CATALOGUE
OF THE
NORTH-WESTERN OHIO
NORMAL SCHOOL,
ADA, OHIO,
1876-7.
Board of Trustees.

H. S. LEHR, A. M., President.
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J. J. WOOD.
G. W. RUTLEGE.

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O. P. WILSON.
A. C. PIERSON.
FRED. MAGLOTT.
MOLLIE DOBBINS.
ROBERT KIDD, A. M.
Instructors Employed for the Next School Year.

H. S. LEHR, A. M.
Arithmetic, Higher Mathematics, Moral and Mental Philosophy, Political Economy, German, and School Government.

J. G. PARK, A. B.
English Grammar, Analysis, Book-Keeping, Surveying, Engineering, and Greek.

J. FRAISE RICHARD, A. M.
English Literature, Rhetoric, Natural Sciences, Elocution, and Superintendent of Drills in Composition, Teaching, Etc.

MISS MOLLIE SCHOO NOVER, A. B.
Algebra, Geometry, Latin, and French.

M. J. EWING.
Assistant Instructor in Mathematics and Natural Sciences.

W. D. WOODARD.
Plain and Ornamental Penmanship and Drawing.

MRS. HATTIE ROWLEY.
Piano and Organ.

MISS MOLLIE DOBBINS.
Assistant Teacher of Organ.

WILL. H. PONTIUS.
Vocal Music, Voice Culture, Violin and Cornet.

PROF. ROBERT KIDD, A. M.,
Special Instructor in Elocution and Voice Culture.
Calendar for 1876-7.

The Normal Session, of six weeks, commences Tuesday, June 13th, 1876. Vacation two weeks.

Fall Session, of thirteen weeks, commences Tuesday, August 15th, 1876. Vacation two weeks.

Winter Session, of fourteen weeks, commences Tuesday, November 28th, 1876. Vacation two weeks.

Spring Session, of thirteen weeks, commences Tuesday, March 20th, 1877. No vacation.

Normal Session, of six weeks, commences Tuesday, June 19th, 1877.

Public Occasions.

On the evening of June 14th, there will be an address before the two Literary Societies, and a Reunion of the Alumni.

Commencement Exercises, June 15th, 1877.

Contest between the Literary Societies, Friday evening, June 15th, 1877.
COURSE OF STUDY.

Teachers' Course—First Year.

Fall Term—Thirteen Weeks.
Arithmetic, Practical—Ray.
Arithmetic, Mental—Stoddard.
English Grammar—Harvey.

Descriptive Geography.
Drills: Penmanship, Letter Writing, Teaching.

Winter Term—Fourteen Weeks.
Elementary Algebra—Ray.
Analysis of Sentences—Greene.
Physical Geography—Mitchell.
Orthography.

Elocution and Voice Culture.
Drills: Penmanship, Composition, Teaching.

Spring Term—Thirteen Weeks.
Arithmetic, Higher—Stoddard.
Physiology—Brown.
Natural Philosophy—Steele.

United States History—Venable.
Drills: Composition and Teaching.

Short Term—Six Weeks.
Review of Common Branches.

Drills: Theory and Practice of Teaching—model class.

Teachers' Course—Second Year.

Fall Term—Thirteen Weeks.
Higher Algebra—Ray.
Latin Grammar—McCIntock.
Constitution and Civil Government—Andrews.

Rhetoric—Hart.
Drills: Parliamentary Law and Debating.

Winter Term—Fourteen Weeks.
Higher Algebra, (completed).
Latin Grammar and Reader.
Geometry—Davies.
Logic—Coppee.

Descriptive Astronomy—Steele.
Drills: Rhetorical Exercises, Debating.

Spring Term—Thirteen Weeks.
Geometry, (completed).
Cæsar.
Mental Philosophy—Alden.
Zoology—Hooker.

Book-Keeping.
Drills: Rhetorical Exercises, Debating.

Short Term—Six Weeks.
Review of Common Branches.

Theory and Practice of Teaching.
Trigonometry.
Classical Course—First Year.

Full Term—Thirteen Weeks.
Arithmetic, Practical.  Geography, Descriptive.
English Grammar.

Winter Term—Fourteen Weeks.
Elementary Algebra.  Elocution and Voice Culture.
Analysis of Sentences.  Drills: Penmanship, Composition, Oratory.
Physical Geography.
Orthography.

Spring Term—Thirteen Weeks.
Higher Arithmetic.  United States History.
Physiology.  Drills: Composition and Oratory.
Natural Philosophy.

Short Term—Six Weeks.
Botany.

Classical Course—Second Year.

Full Term—Thirteen Weeks.
Rhetoric.

Winter Term—Fourteen Weeks.
Higher Algebra, (completed).  Logic.
Caesar.  Descriptive Astronomy.

Spring Term—Thirteen Weeks.
Cicero’s Orations.

Short Term—Six Weeks.
Trigonometry.  Greek Grammar.
Zoology.

Classical Course—Third Year.

Full Term—Thirteen Weeks.
Surveying and Engineering.  Political Economy.
Virgil.  Moral Philosophy.
Xenophon.  Debating and Orations.

Winter Term—Fourteen Weeks.
Analytical Geometry.  Chemistry.
Sallust.  Evidences of Christianity.
Herodotus.
Spring Term—Thirteen Weeks.
Physics.
De Amicitia.
Homer's Iliad.

Geology and Mineralogy.
Book-Keeping.

Short Term—Six Weeks.
Elements of Criticisms.
English Literature.

Mathematical Astronomy.

Scientific Course—First Year.

Fall Term—Thirteen Weeks.
Arithmetic, Practical.
Arithmetic, Mental.
English Grammar.

Descriptive Geography.
Drills: Penmanship and Letter Writing.

Winter Term—Fourteen Weeks.
Elementary Algebra.
Analysis of Sentences.
Physical Geography.
United States History.

Elocution and Voice Culture.
Drills: Penmanship and Composition.

Spring Term—Thirteen Weeks.
Arithmetic, Higher.
Physiology.
Natural Philosophy.

Higher Algebra.
Drills: Composition and Debating.

Short Term—Six Weeks.
Review of Common Branches.
Drills: Composition and Debating.

Botany.

Scientific Course—Second Year.

Fall Term—Thirteen Weeks.
Higher Algebra, (completed).
Rhetoric.
Constitution and Civil Government.

Drills: Parliamentary Law and Debating.

Winter Term—Fourteen Weeks.
Geometry, (completed).
Trigonometry.
Logic.

Descriptive Astronomy.
Chemistry.
Debating.

Spring Term—Thirteen Weeks.
Physics.
Zoology.
Mental Philosophy.

Geology and Mineralogy.
Book-Keeping.

Short Term—Six Weeks.
Elements of Criticisms.

Surveying and Engineering.
Remarks on the Course of Study.

The preceding curriculum includes all the branches usually taught in union schools. Any one who will thoroughly master all the studies prescribed in this course, will be qualified to take charge of any academy or graded school. It may appear to some that the time allotted, in which to complete the course, is too short. To such we say, that we have tried the experiment, and find that those who work with a will, have ample time to complete it well. Many have a tolerably fair knowledge of the common branches when they first enter school, and need not spend as much time reviewing the same as we have allotted for that purpose. Those desiring to complete any of the prescribed courses should follow the order indicated. No one, however, is compelled to follow the course as laid out. Classes will be formed every term to accommodate such as may not be able to attend regularly. Some may desire to spend more time in studying the Higher Mathematics and the Languages than we have allotted. All such will be accommodated.

