle, Alice J.,	Chambersburg,	Franklin,	Pa.
Trittle, Ella M.,	Chambersburg,	Franklin,	Pa.
Van Scoyoc, Estella,	York Springs,	Adams,	Pa.
Walhey, Minnie S.,	Bendersville,	Adams,	Pa.
Walker, Sue S.,	Shippensburg,	Cumberland,	Pa.
Walters, Nellie R.,	Shippensburg,	Cumberland,	Pa.
Wagoner, Phianna E.,	Shippensburg,	Cumberland,	Pa.
White, Mary H.,	Shippensburg,	Cumberland,	Pa.
Wherry, Ailie M.,	Shippensburg,	Cumberland,	Pa.
Wilbar, Rettie,	West Fairview,	Cumberland,	Pa.
Winger, Anna M.,	Clay Lick,	Franklin,	Pa.
Wonders, Anna M.,	Shippensburg,	Cumberland,	Pa.

Gentlemen.

<i>Name.</i>	<i>Post-Office.</i>	<i>County and State.</i>
Aller, J. M.,	Knobsville,	Fulton, Pa.
Bechtel, A. M.,	Hanover,	York, Pa.
Bell, James A.,	Wellsville,	York, Pa.
Boyer, M. E.,	East York,	York, Pa.
Bretz, Harry M.,	West Fairview,	Cumberland, Pa.
Bream, Wilson A.,	York Springs,	Adams, Pa.
Brinton, C. S.,	Camp Hill,	Cumberland, Pa.
Carothers, J. E.,	Moore Dale,	Cumberland, Pa.
Chestnut, Clem,	Hustontown,	Fulton, Pa.
Clark, Ernst P.,	Shippensburg,	Cumberland, Pa.
Cocklin, Russell,	Bowmansdale,	Cumberland, Pa.
Craig, S. S.,	Shippensburg,	Cumberland, Pa.
Craighead, George V.,	Elder's Ridge,	Indiana, Pa.
Cypher, Jacob W.,	Saxton,	Huntingdon, Pa.
Dakin, C. S.,	Boiling Springs,	Cumberland, Pa.
Diehl, Lee H.,	Shippensburg,	Cumberland, Pa.
Donnelly, S. B.,	Concord,	Franklin, Pa.
Dykeman, H. M.,	Shippensburg,	Cumberland, Pa.
Elder, Will A.,	Wellsville,	York, Pa.
Elden, George K.,	Mont Alto,	Franklin, Pa.
Epler, J. Frank,	Conewago,	Dauphin, Pa.
Frankelberger, A. J.,	Lewisberry,	York, Pa.
Gardner, Clifton,	York Springs,	Adams, Pa.
Gardner, E. K.,	York Springs,	Adams, Pa.
Garrett, Charles E.,	Hanover,	York, Pa.
Garrett, H. G.,	Mechanicsburg,	Cumberland, Pa.
Garns, J. Harry,	Upton,	Franklin, Pa.
Geiger, J. W.,	Brooklyn,	Kings, N. Y.
Glessner, James G.,	Lewisberry,	York, Pa.
Graham, James,	Shippensburg,	Cumberland, Pa.
Grammar, Owen M.,	Arendtville,	Adams, Pa.
Greenawalt, A. G.,	Five Forks,	Franklin, Pa.
Hale, William K.,	Shippensburg,	Cumberland, Pa.
Hershey, C. W.,	Hanover,	York, Pa.
Hershey, Phares M.,	East Petersburg,	Lancaster, Pa.
Hench, W. R.,	Ickesburg,	Perry, Pa.
Himes, G. W.,	Shippensburg,	Cumberland, Pa.
Hoffer, F. B. N.,	Middletown,	Dauphin, Pa.
Kennedy, J. B.,	Shady Grove,	Franklin, Pa.
Keefer, William F.,	Chambersburg,	Franklin, Pa.
Kerr, D. W.,	Ickesburg,	Perry, Pa.
Kitzmiller, S. M.,	Shippensburg,	Cumberland, Pa.
Kissinger, G. W.,	White House,	Cumberland, Pa.
Koons, J. G.,	Harrisburg,	Dauphin, Pa.
Koons, I. N.,	Newville,	Cumberland, Pa.
Landis, Ernest S.,	Shippensburg,	Cumberland, Pa.
Lightner, Reuben,	Landisburg,	Perry, Pa.

