

*A. L. Cochran*

**THE  
EDINBORO  
STATE  
NORMAL  
SCHOOL**



1913-1914

**EDINBORO**  
**PENNSYLVANIA**

THE EDINBORO  
STATE NORMAL SCHOOL

EDINBORO, PENNSYLVANIA



ANNUAL CATALOG



1913-1914

THE EDINBORO STATE NORMAL SCHOOL

CALENDAR

1913-1914

Normal School Year begins.....Tuesday, September 2  
Thanksgiving Day.....Thursday, November 27  
Fall Term ends.....Friday, December 19

HOLIDAY RECESS

Winter Term begins.....Tuesday, December 30  
Washington's Birthday.....Sunday, February 22  
Winter Term ends.....Saturday, March 21

SPRING RECESS

Spring Term opens.....Tuesday, March 31  
Decoration Day.....Saturday, May 30  
Baccalaureate Sermon.....Sunday, June 21  
Alumni Day.....Tuesday, June 23  
Commencement Exercises.....Wednesday, June 24

## PRESIDENT TAFT'S ADDRESS

To the Students of the Edinboro Normal School, October 26, 1912.

"Young Ladies and Gentlemen, I am very glad, very proud to be here this afternoon. I not only agree with everything that Auditor General Sisson has said, but I will go further than he did. Too much cannot be said of the importance of education, moral and secular, in the cause of good citizenship.

"Now that I am here, and I am glad I am, I want to say something that will encourage you who are about to enter the teachers' profession. It is one of the greatest professions in the world. It is in your power to do great good because you take the embryo citizen in the formative period when he can be made somebody or let go to be a know-nothing and a do-nothing. You who teach are the architects of the mind and the character and you can set the pupil on the way to higher ideals in life.

"But, when you become a teacher, you must be content to live in pretty moderate circumstances. You must be content to get along without luxuries. You must be content to live a life of usefulness, knowing that your greatest reward will come from the knowledge that you have done your duty, that you have added your mite to the betterment of the human race and that you have made those you taught better men and better women. The consciousness of having done your duty and of seeing where your efforts have helped somebody else makes your life well worth living and it is better than anything money can buy.

"I am 55 years old and I have lived long enough to find out many things that you will learn as you grow older. The greatest asset you have is character and with character you will be able to play your part in a worthy manner. So, standing shoulder to shoulder in the cause of education, you can do wonders to help in the cause and you can say when you are done: "I have done my little and for that I deserve credit."

"Teachers begin life in a spirit of self sacrifice. In the Philippines we had a great problem. We had a million children to teach. They spoke sixteen different dialects, none of which was fit for the use of civilized people. Only seven per cent. spoke Spanish. We decided to teach them English. We had a thousand teachers, most of them young women, all from the United States. Now we have a teaching body of about 800 Americans and some 8,000 natives and the English language is becoming the language of the Orient. Those teachers have already earned the right to say that they have lived a life that has been useful and that they have contributed to a result that is an everlasting credit to the nation.

"Young Ladies and Gentlemen, I honor and you should honor the profession you are about to enter. I congratulate you and I thank you."



THE EDINBORO STATE NORMAL SCHOOL

STATE BOARD OF EXAMINERS

1913

Dr. Thomas S. March, Department of Public Instruction.

Dr. E. L. Kemp, Principal, East Stroudsburg.

Clifford J. Scott, Superintendent, Uniontown.

Stanley P. Ashe, Superintendent, Connellsville.

Renwick G. Dean, Superintendent, Monongahela City.

J. O. Carson, Superintendent, Forest County.

Russel H. Bellows, Superintendent, Meadville.