1. Primary and advanced classes will be formed every Term in the Common Branches, Algebra, Geometry, Rhetoric and Latin.
2. Special Drills are given each Term in Elocution, Orthography, Letter Writing, Debating and Parliamentary Law, without extra charge.
3. Four years should be allotted to complete the Classical course, and the other courses in the same proportion, by those who commence the Common Branches. Those who have a good knowledge of the Common Branches can take the necessary review in the same and can complete all in three years.
4. Those desiring to study French and German as well as Greek and Latin will need one year more to complete the course.
5. German and French may be substituted for Greek and Latin.
6. There can be no possibility of students failing to find suitable classes and studies at any time during the year.
7. The Course of Study is thorough and practical, and sufficient to qualify young ladies and gentlemen for entering upon any business calling or profession in life.
8. Attention is invited to the natural order in which the several studies follow one another in the different courses—a point too frequently overlooked by educators in arranging programmes of study.
9. Whenever a sufficient number of persons desire to enter a Class in any subject not regularly advertised for that term, their wishes will be recognized.
10. The Common Branches are thoroughly reviewed by those in the Scientific and Classic course, thus enabling students to enter their schools with the matter and manner of teaching fresh in their minds.
11. Many exercises, such as verbal and written reports, classifications, etc., cannot be exhibited in the Course of Study, and yet they form a part of every day's drill.
12. It is not our purpose to have a stereotyped Course of Study, which, like the laws of the Medes and Persians, shall be unchangeable, but ever to recognize the wants of a progressive age. It is as impossible as it is unwise to attempt to cling to the moorings of the
dark ages in deciding what shall or what shall not constitute a liberal Course of Study. The imperative demands of the times must be recognized in both the matter and manner of teaching.

13. We invite a careful and critical comparison of the foregoing Course of Study with that of any Private, City, or State Normal School, or that of any College in the country. While it may not extend over so many branches, or consume so many years, it yet embraces all that is needed in the preparatory work for Teaching, the Law, Medicine, the Ministry, or Editorial life.

Writing and Debating Exercises.

As the food which is taken into the human system is of no value, nay, is a positive injury, unless it be properly digested, absorbed and incorporated into the various tissues of the structure, so the different studies and exercises of the school will be taken in vain unless they be made a part of the mental fabric, and worked out through the only two possible outlets of knowledge, viz: written and oral communication. To meet these demands, Letter Writing, including drills in all that pertains to communications of friendship, business, recommendations, notes of invitation, together with abundant exercises in capitals, spelling, punctuation, abbreviations, false syntax, and all the common faults and violations of style, is introduced at the opening of each term.

After one or two terms' drills in this work, Composition is taught in a free, easy, and natural manner. Pupils are taught how to prepare and arrange their thoughts on different questions and topics. Grammar is thus made practical, and the student is drilled in a manner which will tell in his power of expression. Following these drills, comes Rhetoric, which gives more extensive practice in the higher departments of literary composition.

In addition to the above drills, all the students are expected to connect themselves with one or the other of the two Literary Societies, in connection with the Institution. They afford excellent opportunities for practice in declamation, composition, debate, and parliamentary law.

Departments of the School.

1. Preparatory.

This is designed to embrace all students who enter the school without having, as yet, any particular calling or occupation in view. It receives all who are but moderately acquainted with the simple branches of an ordinary common school education. Its importance cannot be easily over estimated from the fact, that the early training of the young gives coloring to the whole after-life. Failures here are fatal.

A great mistake is often made by parents in supposing that because their sons and daughters are quite young, they can learn very much yet in district schools before going to a Normal or High School. In many cases, a mass of rubbish is piled up, which needs to be torn away before any true education can begin. It is much
cheaper and better in the end to send to a good school at first, and have a good foundation laid for the time to come. An education thus begun can be carried on successfully to the end.

Here lies a great difficulty in College instruction. The teaching in the rudimentary branches is usually performed by tutors who are glad to avail themselves of the opportunity to defray their expenses while prosecuting advanced studies. These tutors have never studied the philosophy of teaching, and hence generally do imperfect work. The Normal School, however, recognizing the fact that the foundation of the building must be good and substantial, devotes its best energies to the thorough training of students in the Common Branches, thus laying a good foundation for the future acquisition of knowledge.

II. Teachers'.

Four grave questions which should engage the attention of every young lady or gentleman, who purposes to enter the school room, are these: What must I teach? How must I teach? When must I teach? Why must I teach?

Proper school training for teachers must answer these questions satisfactorily, and enable them to engage in their work understandingly. It is not strange, therefore, that a Heaven-inspired Apostle should say: “Thou therefore which teachest another, teachest thou not thyself.”

The aim in this department is:
1. To furnish a thorough, practical, fundamental knowledge of the branches studied, whether for common, graded, or high schools.
2. To give rational methods of teaching these branches.
3. To develop correct habits of investigation and of working up material into a beautiful, symmetrical, spiritual structure.
4. To give copious exercises which involve the use of blackboards, globes, charts, apparatus, instruments, blocks, objects, etc., with a view of enabling teachers to introduce the same into their schools.
5. To aid in forming clear and exalted conceptions of the dignity and importance of the teacher's work, realizing that it is responsible in a great measure, for the moulding and assimilating of American character.
6. To study the science and history of education in general, and to become acquainted with the great systems of instruction which now demand the attention of intelligent educators.
7. To become acquainted with the best educational supplies of the day, including text-books, journals, magazines, reports, school laws, charts, globes, furniture, etc.
8. To show how subjects can be taught rather than prescribed text-books; to reach the philosophy of mind-culture; to create a high-toned professional feeling among teachers.

The primary object of this department is to prepare teachers for their all important work. In every calling in life the first requisites to success, are thorough preparation, adaptation, and earnestness. But in no other profession are these elements so essential as in teaching. Especially is this the case in the instruction of children. Here we find no regular train of thoughts, no appreciation of the value of knowledge, hence no inclination to deal with the abstract.
To understand how to instruct these tyros and make them lovers of learning is of no little value. The mind of the child is pliant and easily moulded. First impressions are lasting; hence, how important that he who makes them should understand his work.

If the cabinet-maker spoil a board in making a table or chair, another can be supplied with but little loss; if the slab of marble is ruined by a mis-stroke of the sculptor, the quarry will supply another. But not so with the human soul. Every mistake, every wrong step, every incorrect method leaves a scar on the immortal mind, a defect, perhaps, not to be eradicated by the lapse of eternity. If what is taught is to be retained through eternity; if knowledge is eternal, how important that good impressions be made, and well made.

It is the special object of this department to train the student how to mould, and how to teach naturally. First, the theory will be taught by a course of lectures, and afterwards put to practice in the model-classes, where students teach the children, and afterwards are criticised by fellow students and the principal.

