

In Commemoration of 100 Years of Free Education in Pennsylvania

State Capitol Celebrates
the One Hundredth An-
niversary of Signing of
the Common Schools Law

In celebration of the one hundredth anniversary of the signing of the common schools law the Department of Public Instruction, Harrisburg, Pa., sponsored programs on Tuesday, April 3, and Wednesday, April 4, in the Forum of the Education building.

State Senator Warren R. Roberts, sponsor of the Joint Resolution providing for observance of the One Hundredth Anniversary, presiding at the program on Tuesday evening, introduced Mrs. Gifford Pinchot and Superintendent of Public Instruction James N. Rule. Mrs. Pinchot, in her striking manner, claimed that the most important problem facing the public schools is the problem of financing and that the only solution is the placing of the burden of school taxes on large private incomes.

Dr. Rule outlined the most important steps in Pennsylvania education. He included the following: the establishment of teacher training colleges, the act of 1873 which provided that the State was to give one million dollars annually to the support of schools, compulsory school laws, free text books, the establishing of the State Council of Education, State authority to grant new colleges, and the School Code of 1911 which provided for the unified system of education. Dr. Rule mentioned the coincidence that the one hundredth anniversary of free education should occur at the time when schools are facing a great crisis. Dr. Rule declared that the solution is in the three r's of recovery: restore and reconstruct our educational program so that every child in the Commonwealth may obtain foundational training and instruction on necessary to social and civic competence; reorganize school district lines so as to provide consolidation of management; revise our system of school support. In concluding, Dr. Rule said that cooperative effort will bring full recovery to mark the dawn of the second century for our public schools when the "Three R'S of School Recovery" become an actuality.

Guests at this program were the two living former State Superintendents of Public Instruction, Dr. David J. Waller and Dr. Francis B. Haas, both of Bloomsburg; and approximately fifty retired teachers who had taught at least fifty years.

In the second part of the evening's program, students from Shippensburg State Teachers College effectively and sincerely dramatized the signing

(Continued on page 3)

A Legislative Message

1833-34

Universal Education, if it were practicable to enforce it everywhere, would operate as a powerful check upon vice, and would do more to diminish the black catalogue of crimes, so generally prevalent, than any other measure, whether for prevention or punishment, that has hitherto been devised; in this State, it is not only considered as being entirely practicable, but is enjoined by the constitution as a solemn duty.

The Legislature has the authority of the Constitution to act efficiently and without control in this matter. And "to provide by law, for the establishment of schools throughout the State, in such manner that the poor may be taught gratis," is one of the public measures to which I feel it to be my duty now to call your attention, and most solemnly to press upon your consideration.

Our apathy and indifference, in reference to this subject, becomes the more conspicuous, when we reflect, that whilst we are expending millions for the improvement of the physical condition of the State, we have not hitherto appropriated a single dollar, that is available, for the intellectual improvement of its youth which in a moral and political point of view, is of tenfold more consequence, either as respects the moral influence of the State or its political power and safety.

It is time, fellow-citizens, that the character of our State should be redeemed from the state of supineness and indifference under which its most important interests, the education of its citizens, have so long been languishing, and that a system should be arranged that would ensure an adequate number of schools to be established throughout the State.

GOVERNOR WOLF

Governor's Proclamation

1934

Whereas, April 1, 1934, marks the one hundredth anniversary of the signing of the Common Schools Law of Pennsylvania; and

Whereas, This occasion provides an opportunity for our citizens to familiarize themselves with the changes and progress during a century of advancement in public education, and to pay tribute to those who founded our system of public education, and to those who have carried on the work of the founders; and

Whereas, This law has so provided the base upon which our great system of public instruction is built:

Now, Therefore, I, Gifford Pinchot, Governor of the Commonwealth of Pennsylvania, pursuant to the provisions of a Joint Resolution of the General Assembly approved and signed by me on May 11, 1931, do hereby declare and proclaim the week beginning Sunday, April 1, 1934, as PENNSYLVANIA EDUCATION WEEK in honor of the one hundredth anniversary of the signing of the Common Schools Law; and I call upon the people of the Commonwealth, through their various organizations and institutions, to give appropriate recognition to the contribution which public education has made to the moral, social, civic, and commercial life of the Commonwealth, to the end that all shall appreciate the true value of our free public schools as the real basis of a competent and lasting citizenship.