T. A. Stetler, Superintendent, Snyder County.

THE EDINBORO STATE NORMAL SCHOOL

STANDING COMMITTEES OF THE BOARD OF TRUSTEES

1912-1913

*Instruction and Discipline*

George Taylor	N. H. Goodell	C. L. Baker
Edinboro. 1915	Edinboro. 1916	Erie. 1915

*Grounds and Buildings*

O. P. Reeder	A. A. Culbertson	D. H. Walker
Edinboro. 1915	Erie. 1915	Edinboro. 1914

*Finance*

D. R. Harter	H. G. Gillespie	R. H. Arbuckle
Edinboro. 1916	Edinboro. 1914	Erie. 1915

*Supplies*

T. A. Steadman	O. A. Amidon	N. D. Hawkins
Edinboro. 1914	Edinboro. 1916	North East. 1914

*Household*

H. L. Cooper	I. S. Lavery	J. O. Waite
Edinboro. 1914	Lavery. 1916	Erie. 1915

*Library and Apparatus*

Frank B. Bonner	C. K. Henry	T. J. Prather
Edinboro. 1916	Edinboro. 1916	Meadville. 1914

Dates indicate expiration of term of office.

THE EDINBORO STATE NORMAL SCHOOL

OFFICERS OF THE SCHOOL

Principal . . . . .	Frank E. Baker
Preceptress and Matron . . . .	Mrs. Louise Tanner
Preceptor of Reeder Hall . . . .	Hermon Sackett
Librarian . . . . .	Annie Laurie Wilson
Steward . . . . .	Charles Dundon
Registrar . . . . .	Agnes C. Markel
Secretary . . . . .	Edith A. Flath

FACULTY

FRANK E. BAKER, Principal  
Science  
A. B., Allegheny; A. M., Harvady

HEADS OF DEPARTMENTS

MARY ELIZABETH POWELL  
Art  
Clarion Normal School; Valparaiso University

ELIZABETH M. ROBERTS  
German  
A. B., Allegheny

WALLACE J. SNYDER  
Science  
Sc. B., Bucknell

MORGAN BARNES  
Ancient Languages  
A. B., Harvard; University of Berlin

F. L. LA BOUNTY  
English  
A. B. and A. M., Allegheny

GEORGE EVERETT WALK  
Theory and Practice of Teaching  
A. B., Ohio Wesleyan; A. M., Columbia

WILLIAM G. SIDDELL  
Mathematics  
A. B., Syracuse; A. M., Clark

FRED S. GLEASON  
Music  
California Normal School; Northampton Institute of Music

THE EDINBORO STATE NORMAL SCHOOL

*INSTRUCTORS*

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ANNIE LAURIE WILSON  
Librarian  
Edinboro Normal School, Western Reserve Library School

KAIRA STURGEON  
Critic Teacher  
Erie Normal Training School

H. SACKETT  
History and Mathematics  
A. B. and A. M., Washington and Jefferson

OLIVIA J. THOMAS  
Music  
A. B., Thiel; Dana Institute  
Pupil of Madame von Klemmer

\* S. GRACE HAUSER  
Elocution  
B. I., Neff College of Oratory

JANE J. SWENARTON  
English  
A. B., Smith

GEORGE B. FROST  
Manual Training  
Alden Academy

\* Resigned January 1, 1913.

THE EDINBORO STATE NORMAL SCHOOL

*INSTRUCTORS*

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MILDRED HAM  
Geography and Botany  
Albany Normal College

RICHARD F. HAYES  
Physical Director  
Northampton Commercial Institute; Normal School of  
Physical Education, Battle Creek