The first year of the Teachers' Course is intended to fit teachers fully and thoroughly for the work of the country schools. Pupils coming in from country schools will be trained in those branches upon which they are examined, and which they are required to teach, as well as those methods and devices which will make our country schools exceedingly pleasant and profitable places. The most rigid and satisfactory drills in Orthography, English Grammar, Analysis of Sentences, Letter Writing, Arithmetic, Algebra, Geography, Map-drawing, Teaching Alphabet, Elocution and Physiology, as well as in the Theory and Practice of Teaching, will be given each term.

Those who will complete the entire Course thoroughly, will be amply qualified to take charge of any graded school, and if they have any tact whatever, cannot help but succeed.

Scientific Course

There are many persons whose time and means are both limited, and who desire to become acquainted with nature and her harmonious laws, but care nothing about Latin and Greek roots and derivatives further than what they can obtain from a good unabridged dictionary and ordinary English grammar. For such the Scientific Course is intended.

Classical Course.

The Classical Course includes the Scientific, Teachers', and Commercial Courses; but those completing the Classical Course, and not intending to make teaching a profession, need not enter the Teachers' Drill Classes nor devote so much time reviewing the common branches. The instruction in this course is intended to awaken thought, and make each member of every class efficient and self-reliant, practical as well as theoretical. It is sufficiently extensive for all ordinary purposes. Should any, however, desire a more ex-
tensive course in Latin or Greek than is found in our curriculum, arrangements will be made to accommodate them. If any desire to study the modern languages, classes will be formed any term if three or more persons call for the same study.

Penmanship Department.

This department is under the immediate control of W. D. Woodard. As a penman he has few equals; and as a teacher of his art, he has no superiors. No pains are spared in making the pupils thorough, both in the science and art of writing. The method of instruction is such as will enable the student to acquire a thorough knowledge of the analysis and combination of the different classes of letters. The classes in this department meet daily. The letters are analyzed and classified, first, by the teacher, after which the student is required to give an analysis of the same. Everything is arranged in regular order in this department, and for the accommodation of persons desiring to make Penmanship a special study, or to become teachers of the art, we have opened in connection with the Institution, a Special Penmanship Department.

Special Penmanship Department.

The design of this department is to fit persons for teaching or business. This course embraces business and epistolary writing, flourishing, Old English, German text, and fancy lettering, pen drawing, card drawing, pen shading, etc.

The Course of Study is systematically arranged: the student taking up principles, letters, words, sentences, and the different varieties of pen work in regular order.

The time required to complete this course is not limited. Much depends upon the student’s skill to execute, and his style of writing at commencement. The time generally required is from three to five months.

The room occupied by this department is decorated with specimens of Mr. Woodard’s pen drawing.

Students completing the entire course in this department will receive a handsome diploma.

The Musical Department.

Although this Institution is not especially devoted to the study of music in its various branches, yet it is our aim to afford all an opportunity to gain a thorough musical education. Special attention will be given to the study of Piano, Organ, Violin, and to the art of Singing.

Piano, Organ, Violin, Etc.—The plan of teaching instrumental music will consist both of private lessons and the conservatory or class system, which is now so universally adopted and practiced by all of our best musical institutions. To those taking music in connection with studies in the literary department, two private lessons
per week will be given, and they will be expected to practice not less than two hours per day. Those studying music only, will, doubtless, prefer the class system. The classes will be limited to four members, and will recite four times during the week. Pupils in classes will practice from four to six hours daily.

We would advise all that can to bring instruments with them. Terms the same, whether private lessons or in classes.

Vocal Culture and Solo Singing.—Instruction in this department comprises exercises for developing, strengthening, and uniting the registers; the study of solfeggios, and the application of words to music, steady breath pressure, flexibility and agility of the voice, quality of tones, points in solo singing, etc. Two lessons each week are given.

Chorus Class.—Pupils in this department must be familiar with the elementary principles of music, and must be able to sing plain church music readily at sight. The selections used, are choruses from the best operas, and oratorios of Handel, Haydn, Mendelssohn, Rossini, and other classical composers.

A concert is given during the term, in which the members of the class are required to take part. The class meets regularly once each week.

Rudimental Singing Class.—Instructions are given in this class in the rudiments of music, reading, and singing at sight, etc. This class, also, meets once each week.

Normal Class.—Special instruction is given from time to time for the benefit of those who are preparing for the teacher's office, without extra charge. Members of this class will give brief lessons, which the other members will criticize.

Harmony and Composition.—This branch is taught the same as instrumental music, in classes, or privately. "Practice without theoretical intelligence is not the mark of an artist; it is merely the working of instinct, which will make the want of a thorough culture continually perceptible."

Orchestral Instruments.—Instructions will be given upon the violin, which has pre-eminently become one of the most popular musical instruments in the world; also, instructions will be given upon the cornet, etc.


Absence.—No deduction will be made for temporary absence from lessons.
### Tuition.

<table>
<thead>
<tr>
<th>Branches</th>
<th>Fall Term, 13 weeks</th>
<th>Winter “14”</th>
<th>Spring “13”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common English Branches—Orthography, Descriptive Geography, Eloquence, English Grammar, Mental and Practical Arithmetic.</td>
<td>$8.00</td>
<td>$9.00</td>
<td>$8.00</td>
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<tr>
<td>Higher Branches—Greek, Latin</td>
<td>$10.00</td>
<td>$11.00</td>
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<tr>
<td>German, French, Higher Mathematics, Natural Sciences, etc.,</td>
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<tr>
<td>Penmanship—Business Penmanship, 30 lessons, 45 lessons</td>
<td>$2.00</td>
<td>$3.00</td>
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<tr>
<td>Ornamental Penmanship, per month, 2 hours per day</td>
<td>$8.00</td>
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<tr>
<td>Full course, plain and ornamental</td>
<td>$30.00</td>
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<tr>
<td>Music—Term of 12 weeks—</td>
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<tr>
<td>Piano or Organ</td>
<td>$10.00</td>
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<tr>
<td>Vocal Culture</td>
<td>$10.00</td>
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<tr>
<td>Chorus Class</td>
<td>$2.00</td>
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<tr>
<td>Rudimental Singing Class</td>
<td>$2.00</td>
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<tr>
<td>Theory</td>
<td>$8.00</td>
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<tr>
<td>Violin or Cornet</td>
<td>$10.00</td>
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<tr>
<td>Use of Instruments, (two hours per day)</td>
<td>$3.00</td>
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</tbody>
</table>

All tuition must be settled invariably in advance. Any one entering for six weeks or less will be charged $1.00 per week. No tuition refunded except in case of protracted sickness.