GIFFORD PINCHOT

Let our schools teach the nobility of labor and the beauty of human service.—Peter Cooper.

The teacher, whether mother, priest or schoolmaster, is the real maker of history.—H. G. Wells.

What a College Man Did:
Thaddeus Stevens Saved
the Common Schools Law

As the mallet of the Speaker silenced the crowded Assembly that filled the House at Harrisburg, a smug, complacent grin rested on more than one countenance in that great room. Why shouldn't they smile? "That foolhardy idea about free education that Governor Wolf and Samuel Breck had somehow forced through the legislature under the name of the Free School Act—that crazy idea had been a mistake, but now the legislators were finding out what was what! The Senate had already passed a Bill for the Repeal of this Act of 1834. And just this minute the House was about ready to pass it, too. 'Twould only be a matter of minutes." So thought these religious voters who had come to Harrisburg to demand repeal in favor of maintaining their private schools for the children of wealthy parents.

But what was the Speaker saying? "Mr. Thaddeus Stevens, of Adams County, wishes to speak."

And the young twenty-five year old graduate of Dartmouth rose and faced that great body of elderly men—men who could make him or break him as a fledgling lawyer of a year. Within three seconds not even the sound of shuffling feet interrupted his voice. What mighty words! "If an elective republic is to endure for any great length of time, every elector must have sufficient information, not only to accumulate wealth and take care of pecuniary concerns, but to direct wisely the Legislature, the ambassadors and the executive of the nation. . . . If, then the permanency of our Government depends upon such knowledge, it is the duty of the Government to see that the means of information be diffused to every citizen! . . ." His speech continued until wonder, then thought, and finally changed opinions filled the minds of the listeners. Then he sat down.

We can imagine the loud discussions and the argumentation that followed this brilliant challenge. At any rate, the battle turned immediately and the House saved the free school bill by a vote of 55 to 30. Soon after, the Senate made the retention solid, thus giving us our right to attend grade and high school without cost to us. And yet, we have doubters who say no one individual can accomplish great movements alone?

was supreme as the central figure and the actor of the school. His audience was made up of the children whom he apparently "liked in the abstract but not in the concrete."

Dr. Lose Contrasts Old and New School

On Friday afternoon Hon. Charles Lose, Representative to the State House, from Montoursville, contrasted a Pennsylvania school of sixty years ago with a modern school in an interesting, simple and forceful fashion.

Mr. Lose declared the present schools to be the best schools that the world has yet seen because of the improved physical conditions, new curricula, better teachers, and longer terms.

The old school had "quadrilateral" lighting effects produced by small, low windows on four sides of the room. Seats were mere narrow benches and heat was produced only in the vicinity of the stove. Ventila-

tion was provided only when the door happened to be open. Mr. Lose compared these conditions with the lighting systems, the chairs, the heat plant, and ventilation and to a modern high school where student direction and a desire for harmony are the controlling factors.

Impracticability characterized the old teaching of the three r's and spelling. Memorization and recitations covered the day's program. Old schools were handicapped by few books and even fewer supplies.

The schoolmaster of sixty years ago who taught only three months of the year had no philosophy of education. His knowledge which was very complete was limited to books. He

COLLEGE TIMES

The College Times is published at Lock Haven State Teachers College, Lock Haven, Penna., by the Board of Editors of the College Times.

Published weekly during school year.
Fifty cents per annum.

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Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized June 3, 1923.

Entered as Second Class matter November 6, 1928, at the Post Office at Lock Haven, Penna., under the Act of March 3, 1879.