<i>Name.</i>	<i>Post-Office.</i>	<i>County and State.</i>
Davis, Harvey,	Shippensburg,	Cumberland, Pa.
Donnelly, Allison,	Shippensburg,	Cumberland, Pa.
Donnelly, Clarence,	Shippensburg,	Cumberland, Pa.
Donnelly, Le Roy,	Shippensburg,	Cumberland, Pa.
Duke, William,	Shippensburg,	Cumberland, Pa.
Dykeman, Charles,	Shippensburg,	Cumberland, Pa.
Dykeman, John,	Shippensburg,	Cumberland, Pa.
Fegan, Denny,	Middle Spring,	Cumberland, Pa.
Goshert, Harry,	Shippensburg,	Cumberland, Pa.
Hassler, Charles,	Shippensburg,	Cumberland, Pa.
Hale, James,	Shippensburg,	Cumberland, Pa.
Hubley, Wood,	Shippensburg,	Cumberland, Pa.
Johnston, Edw.,	Shippensburg,	Cumberland, Pa.
Johnston, William,	Shippensburg,	Cumberland, Pa.
Karper, Charles,	Shippensburg,	Cumberland, Pa.
Landis, Harry,	Shippensburg,	Cumberland, Pa.
Main, Harper,	Mainsville,	Franklin, Pa.
Main, Lowry,	Mainsville,	Franklin, Pa.
Main, William,	Mainsville,	Franklin, Pa.
Means, William,	Middle Spring,	Cumberland, Pa.
Means, Charles,	Shippensburg,	Cumberland, Pa.
Means, James,	Shippensburg,	Cumberland, Pa.
McAnulty, James,	Shippensburg,	Cumberland, Pa.
McCune, William,	Shippensburg,	Cumberland, Pa.
Minnich, Edw.,	Shippensburg,	Cumberland, Pa.
Reddig, Burr,	Shippensburg,	Cumberland, Pa.
Reed, George,	Shippensburg,	Cumberland, Pa.
Shryock, Charles,	Shippensburg,	Cumberland, Pa.
Shryock, John,	Shippensburg,	Cumberland, Pa.
Stuart, John,	Shippensburg,	Cumberland, Pa.
Sibbet, Harper,	Shippensburg,	Cumberland, Pa.
Sibbet, Knox,	Shippensburg,	Cumberland, Pa.
Girls,		25
Boys,		38
Total,		63



INSTRUMENTAL MUSIC.

Ladies.

Bream, Hermia,
 Cressler, Minnie,
 Dykeman, Clara,
 Duke, Annie,
 Elm, Maggie,
 Elder, Anna,
 Geesaman, Edith,
 Hawk, Estella,
 Hawk, Carrie,
 Heiges, Bertha,
 Heiges, Grace,

Heiges, Ella,
 Hunt, May,
 Light, Sallie,
 Martin, Sallie,
 Means, Jennie,
 McCune, Carrie,
 McCune, Libbie,
 Myers, Ola,
 Rea, Mary L.,
 Walhey, Minnie,
 Wherry, Ailie.

Gentlemen.

Bretz, Harry M.,
 Gates, Frank,
 Gardner, Kenton,

Hill, J. W.,
 Rea, Charles E.

VOCAL MUSIC.

Ladies.

Cressler, Minnie,
 Elder, Anna,
 Hawk, Carrie,
 Hawk, Estella,
 Hunt, May,

McCune, Carrie,
 Means, Jennie,
 Rea, Mary,
 Wherry, Ailie.