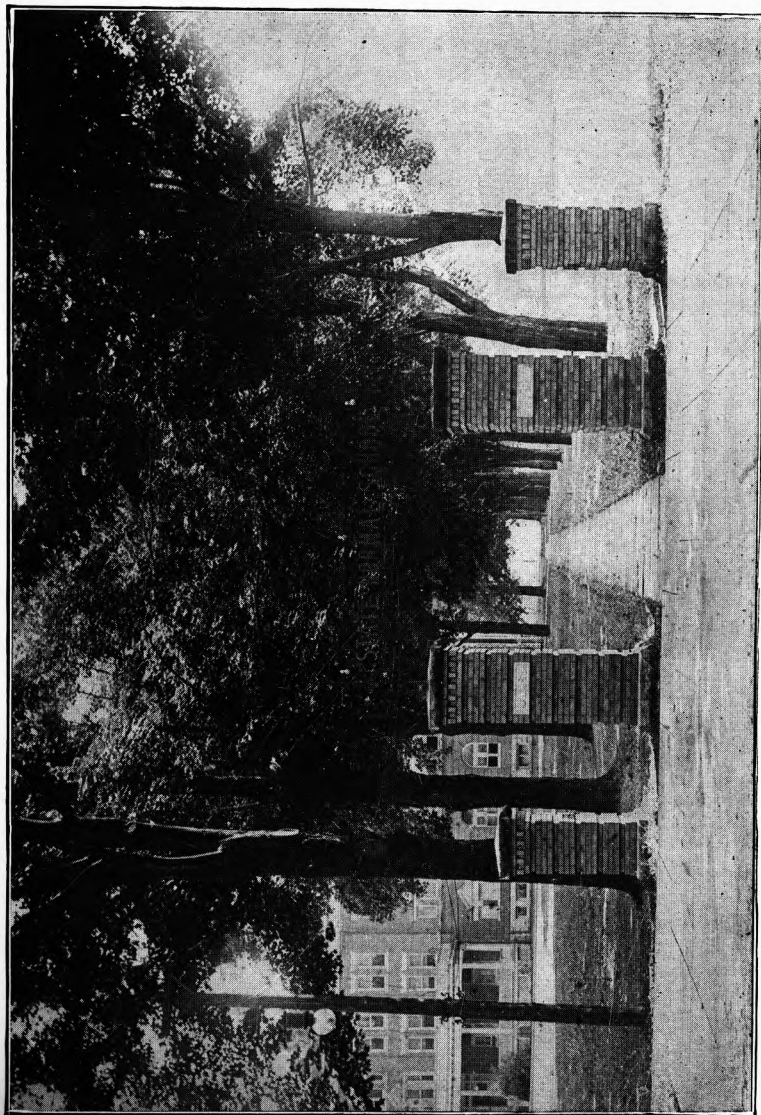
ROSELLA HIGHLAND  
Commercial Department  
Amanda High School; Columbia Commercial School

ZOLA CONSUELO BAUMAN  
Elocution  
Elmwood Seminary; Woolfe Hall, Denver  
Emerson College of Oratory

DAVID STANCLIFFE  
Agriculture and Common Branches  
Edinboro Normal; Leland Stanford

ELLEN SULLIVAN  
Grammar and History  
Edinboro Normal School

CHAS. F. ARMOUR  
Mathematics  
M. E., Edinboro Normal School; Ph. B., Bucknell



CAMPUS ENTRANCE



### LOCATION

Edinboro is a prosperous country village in the heart of the rich agricultural district of Northwestern Pennsylvania. As such it is an ideal home for the teachers' training school that proposes to equip men and women for the school work of that section of the State. The village is twenty miles from Erie and seven miles from Cambridge Springs. It is connected with these towns by an interurban car line with hourly service. It is but a step, then, from the great railway systems of the Middle West and at the same time enjoys a pleasant remoteness, a slight seclusion, that is thoroughly consistent with good student work.

### THE VILLAGE

The village is progressive. Its influences are for good. It has an old and well established citizenship. It was founded in 1796 by sturdy New England stock whose mark is readily traced in the community to-day. The village bears the inevitable stamp of the school town; it has been known as a place of learning for many years.

### THE LAKE

Lake Edinboro lies just north of the village. Exactly what part it has played in the last fifty years in the spirit and tradition of the school would be hard to estimate. It is a charming sheet of fresh water, the second largest in the State, and calls visitors from many miles around. It affords a restful field for recreation with its boating, bathing, and fishing.

## THE SCHOOL

The early establishment of an academy in 1857 was a manifestation of the pioneer spirit that characterized all early American life. Somebody has said that our pioneers always built a church at one end of their town and a school at the other. In such spirit was the academy founded in 1857. It became the Edinboro State Normal School in 1861. For fifty-two years it has held a high place in the educational life of its particular district; while its sons and daughters have held positions of trust from one end of the land to the other.