WEDNESDAY, APRIL 11, 1934

Ben Franklin, Pennsylvania's Genius as an Educator

Few of us realize what Benjamin Franklin did for the furthering of education in Pennsylvania. He was Secretary of the American Philosophical Society and was President from 1769 until his death. The establishment of a library at Philadelphia was the first of a series of such buildings which he wished to erect. In 1795, Franklin published a pamphlet which resulted in the founding of what is now the University of Pennsylvania. Franklin was interested in creating a school which would teach living rather than dead things; he was much interested in scientific improvements. Through his efforts a movement was brought about to create a new type of secondary school and college. This was considered one of his greatest single educational contributions. Another desire was to improve the content of studies. Franklin wrote a paper, "Idea of An English School," which contained his ideas of a school for vernacular training. The school was to be composed of 6 classes. First—English grammar rules. Second—Reading with expression. Third—Elements of rhetoric. Fourth—Composition, letters. Fifth—Composition continued, essays in prose and verse. Sixth—Continued study of history, rhetoric, logic, moral and natural philosophy, works of best English authors. A very interesting essay, "A Petition of the Left Hand to Those Who Have the Superintendency of Education," was written by Franklin; this essay discussed the education of the right hand. In this brief survey of Franklin's life, it can be seen that he was not only prominent in politics and public life, but that he did much toward the advancement of education in Pennsylvania.

realized in the Free School Act of 1834.

Philosophy Classes Sponsor a Chapel Program

Monday morning's chapel program was featured by the dramatization of education in 1834 and '35. Outstanding characters from districts represented at the capital were portrayed by the men of the two history and philosophy of education classes under Miss Coppens and Dr. Rude.

A school typical of the time following the passing of the Free School Laws, 1835, was shown with Ed Detrey as the school master and the 9A students from the Training School as his pupils. English, spelling, and arithmetic were taught for the audience. The English work was taught from an old McGuffey reader, one of the first Pennsylvania readers.

The program was under the general direction of Dr. Rude's class with Mary Harvey, Helen Krape, and Ruth Sherman doing specific directing. Costumes and stage settings were efficiently cared for by Caroline Aliamo and Florence Priddy.

At Wednesday's chapel period we will be entertained by the children from the campus kindergarten. Miss Ullemeyer will have charge of this program. Because kindergartens are a comparatively new thing in Pennsylvania's education such a program is entirely in keeping with the celebration of Education Week. It is one of the activities of the futuristic move, which will be dramatized by Miss Coppens' history and philosophy class on Friday morning, April 13.

Just what the Friday program will be we are not at liberty to say, but we are told that it will be unique and significant of 1934 which marks the hundredth anniversary of free education in Pennsylvania.

Pauper Schools

Previous to 1802, only the children of financially independent parents were privileged to attend either the private or church schools because of the high tuition rates. Poor children attended no school at all.

Through the efforts of Governor McLean a law was passed entitling the children of needy parents to attend school free. Very few parents wished to acknowledge the name of "pauper," however, and so only about one-tenth of them permitted their children to go to these charitable schools. Another law was passed in 1804 that provided for free books for such poor children but even this enticement could not over-balance the pride of pauper parents. It was, perhaps, well that children did not attend these charity schools because of the lack of equipment and the poor teaching that was done in them. The teachers often were entirely unprepared to teach, both from the standpoint of knowledge and from that of character. The physical conditions existent in these schools developed criminal rather than moral habits and the mental stagnation led to mischief rather than inspirational accomplishment. At last, conditions became so poor and the idea of charity so injurious to the spirit of the Commonwealth that desire for something better brought action. This action was

History of Kindergartens in State of Pennsylvania

Friederich Froebel, the father of the kindergarten, was a very lonesome child. His mother died when he was quite small and he had no childhood companions. His father was a minister and had very little time to spend with his son. This loneliness resulted in much thinking on Froebel's part in later life as to the right environment and the right activities for children. As a result of this thinking we have the kindergarten of today. His idea of a kindergarten was that it should be a place where the child should learn to express himself freely and where he had suitable play materials, songs and stories. There should also be guided nature study and the child should through this study learn to love and care for animals and plants.

Froebel's kindergarten idea was such a new view of education that it readily found its way into a new country. The first kindergarten as a private school was founded in Pennsylvania before 1876. In this year Miss Ruth Barrett's kindergarten at the Centennial Exposition in Philadelphia stimulated much interest and gave many people their first opportunity to see a kindergarten in operation. The interest stimulated and the knowledge gained from this kindergarten was carried to all parts of the country. As a result the kindergartens increased from less than one hundred to four hundred in the four years following the Exposition.