Gentlemen.

Gardner, Kenton,

Rea, Charles E.

Object of the Normal School.

The object of the Normal School is to labor faithfully and zealously to prepare those under its care for successful work in the various schools of our State. We strive to secure, by study, discipline, and instruction, thorough scholarship in the prescribed course of study, and, at all times, by our teaching, endeavor to use the best methods for producing these results, being assured that there is no better way by which to render our students successful teachers than by using the best methods of instruction during each recitation.

We claim that each recitation-room, in itself, should, by the character of its work, be a Normal School—each teaching, by its daily drill, the best methods of presenting the various subjects.

The summation of all our work is *to teach how to teach*.

We send our graduates forth, not to teach dissatisfaction with the positions occupied by the parents of the pupils of the present generation, but more thoroughly to qualify them, by their superior advantages, to fulfill the demands of the age in accordance with the spirit of the times.

We do not advance the idea that schools of a different character have not furnished, and do not continue to furnish, many excellent teachers; but we claim that schools organized for any special work accomplish more than those engaged in *general* educational work.

The success of a large proportion of the graduates of Normal Schools, in the several States in which they have been established, fully corroborates the assertion.

We point with pride to the large percentage of normal graduates engaged in teaching. Fewer leave this profession to engage in other callings than the graduates of any other class of technical schools. Carefully collected statistics show that upwards of eighty per cent. of the graduates of the Normal School of the Seventh District have continued in the profession quite a number of years beyond the time required to obtain their diploma, and that many have engaged in no other calling since their graduation.

State Normal School,

SHIPPENSBURG, PA.

This Institution was recognized by the State in 1873, as the Normal School of the Seventh District, comprising the counties of Adams, Bedford, Blair, Cumberland, Franklin, Fulton, and Huntingdon, for the special purpose of instructing and training teachers for the common schools of the State. Since the reception of the first class in 1873, more than two thousand pupils have been registered in the school, and two hundred and sixty-four have received diplomas, upon the honorable completion of the prescribed course of study.

Time of Examinations.

Examination of candidates for entering school, on 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, the particular time to be fixed by the State Superintendent.

Candidates for examination for graduation must be recommended by the Faculty to the Board of Examiners.

The State Superintendent, who is president of the board, two principals of State Normal Schools, and two county superintendents of the district, constitute the State Board of Examiners.

Courses of Study as Recently Revised.

The Normal School law of the State provides for two courses of study, in either or both of which a student may graduate. These courses are 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—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-books, with the knowledge of the use of checks, notes, drafts, &c.

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

NATURAL PHILOSOPHY—As much as in Steele's fourteen weeks' course.

RHETORIC AND ENGLISH CLASSICS—The outlines of Rhetoric, together with at least a fourteen weeks' course in English Literature, including the thorough study of one selection from each of four English classics.

LATIN—The elements, including as much as in Jones' Latin Lessons, or the first book of Cæsar through the Helvetian War.

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

BOTANY—As in ordinary text-books.

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

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.

MENTAL PHILOSOPHY—Outlines of Mental Philosophy, including the intellect, the sensibilities, and the will.

METHODS OF INSTRUCTION—All in “Methods of Instruction,” except the Dead Languages, Living Foreign Languages, Formal Sciences in General, Logic, Instruction in Rational Science, the Philosophy of History, and the Arts in General.

SCHOOL ECONOMY—The whole work.

THE THEORY 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.

SCIENTIFIC COURSE.

PLANE AND SPHERICAL TRIGONOMETRY AND SURVEYING.

HIGHER ALGEBRA—As found in the 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 Wilson.

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

Courses of Instruction.

ARRANGED FOR THIS INSTITUTION.

MODEL SCHOOL.

By a plan proposed by the present principal, we have a well-organized Model School, limited to sixty pupils. Excellent opportunities are now provided for *practice teaching* and observation of the best methods of instruction. Thus, each one, before graduation, becomes familiar with a model, both as to its plan of instruction and general management.