## PURPOSE

The primary purpose of the school is the training of teachers. In a more particular sense it plans to equip teachers for the Twelfth Normal School District, which embraces the counties of Lawrence, Mercer, Venango, Crawford, and Erie. There is in the right sort of normal school not only the specific and technical training, but also a training along broad and cultural lines that must be the basis of all effective teaching and the basis of life as well. If the schools are to meet the needs of the people and be in close sympathy with common life, the teachers must be people trained not only in mathematics but in manhood, not only in literature but in life. The fact that the mass of the older alumni of the school are engaged in all the varied fields of life is but proof of the efficiency of the normal school.

Broadly speaking, therefore, there are two aims in the purpose of the Edinboro State Normal School: to send its graduate out with a confidence born of a thorough knowledge of method and of matter; and in the second place, to imbue him with the spirit of the

true teacher—the teacher who can thrill his pupils with glimpses of new horizons and broader visions.

### THE FACULTY

For the accomplishment of this chief aim of the school, the Board of Trustees maintains a faculty consisting of experienced teachers that are not only leaders in their various departments, but are also able demonstrators of method. They are men of wide training in American colleges and universities, and above all are men whose hearts are in their work. While there is a special department devoted to the technical phases of method, each class is a practical laboratory of demonstration.

### THE STUDENTS

After a visitor has seen the recitation rooms, the library, and the dormitories, after he has interviewed the faculty and the trustees, he will not be said to know the school unless he sees the students themselves. In inviting the young men and the young women of the Twelfth Normal School District to join the students at Edinboro, the authorities feel that in the earnest company of students is the chief lure. When all is said, it is on the students that the real worth of the school must rest; and in the Edinboro State Normal School there is, by the common consent of all who know, a splendid body of students.

### “STUDENT INTERESTS”

“Student interests” is a name that has arisen in the last generation to describe the phases of student activities that are not especially directed by the faculty.

## THE EDINBORO STATE NORMAL SCHOOL

It embraces all forms of athletics, dramatic interests, and student publications. In all these branches the students at the Edinboro State Normal School maintain vigorous and healthful activities. The gymnasium and athletic teams are intended to benefit the entire body of students, the dramatic and publication fields are open to those who have particular interest in these departments.

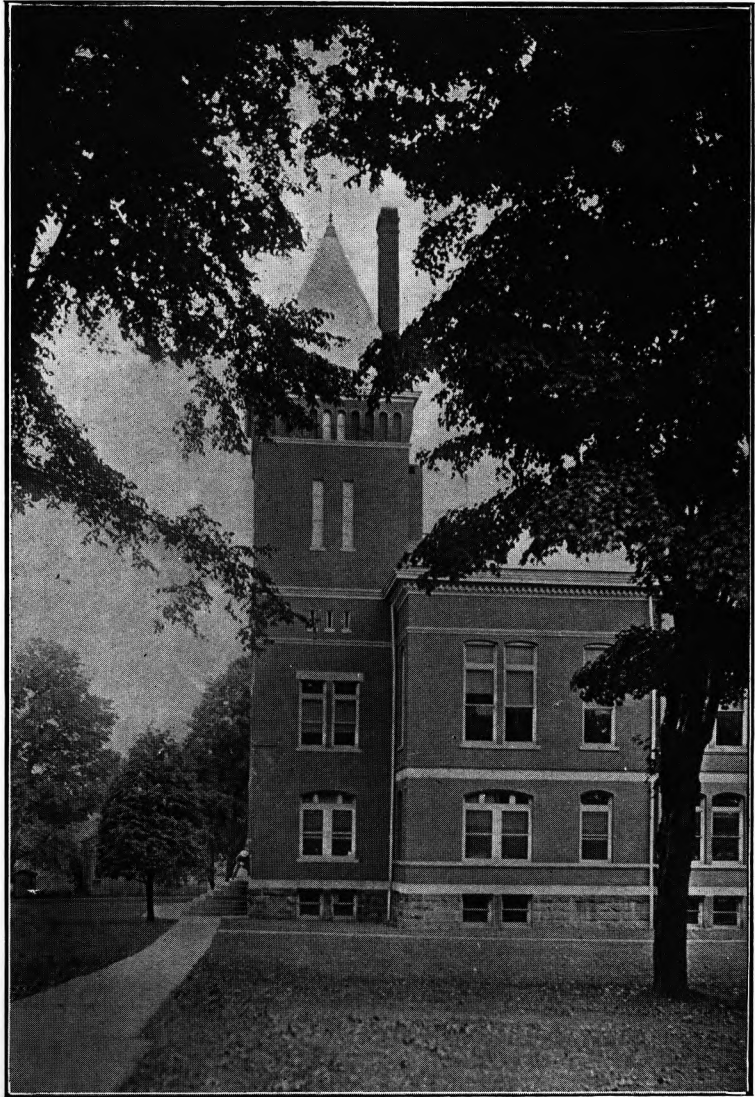
In this group must also be placed the orchestra, the literary societies, the Young Women's Christian Association, and the Young Men's Christian Association. All of these organizations are well supported and add much to the school life.