For many years the kindergartens were established under public Kindergarten Associations. In 1887 the Board of Education assumed the maintenance of thirty kindergartens in Philadelphia. The laws of the State provided permission for the establishment of kindergartens in 1897. The State Department of Public Instruction, in 1926, organized a division of Kindergarten and Elementary Education. The kindergarten law of 1931 is as follows:

"The board of school directors of each school district of the first, second, third, and fourth class may establish and maintain kindergartens for children between the ages of four and six years. When established, the kindergartens shall be an integral part of the school system of the district."

The number of kindergartens in any one district shall be fixed by the board of school directors, and shall be open during the school year. If the average attendance in any one kindergarten in any district is ten or less for the school year, the school directors shall, at the close of the school year, discontinue the same. The board of school directors shall appoint and assign a number of teachers to such kindergartens, who shall be certified in accordance with the rules and regulations prescribed by the State Council of Education.

At the present time there are 541 public kindergartens in the State, with 37,442 children and 599 teachers. The outlook for kindergarten education with the present laws and the growing realization of the values of early education is most favorable.

Junior High School Is An Outstanding Educational Achievement

Among the recent educational changes in Pennsylvania of the past century of progress is the establishment of the Junior High School. The real beginnings of this movement trace directly to the Report of the Committee of Ten in 1893, and are intimately bound up with the economy of time movement. There was a felt need for an adjustment of the lower grades so that the preparation for college might be satisfactorily completed at an earlier age. During the next fifteen years a great deal of time was spent by prominent educators in a discussion and elaboration of this educational theory. Active work may be said to have begun in California with the reorganization in Berkeley by Frank F. Bunker in 1909, and in Los Angeles by Douglass Francis in 1910, when the Junior High School finally emerged. Since then the movement has spread rapidly. After an inter-uption by the world war, it has apparently taken on new impetus and is extending in all parts of the country. In Pennsylvania it was well established by 1922. The warmth of reception accorded to the plan has astonished even the most active of its advocates. In 1925 our state had 64 accredited junior high schools and by 1933 had 175. This increase during the past eight years is indicative of the significance of its contributions.

William Penn, the Educator

William Penn's ideas were far ahead of his time, as seen in the plans put forth for education of schools in the following words: ". . . That the laws of this Province, from time to time, shall be published and printed that every person may have knowledge thereof; and they shall be one of the books taught in the schools of this Province and Territories thereof."

William Penn conceived of an educated State which, by virtue of its education, would be free from narrow sectarianism and political disputes. He planned a real system of education which came to naught because of elements outside his control.

His ideals of universal education are well expressed in the new Frame of Government passed by the second General Assembly of the colony: "And to the end that poor as well as rich may be instructed in good and commendable learning, which is to be preferred before wealth. Be it enacted, etc., That all persons in this Province and Territories thereof, having children, and all the guardians and trustees of orphans, shall cause such to be instructed in reading and writing, so that they may be able to read the Scriptures and to write by the time they attain to twelve years of age; and that then they be taught some useful trade or skill, that the poor may work to live, and the rich if they become poor may not want; of which every County Court shall take care. And in case such parents,

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Parochial Schools Play An Important Role in Pennsylvania's Education

The German settlers of Pennsylvania believed that education was definitely a duty of the church. Hence the church held full control over the schools. The education itself was religious in nature and was given by the pastor, either in his home or in the church. The three R's formed the backbone of the curriculum. Religion and morality were of course important and the Germans introduced singing into their schools.

The Scotch-Irish were strong advocates of education and kept the school and the church closely connected. They believed that reading the Scriptures was almost necessary to salvation, so the minister was made leader of the schools. It is believed that they also used the church for education purposes. Reading, writing, arithmetic, trigonometry, and practical geometry were emphasized. The Bible was the standard reader and the Catechism had to be learned by all pupils.

The American Moravians were prominent early educators in Pennsylvania. They built the towns of Bethlehem and Nazareth. At Nazareth they founded a theological seminary in 1807, at first as a department added to the academy at Nazareth which was opened in 1759 and called Nazareth Hall. Later a collegiate department preparatory to the theological course was added.