### Names and Addresses of Students.

**GRADUATES—CLASSICAL.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reid, J. M.</td>
<td>Ada, Ohio</td>
</tr>
<tr>
<td>Schoonover, Mollie</td>
<td>Ada, Ohio</td>
</tr>
</tbody>
</table>

**SCIENTIFIC.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowman, O. M.</td>
<td>Lima, Ohio</td>
</tr>
<tr>
<td>Dobbs, Ollie</td>
<td>Ada, Ohio</td>
</tr>
<tr>
<td>Millar, E. L.</td>
<td>Kenton, Ohio</td>
</tr>
<tr>
<td>Tidd, A. M.</td>
<td>Kenton, Ohio</td>
</tr>
<tr>
<td>Waltemire, B. W.</td>
<td>Forest, Ohio</td>
</tr>
<tr>
<td>Wilson, S. F.</td>
<td>Ada, Ohio</td>
</tr>
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</table>

**TEACHERS' DEPARTMENT.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davenport, Eliza</td>
<td>Ada, Ohio</td>
</tr>
<tr>
<td>Houser, J. J.</td>
<td>Hassan, Ohio</td>
</tr>
<tr>
<td>Flinn, Carrie</td>
<td>North Manchester, Ind.</td>
</tr>
</tbody>
</table>

**CLASSICAL.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander, J. D</td>
<td>Patterson, Ohio</td>
</tr>
<tr>
<td>Bloom, Lottie</td>
<td>Plymouth, Ohio</td>
</tr>
<tr>
<td>Bryan, R. R.</td>
<td>Ada, Ohio</td>
</tr>
<tr>
<td>Beaver, J. M.</td>
<td>Rushsylvania, Ohio</td>
</tr>
<tr>
<td>Bowman, Addie</td>
<td>Lima, Ohio</td>
</tr>
<tr>
<td>Chambers, W. V.</td>
<td>Van Wert, Ohio</td>
</tr>
<tr>
<td>Cummings, Sadie A</td>
<td>Ada, Ohio</td>
</tr>
<tr>
<td>Caldwell, W. J.</td>
<td>Bucyrus, Ohio</td>
</tr>
</tbody>
</table>
Croninger, Ida .......... Wilsire, Ohio.
Croninger, Huld .......... Wilsire, Ohio.
Davison, Monroe West Newton, Ind.
Davenport, Eliza .......... Ada, Ohio.
Deane, Myra ............ North Manchester, Ind.
Dress, George .......... Columbus, Ohio.
Gerlich, Emma .......... Kenton, Ohio.
Harper, Emma .......... Wilsire, Ohio.
Hall, G. W .......... Delaware, Ohio.
Hoover, Albert .......... Bellville, Ohio.
Johnston, Emma .......... Lima, Ohio.
Kelly, G. D .......... Rawson, Ohio.
Lindsey, Mollie .......... Upshur, Ohio.
Lewis, Ford .......... Wilsire, Ohio.
MacCarty, L. M .......... Ada, Ohio.
Maggott, Frederic .......... Hastings, Ohio.
Miller, Reuben .......... Bluffton, Ohio.

Myers, J. W .......... Spencerville, Ind.
Maxwell, Myrtle .......... Kerby, Ohio.
Meeks, S. .......... Lima, Ohio.
Melchert, J. W .......... Wilmot, Ohio.
Owens, Flora J .......... Marion, Ohio.
Price, Sylvester .......... Bucyrus, Ohio.
Reeves, Sarah .......... Pendleton, Ohio.
Roasberry, W. H .......... Mansfield, Ohio.
Risher, Sade C .......... Caledonia, Ohio.
Spangler, Wm. W .......... Auburn, Ind.
Stahl, D. W .......... Wooster, Ohio.
Stuart, Ewing .......... Ada, Ohio.
Weisman, R. F .......... Van Wert, Ohio.
Waltenmire, B. W .......... Forest, Ohio.
Wagner, W. H .......... Up Sandusky, Ohio.

Poling, Oliver .......... West Minster, Ohio.
Ross, L. H .......... Bucyrus, Ohio.
Scott, J. W .......... Rush Creek, Ohio.
Smith, Streeter G .......... Caledonia, Ohio.
Stull, R. H .......... Wooster, Ohio.
Stout, T. E .......... Gilboa, Ohio.
Shanks, J. H .......... Ada, Ohio.
Summersett, J. W .......... Middlepoint, Ohio.
Sutter, L. C .......... Scott's Crossing, Ohio.
Sager, R. S .......... Findlay, Ohio.
Smith, H. W .......... West Unity, Ohio.
Woods, M. H .......... Beaver Dam, Ohio.
Welsh, Agnew .......... Bucyrus, Ohio.
Waltemire, H. V .......... Forest, Ohio.
Walton, J. R .......... Belle Vernon, Ohio.
Ward, C. L .......... West Cairo, Ohio.
White, Mattie .......... West Newton, Ohio.
Walton, Ella .......... Belle Vernon, Ohio.
Zhobel, C .......... Ada, Ohio.

TEACHERS' DEPARTMENT.

Allen, Edith .......... Kenton, Ohio.
Amsley, J. W .......... Rushsylvania, Ohio.
Axline, W. M .......... Dunkirk, Ohio.
Barrett, Lou .......... Bucyrus, Ohio.
Bainbridge, Julia .......... Forest, Ohio.
Baker, Rachel .......... Lake Erie, Ohio.
Bain, Milton H .......... Ada, Ohio.
Barnes, G. H ............ Beaver Dam, Ohio.
Brose, Ada .......... Flat Rock, Ohio.
Brown, Robert .......... Ada, Ohio.
Blosser, John .......... Dunkirk, Ohio.
Blosser, Wm .......... Mendon, Ohio.
Bacon, Gilbert .......... Bucyrus, Ohio.
Bell, J. W .......... Bucyrus, Ohio.
Baum, John .......... Belle Vernon, Ohio.
Bauman, E. B .......... Bechtelville, Pa.

Barkdoll, Bert .......... Stryker, Ohio.
Burnside, Emmet .......... Nevada, Ohio.
Chamberlin, M .......... Scotch Ridge, Ohio.
Courie, Alex .......... Roundhead, Ohio.
Cochran, Lydia .......... Ada, Ohio.
Cook, J. W .......... Ada, Ohio.
Carrey, Florence S .......... Hassan, Ohio.
Comer, E. B .......... Ada, Ohio.
Cheney, Crissie .......... Richwood, Ohio.
Clevenger, W. H .......... Gomer, Ohio.
Christopher, Jennie .......... Ada, Ohio.
Crow, Lawrence J .......... Ontario, Ohio.
Cochenour, N. F .......... Belle Vernon, Ohio.
Christy, A. H .......... Cedar Valley, Ohio.
Cooper, D. O .......... Van Wert, Ohio.
David, Mollie .......... Ada, Ohio.
Dawson, J. W .......... La Rue, Ohio.
Doling, Rosa .......... Ada, Ohio.