Our graduates go out from us not only well prepared in matter and methods, but with a noble ambition to do all in their power to make our schools more efficient in the ground-work of educating those placed under their charge.

In addition to the requirements of the law, our Seniors spend one period each day for one month in a school of observation, one of the number conducting the recitation, the remaining ones observing and criticising the methods adopted.

The work is finally criticised by the Principal of the Model School in the presence of the entire Senior Class.

Special attention is given to Object Lessons, Drawing, Penmanship, and Vocal Music.

NORMAL DEPARTMENT.

ELEMENTARY COURSE.

PREPARATORY YEAR.

Fall term, . . .	{	Orthography, Reading, Penmanship, Drawing, Arithmetic, Geography, English Grammar, Composition, Vocal Music.
Winter and Spring terms,	{	Orthography, Reading, Penmanship, Drawing, Arithmetic, Geography, English Grammar, Composition, United States History.

JUNIOR YEAR.

Fall term, . . .	{	Arithmetic, Geography, English Grammar, Latin Grammar, School Economy, United States History, and Civil Government.
Winter term,	{	Algebra, English Grammar, Latin, School Management, Reading, Vocal Music.
Spring term,	{	Algebra, English Grammar and Analysis, Latin, School Management, Physiology, Book-keeping, Vocal Music, Penmanship, Drawing.

SENIOR YEAR.

Fall term, . . .	{	Mental Philosophy, Methods of Instruction, Latin, Geometry, Rhetoric, Botany, Natural Philosophy, Reading, Practice Teaching.
Winter term,	{	Mental Philosophy, Methods of Instruction, Latin, Geometry and Algebra, Rhetoric and English Classics, Natural Philosophy, Penmanship, Drawing, Practice Teaching.
Spring term,	{	English Classics, Elocution and Vocal Music, General Reviews, Practice Teaching.

The Practice of Teaching.—This includes forty-five minutes' daily practice in the Model School for at least one half the Senior year and two meetings each week for the discussion of the practice of teaching.

The Theory of Teaching must be commenced at the beginning of the Junior Year, and continued during the entire course.

SCIENTIFIC COURSE.

JUNIOR YEAR.

Fall term, . . .	{	Higher Algebra, Trigonometry, Natural Philosophy, (Olmstead's,) Zoology, Chemistry, Latin, Theory of Teaching.
Winter term,	{	Solid Geometry, Spherical Trigonometry—with Plane and Spherical Applications—Chemistry, Geology, Natural Philosophy, Latin, General History, Theory of Teaching.
Spring term,	{	Surveying, Chemistry, Natural Philosophy, Latin, General History, Logic, Theory of Teaching.

SENIOR YEAR.

Fall term, . . .	{	Mental Philosophy, Analytical Geometry, Differential Calculus, Astronomy, English Literature.
Winter term,	{	Moral Philosophy, Integral Calculus, Mechanics, Analysis of English Classics, English Literature.
Spring term,	{	Completion of studies and General Review.

Partial Course.—Students preparing for college or business, besides their special studies, can take up others in the regular course.

Mental and Moral Philosophy and Methods of Instruction.

Special attention is given to Mental Philosophy and Methods of Instruction. Approved text-books are used, but also by means of lectures and discussions, the Philosophy of Mind, under the form of the Intellect, the Sensibilities, and the Will, is extended to include the doctrine of Moral Obligation, thus giving the student a clear and comprehensive knowledge of the subject.

By daily work in the Model School for at least twenty-one weeks, pupils are prepared for future work in the school-room. They receive thorough training in methods and practice of teaching the subjects taught in the Common Schools, the work being done under the personal supervision and direction of the Principal of the school.

The methods used are those approved by the ablest and most experienced educators. By regular daily drill the teacher has constant practice in imparting what he is receiving, and thus theory and practice are made to go hand in hand.

English Language and Literature.