Catholic schools appeared early in Pennsylvania. A school appears to have been founded by the Jesuits not very long after the arrival of the first colonists, but even before the coming of the Calverts, Catholic schools for the natives of Florida were opened. This was eight years before the first schools in the Thirteen Colonies. A college was opened in Maryland in 1677 and another in New York about 1684 and, when they founded Catholic missions in Pennsylvania, schools were opened in connection with the more important parishes as a matter of course.

STATE CAPITOL CELEBRATES ANNIVERSARY SCHOOL LAW

(Continued from page 1)

and defence of the Free School Act.

Wednesday's activities included an old-fashioned spelling bee and an old-fashioned singing school. Entrants in the bee were winners in county preliminaries. William T. Baldwin, 25-year-old Lebanon County resident and a telephone employe, spelled down forty-eight representatives. He won over J. R. Brotherton, 72-year-old Luzerne County lawyer, with the word "dietetics." Mr. Brotherton spelled "piccalilli" correctly but put an "a" instead of an "e" in dietetics. All entrants received special Thaddeus Stevens Medals. The participants in the singing school were called to the stage from the audience. The sing was conducted by Dr. Johann Bloese, of Lebanon, who is a music master of the old school and well known in bygone years by conducting singing schools in rural com-

Thaddeus Stevens, Pennsylvania's Champion of Common Schools Law

Thaddeus Stevens was the son of a poor Vermont farmer. By his fond mother's continued perseverance and saving he was sent to Dartmouth and came to Pennsylvania in 1815 at the age of twenty-three. Here he began his career as an assistant teacher in the Academy at York, meanwhile studying law and practicing at Gettysburg. In 1831, he was elected to the Legislature, was a member in 1833-34, favoring the free school law of that year but not serving on the committee of education. He concerned himself very little with educational work of the session of 1834-35 until imminent danger threatened the infant free schools. Then gathering up his great strength, he threw himself into the contest, and not more by his thrusting eloquence than by his cool assumption of victory, won the issue. This speech swept the wavering vote of the House into a solid column of support and the school system was saved from ignominious defeat.

Mr. Stevens never took an active part in the practical work of education, but none were more pleased than he at any movement that promised substantial progress to a cause near to his heart. The following extract from a letter dated in 1864 shows the pride he felt in having aided in establishing free schools.

"Although Pennsylvania started late I believe a quarter of a century more will see her children as universally and as well educated as those of any state in the union. You probably give me so much credit for the establishment of a benign system of public schools; but I think I may without arrogance admit that my efforts contributed something to its creation and preservation. As the mother of eight children you thank me for it. Such thanks, while I am living, and if I hope for the blessings of the poor when I am no more, are a much more grateful reward than silver or gold."

munities of western Pennsylvania.

The activities on Tuesday were attended by Miss Frances Coppens, Mary Hall, Myrna Lundy, Dorothea Stitt, Martha McDowell, Mary Sharp and Jerome Haagen. Myrna Lundy, Mary Hill and Jerome Haagen visited the museum and the Department of Visual Education in their endeavor to gather material and information for Lock Haven's celebration. Mary Sharp interviewed Miss Helen Purcell, State Director of Kindergartens, for historical and modern facts which could also be developed for the celebration.

WILLIAM PENN, THE EDUCATOR

(Continued from page 2)

guardians, or overseers shall be found deficient in this respect every such parent, guardian or overseer shall pay for every such child, five pounds except there should appear an incapacity in body or understanding to hinder it." (Charters and Laws of the Province of Pennsylvania, 142.)

Joseph Lancaster and School

Joseph Lancaster (1778-1883)

Englishman-educator, born at Southwark. In his school in the Borough he taught over a thousand children on a system devised by himself. Quarreled with authorities and came to America. Established school at Montreal, but it failed. Decided to go back to England but died on the way.

The system of which he was originator and which was named after him is notable because of the enormous effect it had in arousing interest in universal education and because of the inexpensiveness of and economy of time resulting from the system. By his plan a large number of pupils, from two hundred to one thousand, were collected in one large room, square or rectangular. Seated in rows of small numbers each, usually ten, the pupils were under the charge of bright boys called monitors. These monitors, having been instructed by the teacher, presented the material to the members of the group under them at stations along the walls. Pupils stood with their toes on the line of a semi-circle and listened to the monitor.