### DISCIPLINE

The institution is maintained for the students. Only such regulations are made as tend to serve the welfare of its patrons. Discipline is as nearly voluntary as possible. Students are expected to conduct themselves as would be fitting for those entering one of the noblest vocations of men.

### LIVING

It has been said that he is a wise man who knows how to rest wisely. In Reeder and Haven Halls the boys and girls at Edinboro have the advantages of a home atmosphere, and of association with cultured men and women. The authorities endeavor to maintain during study hours the best possible conditions for study; outside of study hours, they endeavor just as earnestly to maintain an atmosphere of happy contentment, in surroundings that are inspiring and uplifting. The "weekly sing," just after supper on Thursday night, has become a feature of Edinboro life.



NORMAL HALL

## GROUNDS AND BUILDINGS

The campus of the school embraces thirty-one acres of pleasantly situated land. On it may be found specimens of practically all the native trees—many of which represent over half a century of growth. Their care is the particular pride of certain officers of the school; their beauty constitutes no small part of the agreeable setting of the buildings. In addition to the carefully graded and well kept lawns, there are several tennis courts and a large athletic field. At the rear of the campus is the productive model farm.

The buildings are nine in number, besides the thoroughly modern heating plant and electric power house. In order of their age they are:

### COMMERCIAL HALL

Commercial Hall is the original academy building. It was erected in 1857. It stands at the northwest corner of the campus. It is a substantial frame building which houses the two literary society halls and the commercial department. Care has kept it in perfect condition, a useful memorial of the days of the foundation.

### SCIENCE HALL

Science Hall, a frame building, was constructed in 1858. It accommodates the physical and chemical laboratories, the large examination hall, a large lecture room, and various rooms for supplies. While the old hall will undoubtedly make way for a new science hall in the near future, it will be long before its lines of happy symmetry and general air of quaintness will fade from the minds of those who know it.



## THE EDINBORO STATE NORMAL SCHOOL

### SOUTH HALL

South Hall is the last of the old dormitories. Built in 1860, it was the center of school life for many generations. It has been abandoned as a student dormitory since the building of the modern halls. It is now used for storage, and as a home for the caretakers of the other halls. Old South Hall, with its great chimneys, forms a picturesque background for the newer group of buildings.

### MUSIC HALL

Well separated from the other buildings, Music Hall affords an admirable home for the department of music. It was built in 1862, and remodeled in 1878. It contains a pleasant assembly hall, practice rooms, and instructors' studios.

### NORMAL HALL

Normal Hall was built in 1875. In 1891 it was greatly enlarged. It contains the chapel, the library, and the executive offices of the school. It is the largest building of the group. The seating capacity of the chapel is over one thousand.

### RECITATION HALL

Recitation Hall is a monument to the originality of J. A. Cooper, ex-Principal of the normal school, who for thirty years was the best known man in common school life of Western Pennsylvania. It has six pleasant recitation rooms. All the rooms on the first floor open out of doors so that it is impossible for a student to pass from one class to another without going into the fresh air. It was built in 1880.



## THE EDINBORO STATE NORMAL SCHOOL

### HAVEN HALL

In 1903 a modern dormitory for the young women was constructed. It is a four-story structure of substantial quality. Steam heat and electric light render the hall very comfortable. Its direction and care both aim to make it a real home for the young women. The dining hall, for both boys and girls, occupies the first, or basement floor.