It is admitted on all sides that the English language cannot be mastered by the study of Grammar only, nor by mere reading. The theory of language is the expression of thought, correctly and concisely. The study of the English language in its widest sense means the study of English prose and verse, and a constant practice in Composition.

The aim, therefore, in this department of our school, is: (1) To give the pupil a good knowledge of his mother-tongue, embracing its history, structure, and philological relations: (2) To cultivate the power of thought, and to aid and encourage the pupil in the expression of thought, in the form of both verbal and written composition: (3) To form and cultivate a taste for good literature, and to lead the pupil by successive steps up to the appreciation of the English classics, which, in the advanced classes, are studied critically, and with no less zeal and faithfulness than the ancient classics are in our best colleges: (4) So to illustrate the principles which

should guide in selecting authors and works to be read as to give the pupil aptitude and zest for reading after he has left school.

The SENIOR COURSE in English Literature will include the following :

- I. The history of the English language.
- II. A general outline, or the history and development of English literature from Chaucer to the Nineteenth Century.
- III. A full discussion of the life and writings of Irving, Cooper, Bryant, Hawthorne, Longfellow, Whittier, and Holmes.
- IV. The critical study of the selections in Swinton's "Seven American Classics."

Latin Language.

One year's study of Latin is required for graduation. The aim in our instruction is to make the pupil thoroughly acquainted with the grammatical forms of the language and the philosophical principles underlying the syntax, keeping constantly in mind the fundamental distinctions between the Latin and our own, dwelling particularly on those points in the former which serve to illustrate and explain the latter. Particular attention is, therefore, paid to Etymology, Morphology, and the laws of decay and growth in language, by means of which the etymology of the Roman element of our tongue is fully exemplified, and the student is taught to see that there is a history of language and a history *in* language.

Mathematics.

Arithmetic, Algebra, and Geometry are the three branches requiring completion in the elementary course. This department being one of special importance in the course, the instruction will be given with care and thoroughness, so that the diligent student will be fully up to the standard at the time of graduation.

Surveying we make practical by allowing the student the use of the transit in the field, aided by the teacher.

Vocal and Instrumental Music.

As the world grows more enlightened, the demand for music increases. In response to the demand, we are able now to furnish such instruction as is most needed.

In the Vocal Department are given, free of extra charge, Class Lessons, in which pupils are taught the Rudiments of Music and the Theory of Sight Singing. Practice in singing the best part

songs and choruses furnishes not only the necessary drill in reading music, but also a knowledge of good music. Those taking the Professional Course receive instruction in the best methods of teaching music, and thus are prepared to supply one of the greatest needs of the times, that of teachers of music in public schools.

The increasing popularity of the Department of Vocal and Instrumental Music is sufficient evidence of the unusual advantages offered. Vocal culture is taught in accordance with the Italian Method, as interpreted by the best teachers of that school. The method is based upon a thorough knowledge of the anatomical construction of the vocal organs, a knowledge so often neglected and yet so necessary to the perfect understanding of so delicate a musical instrument as the human larynx.

A thorough knowledge of Piano Technics is taught through the studies of Czerny, Krauss, Kohler, Heller, Chopin, and others, and style and artistic expression are studied from the best composers of ancient and modern times.

Those desiring instructions on the Cabinet Organ will receive careful attention.

Natural Sciences.

For instruction in these branches there is a large and valuable collection of Philosophical and Chemical apparatus, of which frequent use is made in the regular recitations.

The Museum.

The Museum contains extensive collections of Mineralogical Specimens, ample for the instructional needs of the student in this department. A Herbarium, containing specimens of all the native plants as found in Gray, is being prepared, together with specimens of our various woods.

Reading and Elocution.

The object of this department is to secure a natural, easy style of delivery. To this end students are required to give carefully prepared readings and recitations from the rostrum.

Clear, distinct enunciation is not less important in daily recitations and conversation than on the platform, and to secure this, students are thoroughly trained in the principles which underlie good articulation.

In advanced classes special attention is given to Vocal Culture and Methods of Instruction.