Manuals of instruction gave complete directions so that one could quickly and easily become a successful teacher. In spite of their mechanical nature, the Lancasterian schools saved much time, kept pupils active, attentive, and orderly, and were more effective than the former systems.

The New Teacher

Crack! Crack! The hickory limb descended upon the rear of the unwilling boy. Yes, it certainly was time. School had opened and it surely had started with a bang. "No sir, that teacher is no one to fool with." It had been said that the man to take up the stick at the little red school house was a mean one, but Tom, the school bully, said, "Phooh, I'll show him." And so Tom proceeded to roll a wad of paper and show him. Smack! A wad of paper and spit hit the board to the side of the small bespectacled man. The stooped figure straightened, a pair of spectacles set on a stub of a nose peered across a narrow round shoulder. Silence—The room was a picture of complete absorption and study. The figure resumed the work. Crack! The ear of the man began to show a pink spot. A tuck, a shuffle, two huge strides and Tom's shirt collar was tightly clutched in the hand of the teacher. A twist and a pull and the victim left his seat. Another hand reached the seat of his breeches. A pull and Tom was walking—in air, too, touching every fifth step. "Yep!" He sure made it to that bench in a hurry and he didn't have much to do about it. Just kick and try to walk.

Crack! Crack! Yep, Tom was getting a lickin'. Contentment showed in the face of the pupils. He's no foolin', that teacher, and Tom ain't no foolin' now, either.

SOCIAL NOTES

Banquet of the Class of '95—
April 12, 1895

The Senior Class is planning one of the most elaborate banquets ever held in this city. The main dining room of the hotel has been reserved and the local florists have sent to Philadelphia for the beautiful floral decorations. The hotel chef and a staff of extra help have been busy all week preparing the seventy different viands to be served at this elaborate repast. The menu is: turkey, chicken, lamb, beef, baked ham, oysters, lobsters, boiled tongue, and all kinds of vegetables, and fruit, ten kinds of cake, eight kinds of relishes, etc.

Farmers' Frolic—April 14, 1934

If you are in the habit of marking days, underscore this day especially well with red ink so that you can not forget it. Next, save just one quarter—and buy a ticket to the dance that Farmer Joe Miller and his hands are giving to celebrate the time for spring plowing and sowing. Everyone is invited.

Get out your overalls, chambray shirts, and plow shoes, or get a gingham apron, sunbonnet, and milk pail! Grease the hay wagon wheels well, load in your neighbors, and come on the eve of April 14 to the Freshman Farmers' Frolic.

Junior Prom—April 28, 1934

April 28—Formal
Billy Earle and his Jolly Scots from Harrisburg... 18 piece orchestra... vocal trio... soloist... entertainers. Renowned in east... fortunate in obtaining it... climax of social season of the college.
\$1.00 per couple... decorations... magnificent.

Lock Haven Academy

The Lock Haven Academy was founded in 1840 and received a grant of two thousand dollars from the state. For three years after it received five hundred dollars annually and one year only two hundred dollars. The state appropriations were withheld the following year and as a result the school became involved in debt. The institution was sold and taken up again by a number of citizens who continued to use it as an academy for a number of years.

Quotations Carved Over Doorways of Education Building at Harrisburg

No man can leave a richer legacy to the world than a well educated family—Thomas Scott.

Learn some useful art that you may be independent of the caprice of fortune.—Cato.

He who will not answer to the rudder must answer to the rock.—Unknown.

Culture is the power of appreciating life and making life worth appreciating.—Unknown.

The world is upheld by the veracity of good men. They make the earth wholesome.

History of Lock Haven State Teachers College

The Central State Normal School was founded in 1871, but was not opened for the admission of students until the fall of 1877. It was a large square building on the top of the hill back of the present buildings. The first class, consisting of 16 members, was graduated in 1878. Of this number four became teachers.

On Sunday afternoon, December 9, 1888, the building was totally destroyed by fire. For over a year after the fire the work of instruction was carried on in a large hotel building, which was rented and fitted up for the purpose. So successful was the school in the temporary quarters, with increasing numbers of students each year, that on Tuesday, May 6, 1890, the day the new building was occupied, over two hundred students were present in process on. The new building was entirely completed August, 1890, one year from the time work was begun on it.