### THE GYMNASIUM

The Gymnasium, built in 1906, is a thoroughly modern and practical building, with excellent equipment in the way of locker rooms, baths, and apparatus. As the center of athletic interests, it fulfills its purpose in ministering to the needs of the physical side of school life.

### REEDER HALL

Reeder Hall, named in honor of one of the early builders of the school, is the latest of the group. It was completed in 1907. It consists of three stories given over to dormitory purposes for the boys; a large and well lighted basement makes a practical home for the manual training department. Here, as in Haven Hall, the aim is to make pleasant the social life of the students. As great a measure of liberty is allowed as is consistent with the rights of all the young men who occupy it.



THE EDINBORO STATE NORMAL SCHOOL

COURSES OF STUDY FOR THE EDINBORO  
STATE NORMAL SCHOOL

Note—This course is based on the “unit” plan as proposed by The Carnegie Foundation.

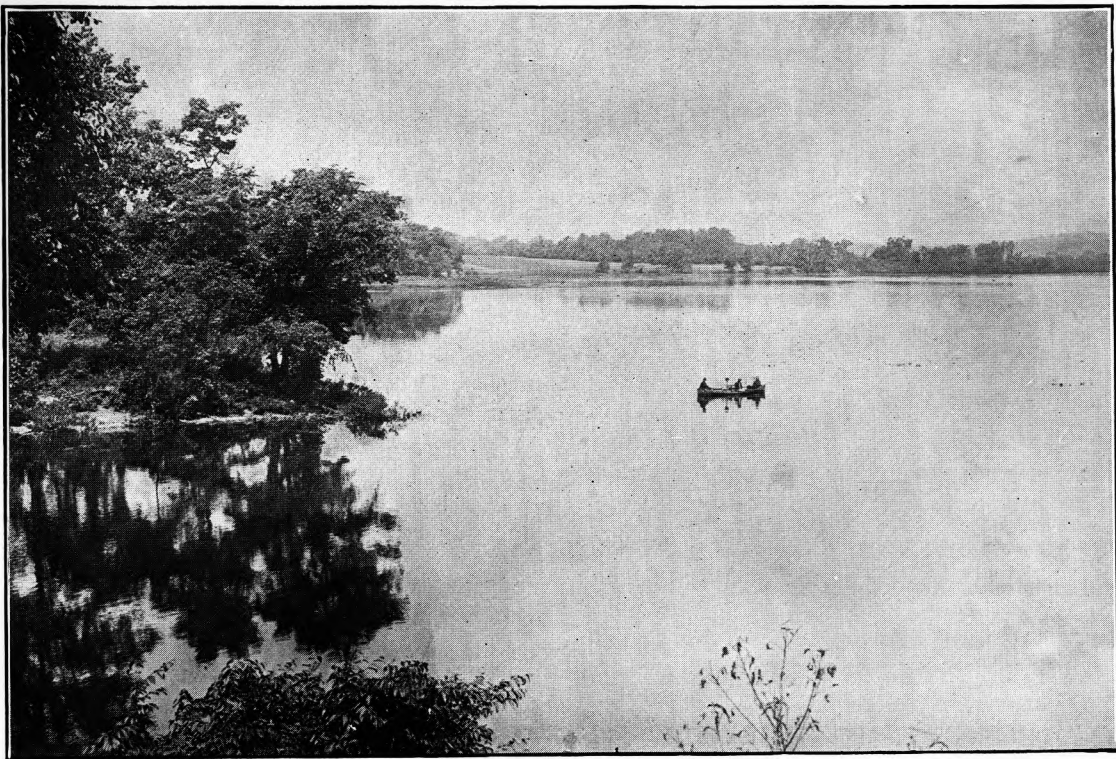
A “unit” represents a year’s study in any subject in a secondary school constituting approximately a quarter of a full year’s work.

This statement is designed to afford a standard of measurement for the work done in a secondary school. It takes the four-year high school course as a basis, and assumes that the length of the school years is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week; but under ordinary circumstances a satisfactory year’s work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours or their equivalent. Schools organized on a different basis can nevertheless estimate their work in terms of this unit.

Students admitted to the first year shall have a fair knowledge of arithmetic, reading, orthography, penmanship, United States history, geography, grammar, physiology, civics, and the elements of algebra to quadratics.