*Deceased.
Dobbs, James A  Ada, Ohio.
Denzer, Esther  Bucyrus, Ohio.
Durer, Charles  Bellefontaine, Ohio.
Dulebohn, C. G  Canton, Ohio.
Duhm, Ralph  Bucyrus, Ohio.
Evans, Phebie  Kenton, Ohio.
Evans, Wm. H  Kenton, Ohio.
Edgington, J. J  Huntsville, Ohio.
Eastman, W. H  West Newton, Ohio.
Ewer, Geo.  Ada, Ohio.
Eggerman, M  Ada, Ohio.
Ellis, O. B  Belle Vernon, Ohio.
Elliot, B. O  Mt. Victoria, Ohio.
Eckeberry, L. E  Nevada, Ohio.
Ferrall, Estell  Bluffton, Ohio.
Ferrall, Candace  Bluffton, Ohio.
Fahl, Maggie  Bluffton, Ohio.
Fisher, E. F  Kendall, Ind.
Gilbert, R. H  Ada, Ohio.
Gilbert, Wm. M  Ada, Ohio.
Gilbert, Nannie  Ada, Ohio.
Gilbert, Attie  Ada, Ohio.
Gates, Nettie  Beaver Dam, Ohio.
Gates, Mollie  Beaver Dam, Ohio.
Gates, I. B  Kenton, Ohio.
Gates, A. J  Kenton, Ohio.
Gann, Agnes  Kennebunk, Ohio.
Garlinger, J. U  Ada, Ohio.
Guyton, G. V  Ada, Ohio.
Garwood, Corydon  Ada, Ohio.
Ganobbe, C. W  Lima, Ohio.
Griffith, J. H  Gomer, Ohio.
Griffith, B. A  Gomer, Ohio.
Houser, P. M  Kenton, Ohio.
Hill, Mollie  Up, Sandusky, Ohio.
Hollins, A. L  Kenton, Ohio.
Hollins, Lizzie  Kenton, Ohio.
Henry, J. W  Bucyrus, Ohio.
Hubbard, Josie  West Newton, Ohio.
Hale, W. T  Venice, Ohio.
Hay, Lizzie  West Newton, Ohio.
Hay, Lizzie  West Newton, Ohio.
Harrison, E. A  Cincinnati, Ohio.
Harrison, Emma  Cincinnati, Ohio.
Harrington, J. A  Allison, Ohio.
Hill, Willie  Bettsville, Ohio.
Henry, P  Bluffton, Ohio.
Hagman, Nannie  Huntsville, Ohio.
Haver, R. W  Richwood, Ohio.
Hooley, Samuel  Bluffton, Ohio.
Hall, H. M  West Cairo, Bluffton, Ohio.
Hess, J. J  Ada, Ohio.
Hamer, J. S  Bellefontaine, Ohio.
Jones, D. N  Gomer, Ohio.
Jagger, Jennie  Ada, Ohio.
James, Griswold H  Veneboecia, Ohio.
Johnston, A. C  Green Camp, Ohio.
Jones, Alice  Ada, Ohio.
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Jones, W. W  East Townsend, Ohio.
Krisely, G. W  West Cairo, Ohio.
Koeningstein, J  Paris, Ohio.
Kelly, Hugh  North Robinson, Ohio.
Knickleman, Mollie  Col. Grove, Ohio.
Kling, L. A  Cleveland, Ohio.
Kant, C. E  Cambridge, Ohio.
Kantman, Sade  Ada, Ohio.
Kautman, D. F  West Liberty.
Kinsley, J. H  Ada, Ohio.
Kearst, Albert  Ada, Ohio.
Kett, S. P  Ada, Ohio.
LaRue, A. X  New Bloomington, Ohio.
LaRue, A. X  New Bloomington, Ohio.
Littredurg, W. A  Vandalia, Ohio.
Long, George  Ada, Ohio.
Leib, Ida  Ada, Ohio.
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<td>Yoder, R. A.</td>
<td>Urbana, Ohio</td>
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<td>Zehold</td>
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</table>

**COMMERCIAL COURSE.**

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Albert, P. K.</td>
<td>Kenton, Ohio</td>
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<td>Ada, Ohio</td>
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<td>Court, S. A.</td>
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<td>Wise, Arvilla</td>
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**PREPARATORY.**

<table>
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<tr>
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<td>Mooney, Lizzie</td>
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| Music—INSTRUMENTAL.**

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<th>Name</th>
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<tr>
<td>Flinn, Carrie</td>
<td>North Manchester, Ind.</td>
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<td>Fisher, Sadie</td>
<td>North Greenfield, Ohio</td>
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<td>Gennet, Anna</td>
<td>Columbus Grove, Ohio</td>
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<td>Garwood, Minnie</td>
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<td>Garwood, Lydia</td>
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<td>Gilbert, Leona</td>
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<td>Gates, Nettie</td>
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<td>Kelly, Addy</td>
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<td>Kaufman, E. W.</td>
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<td>LaRue, A. S.</td>
<td>New Bloomington, Ohio</td>
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<td>Lalkne, W. P.</td>
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Melhorn, Jennie  Ada, Ohio  Rideour, Jennie  Lima, Ohio
Melhorn, Alice  Ada, Ohio  Ream, J. B  Ottawa, Ohio
Newman, Mollie  Ada, Ohio  Rankin, Addie  Pendleton, Ohio
Obenour, Amanda  Ada, Ohio  Reece, Ida  Ada, Ohio
Obenour, Minnie  Ada, Ohio  Reese, Mattie  Roundhead, Ohio
Obenour, Lydia  Ada, Ohio  Smith, Birdie  Ada, Ohio
Obenour, Jennie  Ada, Ohio  Stout, T. E  Gilboa, Ohio
Owens, Flora  Calhoun, Ohio  Scott, Jennie  Ada, Ohio
Poling, Libbie  Ada, Ohio  Scott, Laura  Ada, Ohio
Powell, Sadie  Findlay, Ohio  Schoonover, Mollie  Ada, Ohio
Perry, Lyda  Ada, Ohio  Thompson, Melissa  Ada, Ohio
Risher, Sadie  Calhoun, Ohio  Tuttle, Ellen  Forest, Ohio
Reed, Josie  Ada, Ohio  Thompson, Laura  Hog Creek, Ohio
Rutledge, Sadie  Ada, Ohio  White, Mattie  West Newton, Ohio
Reid, Libbie  Golden Corners, Ohio  Walton, Ella  Belle Vernon, Ohio
*Read, Edith  Sidney, Ohio  Walters, Dora  Ada, Ohio
Reece, Lenna  Ada, Ohio  Walters, Hessey  Ada, Ohio
Runkle, Emma  Ada, Ohio

VIOLIN.
Coenour, N. F  Belle Vernon, Ohio  Roberts, W. H  Belle Vernon, Ohio
Meeks, S. B  Lima, Ohio  Waddle, Joe  Marion, Ohio

VOCAL CULTURE.
Croninger, Ida  Wilshire, Ohio  Powell, Sarah  Findlay, Ohio
Croninger, Hull  Wilshire, Ohio  Rutledge, Sadie  Ada, Ohio
Dobbins, Mollie  Ada, Ohio  Ream, J. B  Ottawa, Ohio
Ellerson, Frank  Ada, Ohio  Ream, L. O  Roundhead, Ohio
Evans, Amos  Findlay, Ohio  Stout, T. E  Gilboa, Ohio
Pheifer, Sadie  North Greenwood, Ohio  Thomas, T. S  Pittsburgh, Pa
Gennett, Anna  Columbus Grove, Ohio  Truesdell, G. H  Ada, Ohio
Hover, Alta  Lima, Ohio  Tuttle, Ellen  Ada, Ohio
Kaufman, D. F  West Liberty, Ohio  Thompson, Melissa  Ada, Ohio
Lerch, Ida  Ada, Ohio  Thompson, Robert  Ada, Ohio
Lynn, Nettie  Lookout Mountain, Ga  Yoder, R. A  Urbana, Ohio
Miller, Nettie  Kenton, Ohio  Yoder, R. A  Urbana, Ohio
Obenour, Lydia  Ada, Ohio