The school year was divided into three terms, fall—16 weeks, winter—12 weeks, and spring—14 weeks. Two courses of study were prescribed by law—the Elementary Course and the Scientific Course. At the end of the Junior year each student was required to take an examination for which he was given a certificate, admitting him to the Senior class. At the end of the Senior year an examination was conducted by the State Board of Examiners and a degree of Bachelor of Elements was conferred. If, after two years of teaching, a person presented a certificate of good moral character and skill in teaching from the Board of Directors for whom he taught and signed by the County Superintendent, he was given a degree of Master of the Elements.

By 1895 the courses had changed to include the Elementary, the Regular Normal, the Scientific, and the Advanced Normal.

Additions were built in 1896 accommodating 150 more students. In 1896 the gymnasium was completed and furnished.

In 1898 a building was erected for the use of the Model School and the Senior Class.

In 1911 the school became a state-owned institution. In 1926 it was reorganized as a State Teachers College with a four-year course leading to the degree of Bachelor of Science in education.

The Training School increased in size to such an extent that in 1930 a new building was erected to house the Kindergarten and the Elementary Grades. The Junior High School class continued to meet in the old Model School, now called Recitation Hall. At the same time a modern, well-equipped laundry was built on the campus. In 1930 also was begun the work on a new athletic field.

In 1933 a modern kitchen was built and the dining room was enlarged and redecorated.

The present college grounds consist of sixty acres, about half of which are of natural growth. There are ten buildings, the administration building with its two adjoining dormitories

Faculty Student Loan Fund

The Lock Haven State Teachers College Faculty is creating a Faculty-Student Loan Fund for the purpose of aiding worthy and needy students.

At a meeting of the committee held on March 28, 1934, it was decided that these loans would be made in consideration of personality, scholarship, contribution to college by virtue of dormitory residence, membership in upper classes, and professional promise.

Students who qualify and who are interested in securing aid from this fund may obtain further information from any member of the committee which consists of—

Dr. Dallas W. Armstrong
Doctor Rude, Chm.
Miss Leshner, Vice-Chm.
Mr. MacDougall
Miss Holaway, Sec.-Treas.

Early Education in Lock Haven

The first school house was a rude building made entirely of logs. It was built about the year 1800.

Usually there were two terms of school each year, of three months each, one in the winter and one in the summer. The principal branches taught were reading, spelling, writing and arithmetic. Grammar and geography were almost unthought of, to say nothing of the many other studies now pursued in the common schools. The salaries then received by teachers were meager as compared with those of the present. Five or six dollars per month was considered good wages, and eight or ten dollars was deemed sufficient for a "first class" pedagogue; but then it must be remembered that the teachers "boarded around," spending one week here and another week there until he had covered the home of all his pupils. Then the course would start all over again. The teachers were mostly "Yankees" from N. Y. state and consisted only of the male sex. Female teachers were still unheard of.

In 1818 a new house, to be used as an institution of learning, was erected. This new structure was built in the primitive style of architecture—log upon log. Courses were pursued in this building until 1854 when the first building for school purposes was erected. This school opened its sessions for the first, on July 16, 1855, for a term of ten months. The pupils, numbering about one hundred fifty were divided into three grades. Because of the increase in enrollment, three new teachers were added to the faculty, which then was five in number.

The schools of Lock Haven have developed very rapidly since 1855. From one building housing 150 pupils and employing eight teachers, the system has progressed into one requiring numerous buildings and increasing numbers of teachers.

and the auditorium, the Recitation Hall, the Training School, laundry, President's residence, gymnasium, heating plant, cottage for school help, and two other residences.

Exhibit

WATCH THE BULLETIN BOARD FOR ANNOUNCEMENTS OF THE EDUCATION EXHIBIT

Ye Old Students

Ye olde students of the collidge, hark ye back to them good olde days when school teachers ruled with a rod. Just imagine the great days when they spelled and studied right out loud, to be sure, right out loud. What a bedlam it must have created, what a bedlam. Can you imagine it? I don't have to, I study in the library, yessah, so 'elp me.