Industrial Drawing.

The wide-spread introduction of Drawing in our schools renders it necessary that teachers be prepared to give instruction in this important and now all-practical branch of education.

The latest and most approved methods have been pursued with very satisfactory results.

From the first step in the course an effort is made to render the work attractive. Designs for special purposes, wall-paper, oil-cloths, pottery, laces, embroidery, etc., enter largely into class exercises.

Those who wish can take a special course in drawing, which will fit them for positions as teachers, or to enter the office of a draughtsman or designer.

United States History and Constitution.

In order to prepare our students for their duties as citizens, a thorough study is made of the history and Constitution of our Government. Our aim is: 1. To trace the origin, development, and growth of our country and institutions. 2. To keep in mind the unity of history. 3. To trace causes to their effects, and constantly to go back of every effect to find its cause. 4. To show the advantages of our form of government over every other form. 5. To impress upon the minds of the pupils the necessity of upholding our institutions and Government. 6. To broaden the views of the student and lead him to appreciate the great questions which, from time to time, our citizens are called upon to decide at the ballot-box. Text-book recitations are mostly discarded, and the student's knowledge of the *subject* is called into requisition.

Book-Keeping.

Book-keeping by single entry is required in order to graduation, and in this study the aim is to give the student sufficient knowledge of the art and science of accounts to fit him for transacting, intelligently, the business of every-day life. The elements of Contracts, the nature of Drafts, Checks, Notes, &c., are thoroughly studied and supplemented by a course of lectures on the nature and functions of money. Practice is given in writing the various forms of paper used in commercial transactions.

Practical Object Lessons.

The Principal, at stated periods during the Spring and Fall Sessions, will impart instruction upon the following and kindred subjects:

1. The Morphology of Plants.
2. The Names and Economic Value of Trees.
3. Testing Seeds as to Vitality and Purity.
4. Cross-Fertilization and Production of New Varieties.
5. Grafting and Budding—various ways.
6. Pruning for Fruit or for Wood.
7. Propagating by Layers and Cuttings.
8. Care of Small Fruits.
9. Knowledge of Noxious Insects and Plants.
10. General Care of Trees and Plants, &c.

Having recently planted an orchard of one hundred apple, peach, and pear trees upon the Normal grounds, ample opportunity is furnished for eminently practical instruction in this direction. Such information must prove more profitable and instructive than much useless matter considered at present in many schools.

Social Culture.

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 occasional gatherings in parlors, in presence of instructors, ladies and gentlemen will meet and find opportunities for social culture. Social singing of one hour each Sabbath is held in the parlors.

Instructions in Principles of Teaching, &c.

This course embraces familiar practical discussion of the (1) nature and purpose of education; (2) forces and agencies requisite in the work and processes of education; (3) true province of teachers and pupils; (4) nature, powers, and faculties of the mind; (5) laws and conditions of mental development; (6) applications of the same in elementary teaching; (7) organization, government, and management of district schools; (8) duties, rights, and obligations of teachers; (9) school system and school law; (10) lives, labors, and methods of eminent teachers.

Moral and Religious Culture.

While 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 the term. We believe that the Bible is the best text-book of morals. It will, therefore, be read daily in the opening exercises of the schools, with prayer and sacred songs.

There is a prayer-meeting on Wednesday evening, which is voluntarily attended by both professors and students. The students are required to attend some one of the churches of the borough every Sabbath morning.

Home Comforts.

It is a well-established fact that mental labor is many times more exhaustive than physical labor.

No one requires more nutritious food than the student. "Much study is weariness of the flesh."

In order that students may reach the highest degree of intellectual growth, we hold that they should have food abundant in quantity and excellent in quality.

The Principal, therefore, pays special attention to the table, which is not surpassed by any school in the State in the above-mentioned respects.

Text-Books.

Text-books and Stationery can be had at the lowest selling prices at the book-room of the building. So far as we can, we use the text-books in common use in the schools of this State, but, for the sake of uniformity, a few books will ordinarily have to be purchased.