CHORUS CLASS.
Bowman, O. M  Lima, Ohio  Kail, S. P  Up Sandusky, Ohio
Bowman, Addie  Lima, Ohio  LaRue, W. P  New Bloomington, Ohio
Burner, Adam  Findlay, Ohio  Maxwell, Myrtle  Kirby, Ohio
Croninger, Hull  Wilshire, Ohio  Miller, Reuben  Bluffton, Ohio
Croninger, Ida  Wilshire, Ohio  McCreery, L. M  Ada, Ohio
Castanien, F. P  Ada, Ohio  Mitchell, Ella  Ada, Ohio
Dobbins, Mollie  Ada, Ohio  Miller, Lettie  Kenton, Ohio
Dobbins, Ella  Ada, Ohio  Reim, Libbie  Golden Corners, Ohio
Ehrler, Ida  Ada, Ohio  Royster, J. W  Waynesfield, Ohio
Francis, George  Columbus, Ohio  Sprout, J. W  Fairview, Ohio
Cranor, Mary H  Metamora, Ohio  Sprout, V  Waynesfield, Ohio
Gennett, Anna  Columbus Grove, Ohio  Smith, Alice J  Wayne, Ohio
Hollands, M. M  Up Sandusky, Ohio  Waltemire, B. W  Forest, Ohio
Hover, Alta  Lima, Ohio  Woodward, D. C  Liberty Centre, Ohio
Kelly, Addie  Ada, Ohio  Yoder, R. A  Urbana, Ohio

RUDIMENTAL SINGING CLASS.
Beery, H. F  Belle Vernon, Ohio  Dobbs, Willie  Ada, Ohio
Bain, M. H  LaRue, Ohio  Enos, Rettie  Ada, Ohio
Blosser, John  Dunkirk, Ohio  Eastman, Edith  Leipsic, Ohio
Brose, Otto  Flat Rock, Ohio  Evans, Amos  Findlay, Ohio
Bryan, R. R  Ada, Ohio  Ellerson, Frank  Ada, Ohio
Black, Minnie  Ada, Ohio  Epley, Hattie  Ada, Ohio
Bloom, Kate  Plymouth, Ohio  Epley, G  Ada, Ohio
Comrie, Allex  Roundhead, Ohio  Garling, J. U  Ada, Ohio
Cramer, E. B  Ada, Ohio  Gardner, Alva T  Ada, Ohio
Carr, Lizzie  Ada, Ohio  Gardner, Lou  Ada, Ohio
Court, S. A  Marion, Ohio  Gates, Nettie  Beaver Dam, Ohio
Charles, E. H  West Windsor, Ohio  Gennett, Anna Columbus Grove, Ohio
Castanien, F. P  Ada, Ohio  Harlan, Emma  Huntsville, Ohio
Davenport, Eliza  Ada, Ohio  Humphrey, J. J  Mt. Blanchard, Ohio
Dobbins, C. D  Ada, Ohio  Hay, Lizzie  West Newton, Ohio

*Deceased
NORTHWESTERN OHIO NORMAL SCHOOL.

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Kunkelman, Mollie ... Ada, Ohio. 
Klippstein, J. ... Paris, Ohio. 
Kelly, Adda ... Forest, Ohio. 
Lease, C. W. ... Yelverton, Ohio. 
Lacey, H. E. ... Up, Sandusky, Ohio. 
LaRue, A. N. ... New Bloomington, Ohio. 
Miller, S. E. ... Mendon, Ohio. 
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Munn, Lillie ... Ada, Ohio. 
Nelson, Wilber M. ... Ada, Ohio. 
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Powell, D. A. ... Findlay, Ohio. 
Powell, Sarah ... Findlay, Ohio. 
Rusher, L. N. ... Ada, Ohio. 
Rutledge, C. ... Ada, Ohio. 
Rusher, F. ... Ada, Ohio. 
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Reeves, Sarah ... Pendleton, Ohio. 
Smith, Streeter G. ... Caledonia, Ohio. 
Sinclair, E. L. ... Partello, Mich. 
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Scott, Jennie ... Ada, Ohio. 
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Thomas, T. S. ... Pittsburgh, Pa. 
Thompson, F. ... Hog Creek, Ohio. 
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Woods, M. H. ... Beaver Dam, Ohio. 
Waltmire, H. V. ... Forest, Ohio. 
Wood, Ella ... Ada, Ohio. 
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Total number of different students of the consolidated institutions, ..... 649
A Circular.

To the patrons of the Northwestern Normal School and to the public generally:

The Northwestern Normal School organized by the undersigned at Republic, Ohio, in 1870, and conducted at Fostoria, during the past year, has been consolidated with the Northwestern Ohio Normal School at Ada, Ohio, to take effect immediately, and the combined institutions will, in the future, be known and continued at Ada under the corporate name of the Northwestern Ohio Normal School.

REASONS FOR THE CONSOLIDATION.

1. The existence in Northwestern Ohio of two institutions, identical in purpose and almost identical in name, has been the source of no inconsiderable confusion and the occasion of a doubtful rivalry.

2. The Normal School at Ada is supplied with ample school buildings of modern style, and all the books, charts, apparatus, cabinets, literary societies, etc., to meet the demands of students and school patrons.

3. The facilities for self, club, and private board, at the lowest possible rates, are equal to the greatest demand that is likely to be made, and are constantly being increased.

4. Ada is a healthful village of 2,000 inhabitants, situated on the Pittsburgh, Fort Wayne & Chicago Railroad, between Forest and Lima, and is noted for its intelligence and morality, and the general interest of its people in educational progress. Its people extend a hearty welcome to all young ladies and gentlemen desirous of obtaining a thorough education at reasonable rates.

5. The Normal School at Ada has the conditions of permanence, so that parties desiring to locate with a view of educating their children, or of enjoying general literary privileges, may be able to do so with perfect assurance.

6. The two schools combined can assuredly afford better facilities than either one separately.

SPECIAL ANNOUNCEMENTS.

1. All students to whom any tuition is due in the Northwestern can fill out their time at Ada on condition of obtaining from the undersigned a due-bill of tuition, which will in all cases be given.

2. Students having completed certain studies in the Northwestern will be admitted to the Ada Normal, without examination, on presentation of a certificate to that effect from the undersigned, and will, in all respects, be entitled to all the privileges and honors of the present institution.

3. Former patrons of the Northwestern, or those having made arrangements to become such, can obtain all needed information of the Ada Normal from the undersigned; and if they enter at Ada, will please notify the President of the school, Prof. H. S. Lehr, where they saw an advertisement of the institution, and by whom and what they were induced to attend.

4. All subsequent inquiries to the undersigned for circulars or catalogues will be answered by sending the circulars and catalogues of the Ada school, whose statements the undersigned can endorse.

November 5th, 1875.

J. Fraize Richard,  
Approved. Principal, Northwestern N. School, Ada, Ohio.  
H. S. Lehr, A. M., Pres't. N. W. O. N. School.
Expenses.

Statement of expenses per week at the Northwestern Ohio Normal School, two students occupying one room:

Tuition in Common Branches, .......................... .62
Tuition in Higher Branches, .......................... .77
Music and Penmanship extra.
Rent of room, furniture, and bedding, provided and
cared for, .............................................. .60 to .75
Good club boarding, .................................... $1.50 to $1.60
Book rent, say four volumes, ........................ .05
Light and fuel, ........................................... .05 to .20
Total, ....................................................... $2.75 to $3.37.