Yes, indeedy, I can see that old school master standing up front singing "Spe ling c'ass now begins." Then, bang! Down comes the ruler and all would spell out loud. How did he know that he still misspelled? Don't tell me that you don't know. You're choking, ain't you? Why in them days, the teacher had an educated ear just like Geno has an educated toe. Yep, so 'elp me, he could tell the minute a word was misspelled and just who the child was. Yes, sir, he could that very thing. You don't see how? Aw g'wan, sure ye do. Some day just take yourself a trip over to the library and see if Tony Yost be there. Just grab yourself a seat. Soon you'll hear that there drone; ain't no other like it in the school and is it aggravating! You'll then realize what a soft job them old boys knocked down besides knocking down the k'ds ears. Dear, dear, I'm right in being all rung up but let me see. Oh, yep, now I got it. You know how they arithmetic to the tune of a hickory stick. Well the poets be foolin' ye. They just said that to make a rhyme. Take it from me, Twan't a hickory; it was a birch switch, a good green birch, not a hickory. Well, I do be exhausted and all run down, so au revoir, tata, bye, bye and all other such piffle.

PENNSYLVANIA'S EDUCATIONAL CHARTER

For Every Child in Pennsylvania protection of his constitutional right to an education.

For Every Child an understanding, competent teacher.

For Every Child an adaptable educational program—instruction and practice in how to become a competent citizen—training and guidance to do some part of the world's work well—activities for the development of worthy home membership, wise use of leisure time, health, culture, and character.

For Every Child a school term sufficient in length to enable him to profit to the full extent of his capacities from the opportunities offered by education.

For Every Child safe, sanitary, hygienic, and properly equipped school buildings and grounds.

Past Times from Past 'Times'

1882—"I see by the paper there is a sale of corsets down town next week. Don't rush, girls, there are plenty for everyone."

"The Normal was robbed the other night, robbed of all its worn out pianos and the precious hunks of marble from the third floor in the music studio. It was finally discovered that Mr. Wark had forgotten to lock the doors on Saturday night. He had attended the Glee Club Concert and was found in the balcony still unconscious Monday noon. No trace has been found of the missing articles though every second-hand store has been visited. It is expected all will be found as soon as the students can investigate the Bunk's Junk Yard at Mill Hall." (Evidently they re-gained the pianos.)

1924—"Always a hot place on a cold day: Mr. Sullivan's class room." "Always a cold place on a hot day: the dean's office."

1910—"Don'ts for the Big Dance"

1. "Don't dance cheek to cheek; it isn't sanitary."

2. "Don't hang around your partner's neck; he'll need his strength for other uses."

3. "Don't dance on your partner's feet; use your own."

"Mr. High enjoys playing so much that he has asked every member of his arithmetic class to make a game for his collection. The members of the class will consent to spend an evening playing with him.—maybe."

"Things we can't imagine—Mr. MacDougall solemn." (Must have been a gay old bird.)

"What Would Happen If?"

"The night watchman were kidnaped?"

"The lights were left on after TEN?"

"Side doors were not locked?"

"Mr. Sullivan would congratulate us on our work in class?"

"The girls could go off Main Street?"

"The girls didn't have to have a faculty escort when going to the movies?"

(Evidently they had their troubles back in the Normal School.)

"Down in Swope's Studio is a large show case. In the large show case are twelve photographs of Mr. Fleming and a sign which reads, 'Twelve of this style for five dollars? Cheap at that price, we'll say, cheap at that price.'" (I doubt it, said the parrot.)

"We wonder why—We need permits to go home for Thanksgiving. We don't need permits to go home in May. Rats and mice are so common on the third floor."

"Mr. Ulmer is maintaining discipline among the girls by threats of releasing his white mice."

"Faculty Snap Shots"

"It's this here one, you see, you see."

"Example—Name three."

"Perfectly delightful—exquisite."

"When I was in Scotland."

"I gotta hunch, you see."

(How many do you recognize?)

For Every Citizen of the Commonwealth provision for a continuing education—to make up for opportunities lost in earlier years and to provide means whereby the individual may adjust himself to new civic, social and economic responsibilities.