Normal and Philomathean Societies.

These Societies meet in separate halls on Friday evening of each week for literary purposes. Great interest is taken in the exercises by the students, and the experience thus gained in public speaking is of great benefit to the pupils. The Libraries of these Societies form a valuable addition to that of the Normal, and include many works of the best English and American literature, as well as books of reference in the various departments of study.

Course of Lectures.

During the Winter Term a course of lectures, delivered by some of the most eminent lecturers of the country, is gratuitously provided for the students.

Outfit Requirements.

All the boarding students should provide themselves with towels, napkins and rings, slippers, overshoes, umbrellas, etc., and have their wearing apparel and other articles plainly marked with the owner's name. Students should, also, bring a Bible, Bible Dictionary, and other books of reference as far as convenient.

Department.

The object of this School is to prepare young men and women for successful teachers. Self-government is essential for success in teaching. Obedience to reason and conscience is self-government. Remember, the only improvement is self-improvement. Students must not expect certificates and diplomas based on Scholarship alone; they are liable to rejection on the score of character. Students are put on their honor to obey the regulations of this school.

It is expected that the ladies and gentlemen of this Institution will treat each other with politeness and courteous civilities; but whenever they transcend the proprieties of refined society, they are liable to dismissal. Private walks and talks at any time are forbidden.

Graduation.

Candidates for graduation who receive the joint approval of the Faculty and of the Normal School Board of Examiners appointed by State authority, will receive Diplomas conferring the degree of *Bachelor of the Elements*, or *Bachelor of the Sciences*, on completing the prescribed 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 Degree of Master in each course will be conferred on the graduates after two years of successful experience in teaching immediately succeeding graduation, when the fact, together with the possession of a good moral character, is certified to by the School

Directors and County Superintendent under whose direction they have taught.

Students can complete the several courses without attending continuously, provided they take the required standing at examination, have taught twenty-one weeks in the Model School, and satisfy the Faculty and Board of Examiners that their skill and success in teaching and moral character warrant it.

SPECIAL NOTICE!

Students, by having their baggage marked "Normal School," Shippensburg, can have it left at Normal Station, on C. V. R. R.

By addressing the Principal a few days in advance of the opening of each session, naming which station you wish to purchase a ticket at on the C. V. R. R., H. & P. R. R., G. & H. R. R., or B. & C. V. R. R., an order will be sent any student by which he can procure a ticket at excursion rates.

This liberal arrangement with the various roads will materially decrease the traveling expenses of students attending our school.

CALENDAR FOR 1885-6.

THE SCHOOL YEAR consists of forty-two weeks.

1885.

Sept. 7. Monday—First Term, (sixteen weeks,) begins.

Dec. 23. Wednesday—Model School Exhibition.

Dec. 24. Thursday—First Term ends.

WINTER VACATION.

1886.

Jan. 4. Monday—Second Term, (twelve weeks,) begins.

March 25. Thursday—Junior Exhibition.

March 26. Friday—Second Term ends.

SPRING VACATION.

March 29. Monday—Third Term, (fourteen weeks,) begins.

June 30. Wednesday—Class Day and Alumni Entertainment.

July 1. Thursday—Commencement Exercises.

Professional Culture.

The training of the Normal School tends towards the following results:

First. A thorough and scientific knowledge of the branches taught in our common schools.

Second. A knowledge of Psychology.

Third. A knowledge of the methods of teaching, determined (1) by the nature of the subject taught, and the object for which it is taught, and (2) by the laws of mind active in the different periods of its development. Otherwise, a knowledge of methods, based upon a knowledge of Psychology, and a thorough knowledge of each subject taught in the schools.

Fourth. A knowledge of the *actual school*, gained by careful and continued observation, under the immediate supervision of the teacher of methods, of the work done in the four grades of the Model School.