FRESHMAN YEAR

	Number of 45 minute periods
Algebra .....	160
Latin .....	160
School Management and School Law.....	160
Orthography .....	40
Reading and Public Speaking.....	50
Ancient and Mediæval History.....	100
Physical Geography .....	50
Arithmetic .....	100



LAKE EDINBORO

—Mears

**THE EDINBORO STATE NORMAL SCHOOL**

Grammar .....	160
Vocal Music .....	50
Physical Training .....	80
Manual Training and Domestic Science....	50
	1160

**SOPHOMORE YEAR**

	Number of 45 minute periods
Plane Geometry .....	160
Rhetoric, Composition, Classics.....	160
Botany .....	100
Zoology .....	50
Bookkeeping .....	50
Modern History and English History.....	100
Caesar .....	160
General methods .....	160
Drawing .....	100
Physical Training .....	80
	1120

**JUNIOR YEAR**

	Number of 45 minute periods
Psychology and Observation.....	160
Cicero, German, or French.....	160
Literature, English and American.....	100
History, United States, and Civics.....	80
Geography .....	80
Physiology and School Sanitation.....	80
Solid Geometry and Trigonometry.....	160
Methods in History and Geography.....	100
Physics .....	160
Physical Training .....	80
	1160

In the third year the history of arts and science may be substituted for Cicero, French or German. Geology or

astronomy may be substituted for solid geometry or trigonometry.

SENIOR YEAR

	Number of 45 minute periods
Practice Teaching .....	160
History of Education.....	100
Agriculture and Nature Study.....	100
Arithmetic .....	50
Grammar .....	50
Methods of Arithmetic and Grammar.....	100
Vergil, German and French.....	160
Public Speaking .....	50
Chemistry .....	160
Drawing .....	50
Manual Training or Domestic Science....	50
Physical Training .....	80

1110

In the fourth year ethics, logic, and sociology may be substituted for Vergil, French, or German. Philosophy of education, or surveying may be substituted for ethics, logic, or sociology.



CONDITIONS OF ADMISSION

Quoted from a publication of the Department of Public Instruction.

1. Properly certified graduates of approved Pennsylvania high schools of the first grade and city high schools as listed by the department of public instruction, shall be admitted to the third year of the four-year course of the state normal schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

2. Properly certified graduates of approved Pennsylvania high schools of the second grade shall be admitted to the second year of the four-year course of the state normal schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

3. Properly certified graduates of approved Pennsylvania high schools of the third grade shall be admitted to the first year of the four-year course of the state normal school without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

4. Any person who desires to be admitted to the second or the third year without having previously attended an accredited high school, must have a certificate of a commissioned superintendent of schools, showing that he has pursued the branches of the first year, or the first and second years, with his standing in those branches, or must pass a satisfactory examination by the faculty in said branches, or be conditioned in them. But



THE EDINBORO STATE NORMAL SCHOOL

the studies in which any one is conditioned under this rule, or any one of the rules above, shall not foot up more than three hundred and twenty weeks.

5. If the faculty of any state normal school or the state board of examiners decide that a person is not prepared to pass an examination by the state board, he shall not be admitted to the same examinations at any other state normal school during the same school year.

6. If a person who has completed the state board examinations required for admission to the classes of any year at any state normal school desires to enter another normal school, the principal of the normal school at which the examination was held, shall send the proper certificate to the principal of the school which the person desires to attend. Except for the reason here stated, no certificate setting forth the passing of any studies at a state normal school shall be issued.

7. Candidates for graduation shall have the opportunity of being examined in any higher branches, including vocal and instrumental music, and double entry bookkeeping, and all studies completed by them shall be named in their certificate. Persons who have been graduated may be examined at any state examination in any higher branches, and the secretary of the board of examiners shall certify on the back of their diplomas as to the passing of the branches completed at said examination. No certificate or diploma valid for teaching, except the one regularly issued by the state board of examiners to regular graduates, shall be issued by any state normal school or any person connected with any such school.