A fair estimate of your necessary weekly expense, including tuition, room and board, rent, light and fuel, is, by self-boarding $2.25 to $2.50; by club boarding, $2.75 to $3.37; by private boarding, $3.05 to $4.25; and we hereby agree to furnish you the foregoing advantages on the terms here specified. If you furnish your own carpet and bed clothes, your expenses will be considerably less than the foregoing estimates. For the winter term tuition is about four cents more per week than above stated. For the short term tuition is $1.00 per week.

Please compare the above estimates with those of other similar institutions. As to buildings, recitation rooms, society halls, furniture, libraries, apparatus, and efficient, live teachers, advantages are equal, if not greater, than those of any similar institution in the West. Our students are our best advertisements. Ninety-nine per cent. of those who once attend here, if they continue in school, return again. Every term has from 25 to 45 per cent. increase over any corresponding term.

If matters are not as represented in our catalogues or circulars, or if, after a fair trial, you should not be satisfied with the work of the school, we shall refund your tuition.

Reasons Why

The Northwestern Ohio Normal School should be patronized:

1. Because religion and morality are her foundation principles.
2. Because it is an institution where any person can pursue any study at any time.
3. Because her motto is economy, practicability and thoroughness.
4. Because her teaching is justly normal.
5. Because she seeks the moral and physical welfare of her students.
6. Because she stands upon her own merits—not being endowed.
7. Because she trains and selects her own teachers.
8. Because her literary societies, the Philomathecan and Franklin, are unsurpassed.
9. Because her recitation and study-rooms are capacious and pleasant.
10. Because her determination is, not to be surpassed by any other Normal school in Ohio in any of the modern conveniences.
History and Design.

The Northwestern Ohio Normal School was established Aug. 14, 1871, for the instruction and training of teachers in the science of education, the art of teaching, and the best methods of governing schools. It has been in successful operation for five years, meeting with increased success, receiving students from all parts of the country. The object of the Institution is to provide the best means of obtaining a thorough and practical education; an education that will fit the student to occupy successfully any position of trust: to fill his true position in life.

Location.

The village of Ada is in the midst of a fertile, healthful country, and is easily accessible from all parts of the country, by means of the great network of railroads in the State—situated on the Pittsburgh, Ft. Wayne & Chicago railroad, midway between the intersections of the Dayton & Michigan and Lake Erie & Louisville roads at Lima, and the Cincinnati, Sandusky & Cleveland road at Forest.

Discipline and Moral Culture.

The government is lenient and parental, yet firm. The moral interest of the students will receive especial attention. Religious influences are so wielded that all inclination to vice and evil is discountenanced. The different churches and Sabbath schools are regularly attended by the students. Each student is required to render a cheerful obedience to the few rules that are necessary for the government of the school. Students are not permitted to attend places of public resort which have a tendency to waste their time and money, and corrupt their morals. The teachers are connected with different religious denominations, which avoids sectarianism, but all work together for the advancement of true Christianity. The students have organized a students' prayer meeting which has been the instrument of accomplishing much good. The various churches and sabbath schools of town welcome all to their meetings and exercises, and most of the teachers and officers in the Sabbath schools are students of the Normal school.

Mental Culture.

It has been the object of those engaged in teaching, by new methods of illustration, to awaken interest, to increase energy, to give confidence, to develop comprehensive thought, and thereby to accumulate power to communicate understandingly to others what has been taught. Every individual should have opportunities equal to his capacities. Each person is morally accountable for his intellectual qualifications. An institution of learning must keep pace with the age in which we live. It should reach beyond the landmarks of a century ago.

Literary Culture.

No education is complete without a full literary culture. No institution of learning is truly such without ample facilities for literary drill. The young man or young woman who goes out into active
life, without a good literary qualification, is like a ship without a compass. No one has a moral right to be destitute of this culture, because it comes within the means of all. There is no department of education that needs more practice to become efficient and practical than the literary. Hence all will be drilled in composing as a regular school exercise. But for the more general exercises of declaiming and debating there have been organized two model Literary Societies in connection with the Institution—the Franklin and Philomathean—affording excellent opportunities for culture in composition, punctuation, select and original declamations, debate, criticism, and parliamentary usage. Each society has a good library and hall suitable for its meetings. Many of the young students organize private debating clubs for special drill.

Reunions.

About every two or three weeks, the students congregate in Literary Hall for the purpose of getting acquainted with each other, and more especially to cultivate their social natures. They spend about three hours in conversation, declamations, music, etc. These reunions afford opportunities for young men and young ladies to increase their colloquial powers, to study human nature, to appear free and easy in society, and generally to smooth and brighten by mental attrition, in the same manner as “steel sharpens steel.” These reunions are in charge of one or more members of the Faculty, and are free of low jestings and other vulgar practices, and can be participated in by the most fastidious moralist. Reunions, when well conducted, are elements of success in any school. That man is a social being, is acknowledged by all, and if the young and gay are not allowed to indulge this disposition in a proper way, all the old monastic rules of colleges and convents cannot totally prohibit the indulgence of the same in some way, and in a way which is generally to be deplored, such as is afforded by saloons, card-tables and the ball-room.

English Grammar.

Many students have come here with a perfect abhorrence of the English language. They look upon it as a dry, uninteresting study; and, indeed, they have reason whereof to complain. The subject, as presented in many of our schools, becomes very irksome, and they have a right to find fault, not with the subject, but with the method by which it is presented. Here the subject is taken up in the natural way, and everything presented so naturally and made so plain by examples, that all fall in love with the study, and it becomes one of the most interesting classes in the Normal. We ask your attendance, but one term to convince you of the fact.

Commercial Science.

Let the young learn what they will use when they grow older. A business education will be a benefit to every person, whatever his future occupation may be. To the farmer it will teach business habits and attention to accounts, which will give him interest and success in business. To the mechanic it will teach order, system,
management, the practical value of book keeping, and remedy many deficiencies. To the professional man it will afford a clearer insight into practical operations of business affairs, and give him facilities in obtaining practice. Many people who claim a liberal education, do not know how to “open a set of books,” or keep a correct legible cash account, while but few are able to correctly write a promissory note or draft. Students will be drilled in the principle and auxiliary books, also in banking, partnership and joint stock accounts. Mercantile forms and commercial papers will be written and critically discussed.

Training Classes.

Classes are formed for the special instruction of those who intend to prepare themselves for the teacher’s duty. The exercises consist of lectures on the mind, school organization, school management, essential qualifications of the teacher, best methods of imparting instruction, the ideal teacher, etc.

Model Classes.

Following the instruction in the Normal classes, the model class, composed of a number of pupils from the village, of different ages and stages of advancement, is brought before the Normal class, thus the the theories which are given are practically illustrated.

Recitations.

Each class has a daily recitation of sixty minutes, giving a short review of the preceding lesson, and reciting the lesson of the day. The subjects and topics are assigned at the previous recitation, giving ample time for full investigation and thought, which will be produced the next day in discussion & principles.