Fifth. A knowledge of *teaching* in these grades, gained by actual teaching of classes under the observation and criticism of the teacher of the Model School.

Sixth. A *theoretical knowledge* of school government, organization, and classification, gained by a study of the same, and by the discussion of hypothetical cases.

Seventh. A *practical* knowledge of school discipline, gained (1) by being subject to the discipline of the school, thus studying from the stand-point of the pupil, and (2) by taking charge of classes in the Model School, thus studying from the stand-point of the teacher.

Eighth. A knowledge of the *legal relations* and requirements of the teacher, gained by studying the school laws and school system of the State.

Ninth. A knowledge of the Philosophy and History of education, and of the most noted ancient and modern teachers.

Tenth. A knowledge of the mutual relations of superintendent, directors, patrons, teacher, and pupils.

Eleventh. The development of zeal, industry, investigation, and proper ambition on the part of those thus preparing to teach.

REGULATIONS.

1. Students will rise at 6, A. M., and retire at 10, P. M.
2. Such order shall be maintained in the building that students shall at no time be annoyed whilst studying.
3. Recitation hours from 8 to 12, A. M., and from 1.30 to 4.30, P. M.
4. Chapel exercises at 8.45, A. M.
5. Prayer-meeting on Wednesday evenings—attendance voluntary.
6. "Normal" and "Philomathean" Literary Societies meet Friday evenings, at 7.30.
7. Breakfast at 7, A. M.; dinner at 12.15, and supper at 6, P. M.
8. Principal's office-hours for students immediately after meals.
9. Students will not make or receive calls during school-hours, nor with the opposite sex at any time without permission of the Principal, or in the presence of an instructor.
Visiting the buildings or grounds on Sunday is not allowed.
10. Students will not leave classes, nor *boarding* students change rooms without permission of the Principal.
11. Gentlemen students boarding in the building will occupy the north-east portion up to the main stairway, and lady students the corresponding part on the south-west portion, each sex using the stairway of the respective wings.
Neither sex will be permitted to trespass upon that portion of the building assigned to the other.
12. Each student will be held responsible for the condition of his room, the furniture of the same, and will be charged with any loss or unnecessary damages to the same.
13. The members of the Faculty are fully authorized to enforce discipline and good order in the portion of the building placed in their charge, and their instructions and commands must be strictly complied with. Standing in groups in the corridors of the main entrance, loud talking, whistling, or unnecessary noise, is strictly forbidden.
14. Day students will not call at the rooms of boarders, or stop in their rooms over night, unless by special permission of the Principal. Boarding students will be responsible to the Principal for the observance of this rule.
15. It is taken for granted that every student who enters the school is disposed to do right and obey the particular regulations of the school, and implicit trust is placed in his or her sense of honor and propriety; and, upon discovery that a student *cannot be trusted*, he or she will be removed from the school.

TEXT-BOOKS.

Students should bring with them such standard text-books as they have on the common-school branches for the purpose of reference :

- Arithmetic.*—Wentworth and Hill.
Algebra.—Wentworth.
Astronomy.—Phillips and Sharpless.
Analysis, Grammatical.—Reed and Kellogg.
Analysis, Word.—Swinton.
Accounts.—Lyte.
Botany.—Gray.
Chemistry.—Eliot and Storer.
Constitution and Civil Government.—Townsend.
Economy, Political.—Wayland.
Geography.—Harper and Cornell.
Geology.—Dana.
Geometry.—Wentworth.
Grammar.—Swinton, Reed and Kellogg.
History, United States.—Barnes.
History, General.—Swinton.
Latin.—Allen and Greenough ; Leighton's Lessons.
Literature.—Shaw and Swinton.
Methods of Instruction.—Wickersham.
Mental Science.—Haven.
Physics.—Steele.
Physiology.—Hutchison.
Rhetoric.—Hart.
Reading.—Appleton and Lippincott.
School Economy.—Wickersham.
School Management.—Wickersham.
Writing.—Spencer.
Zoology.—Tenney.