Examinations:

Public examinations are held at the close of each term. Regular written examinations are sustained every four weeks. All students, whose average for the term exceeds 75 per cent., are promoted to the next higher class. Students or parents who desire a full report of the deportment, scholarship, and class standing, can have the same by calling upon the Secretary of the Faculty.

Apparatus.

Apparatus, charts, maps, mineral specimens, etc., have been procured for illustrating and exemplifying the various sciences. During the last year the Faculty purchased $530.00 of apparatus—philosophical, chemical, and mathematical. Among the principal instruments procured is an excellent microscope, with a magnifying power of 650 diameters, a first class air pump, electrical machine, gas generators, with all necessary accompaniments, a good level and transit, etc. All persons interested in the cause of education, and especially of building up an Institution of learning in Northwestern Ohio, are kindly invited to make any donation of any specimen, geological, mineralogical, zoological, botanical, historical, etc., which they may feel disposed to present to the Institution. The names of all donors are preserved in the archives of the school.
Very many fine specimens of great value have been added to the museum within the last year. The principal donor is Mr. A. R. Huffman, of Portland, Oregon.

Remarks.
All students are expected to be present at Chapel exercises, at 8:30 A. M., every school day morning, unless excused. The Institution is free from all sectarian bias. Religious service and Sabbath schools are held at the different churches and students are warmly invited to attend. Classes will be formed at the beginning of each term, in any branch, if called for by no less than three. Tuition must invariably be settled in advance. No one is admitted as a member of a class without presenting his receipt. No tuition will be refunded, except in case of protracted sickness of three weeks. Text books will be rented by the term at from ten to fifteen cents. Those desiring to buy can obtain them at low rates. No student is permitted to use tobacco within the school building.

Diplomas.
Beautiful and neatly executed diplomas will be awarded to those who complete any one of the regular courses of study. A fee of $2.00 will be charged for a diploma in the Normal and Commercial departments, $3.00 in the Scientific, and $5.00, in the Classical.

Testimonials.
Having visited the Northwestern Ohio Normal Institute, located at Ada, Ohio, I take pleasure in recommending it to such as may desire to fit themselves for teaching, or prepare themselves for some of the higher college classes; and having a personal acquaintance with Prof. H. S. Lehr, who has charge of the Institution, it is enough for me to say that his energy and acquirements have brought the school to its present prosperous condition, and his continued presence guarantees the continuance of its prosperity.

I. G. HALL,
Pastor of the Presbyterian Church, Kenton, Ohio.

To my mind, one of the first reasons why this Institution should be patronized is, God is in it and with it. The Faculty recognize God over all and in all. H. S. Lehr, the President, is strictly religious. He is instant in business, fervent in spirit serving the Lord. He takes God into partnership in his responsible duties as teacher and superintendent. Hence he has the work at heart, and the moral and intellectual culture of his pupils is sought with a zeal worthy of the cause of human elevation. Having been intimately acquainted with the school for several years, I have always been forcibly impressed with the moral and religious tone of every oration, recitation, or address delivered by the students. God in the Faculty, God in the orations. God in the songs, should give the school preference in the estimation of all lovers of a pure morality and an exalted faith in God. The morality and well-being of her students is as safely guarded in this school as in any school in the land. No parent need hesitate to send his son or daughter to this Institution. Though God and morality are the crowning glory of the Northwestern, yet it is not sectarian. Every one enjoys the largest liberty of conscience consistent with practical godliness.

The Northwestern is situated on one of the leading railroads in the State.
affording excellent ingress and egress to students. Ada itself is a beautiful
village of about fifteen hundred inhabitants, with four churches, a fine Union
school, with stores and groceries affording every convenience in trade. The
citizens of Ada are united, generous, and industrious. The morals of the
place, like the school, are good.

The Ada Normal should be patronized on the score of gratitude. The whole
community owes Bro. Lehr a debt of profound gratitude. Through his indom-
itable labor and self-sacrificing devotion to the cause of education, the North-
western has attained a higher place among the institutions in Northwestern Ohio. The Northwestern is no longer an experiment but a fixed fact in history. Give her the patronage which she deserves and a golden future awaits her.

J. W. HILL, Adrian, Ohio.

Rev. J. W. Hill had charge of the M.E. Church of Ada three consecutive years.

The Normal School at Ada, Hardin Co., H. S. Lehr, Principal, is a monument
of industry and perseverance. A few years have witnessed the growth of a
large and flourishing school, well disciplined and running in the grooves of
modern institutions of the kind. A fine college building, of excellent archi-
tecture, complete in all its appointments, adorns the site chosen by its
founders. We take pleasure in bearing this testimony to the worth of the
school, and assure parents who wish to give their sons and daughters a
normal education, that a better school, provided with better facilities for
instruction in all departments, cannot possibly be found. We write from personal
observation. The many excellent teachers, who have already gone out from
its halls, are unimpeachable witnesses of its value.

G. M. KEMP,
Pastor Christian Church, Lima, Ohio.

The Northwestern Ohio Normal School, at Ada, Ohio, is one of the best of its
kind in the State. For thorough, practical drill, and healthy moral influence,
it can scarcely be excelled. It is with great pleasure that we give our influ-
ence to extend its well deserved patronage.

J. N. SMITH,
Pastor M. E. Church, Ada, Ohio.

The Northwestern Ohio Normal School is a practical and enterprising
Institution, situated at Ada, Hardin county, under the auspices of President
Lehr. It is rapidly growing into public favor, and while less pretentious in
its advertisements than some other Normal Schools of Northern Ohio, it is
none the less thorough.

WILLIAM DOWLING,
Pastor Church of Christ, Kenton, Ohio.

Extract from a letter written by Prof. Kidd, April 1, 1875, showing his opinion
of the Northwestern Ohio Normal School:

I shall not soon forget my short, but very pleasant professional engagement
at Ada. Many a time the expectation that I had been led to entertain of the
state of some institutions of learning, were not confirmed. In both cases,
before engaged in giving a course of lessons in a class or classes composed
of the students of the institution, but the favorable opinion that I had formed
of the Northwestern Ohio Normal School was more than confirmed by what I
heard and saw while engaged in giving a course of lectures on local culture
and location to the students and the teachers of the N. W. O. N. S.

I was impressed particularly with the harmony that pervaded every depart-
ment. I witnessed nothing that awakened even a suspicion that the relations
of teacher and student were not as pleasant as they, at all times, appeared to me
to be. The teachers enjoy, in an unusual degree, the respect and confidence
of the students, and they deserve it. The teachers are characterized by zeal,
patience, and ability, in their respective departments, if declarations to the
effect, made to me by many of the students, also by many of the citizens of
Ada, may be relied upon. The very great majority of students, both male and
female, who attend the Normal School over which you preside, are young men
and young women who have a strong desire to increase their stock of learning
and knowledge, and to improve their minds, which they confidently expect
they will do by subjecting themselves to the study and the severe, but valu-
able mental discipline which is enforced upon all the students of your school.
Both your teachers and your students are, I was led to believe, earnest, faith-
ful workers. Indeed, I never visited a school of similar character in which all
the teachers and so many of the pupils appeared to me to be so entirely
and pleasantly engaged with their studies and other scholaristic duties.

Yours Truly,

ROBERT KIDD.