8. A certificate setting forth the proficiency of all



THE EDINBORO STATE NORMAL SCHOOL

applicants in all the studies in which they desire to be examination by the state board of examiners shall be prepared and signed by the faculty and presented to the board. Studies that have been completed at a high school shall be distinguished by the words "high school" or the initials "H. S." A separate list of each class shall be prepared for the use of each examiner together with a separate list of students conditioned in any branch, with the branches in which they were conditioned, and the grades shall be indicated in every list where substitution is made or extra branches are taken. These lists shall be ready for the state board before the examination begins.

9. No state examination shall be given to any student on part of a year's work unless the study is completed, but (except in the last year's examination) a student may be conditioned by the state board of examiners in not more than two subjects, covering not more than one period of work for a year. Accurate record of these conditions shall be promptly sent to the superintendent of public instruction, and the fact that the students thus conditioned have taken up such subjects and passed them by the faculty shall be certified to in writing to the state board of examiners before such students are admitted to another state examination.

10. Within fifteen days after the examination by the state board at any school, the principal of the school shall send to the department of public instruction a complete list of all who have taken advanced branches, together with a list of these branches, also a list of those to whom diplomas and certificates were granted, and a list of those who passed the state examination in any years, naming the year.

THE EDINBORO STATE NORMAL SCHOOL

11. Graduates of state normal schools in the regular course, and graduates of colleges approved by the college and university in the course required for it, shall receive the degree of Bachelor of Pedagogics. And Bachelors of Pedagogics who have, after receiving such degrees, taught successfully for two years, and passed the faculty and state examinations in the course required for it, shall receive the degree of Master of Pedagogics.

12. Residence for the last two years shall be required of all students, except in the case of graduates of four year courses in colleges approved by the college and university council, who may be graduated after one year's residence.



**THE EDINBORO STATE NORMAL SCHOOL**

**REGULAR COURSE ARRANGED BY TERMS**

**FRESHMAN YEAR**

Algebra, 5	Algebra, 5	Algebra, 5
Latin, 5	Latin, 5	Latin, 5
School Management, 3	School Management, 3	School Management, 3
Grammar, 4	Grammar, 4	Ancient History, 5
Spelling, 4	Arithmetic, 4	Arithmetic, 4
Vocal Music, 5	Reading, 5	Physical Geography, 2
Physical Culture, 2	Physical Culture, 2	Physical Culture, 2
Manual Training, 2	Manual Training, 2	

**SOPHOMORE YEAR**

Plane Geometry, 5	Plane Geometry, 5	Plane Geometry, 5
Caesar, 5	Caesar, 5	Caesar, 5
Composition and Classics, 4	Composition and Classics, 4	Composition and Classics, 4
Biology, 4	Biology, 4	Biology, 4
Methods, 3	Methods, 3	Methods, 3
English History, 4	Drawing, 4	Drawing, 4
Physical Culture, 2	Physical Culture, 2	Physical Culture, 2

**JUNIOR YEAR**

Psychology and Observation, 3	Psychology and Observation, 3	Psychology and Observation, 3
Cicero, German, or French, 5	Cicero, German, or French, 5	Cicero, German, or French, 5
Solid Geometry, 5	Solid Geometry, 5	Trigonometry, 5
Physics, 5	Physics, 5	Physics, 5
United States History and Civics, 5	English Literature, 4	American Literature, 4
Geography, 5	Physiology and Hygiene, 5	Methods in History and Geography, 5
Physical Culture, 2	Physical Culture, 2	Physical Culture, 2

**SENIOR YEAR**

Teaching, 5	Teaching, 5	Teaching, 5
Vergil, German, or French, 5	Vergil, German, or French, 5	Vergil, German, or French, 5
Chemistry, 5	Chemistry, 5	Chemistry, 5
Drawing, 4	Grammar, 4	Agriculture and Nature Study, 3
Manual Training, 5	Agriculture and Nature Study, 3	Public Speaking, 3
Vocal Music, 4	History of Education, 3	History of Education, ..
Arithmetic, 4	Physical Culture, 2	Methods in Music, 2
	Methods in Arithmetic, 3	Methods in Grammar, 3

Number of hours weekly is indicated by figure following subject.

## TEACHERS' COURSE

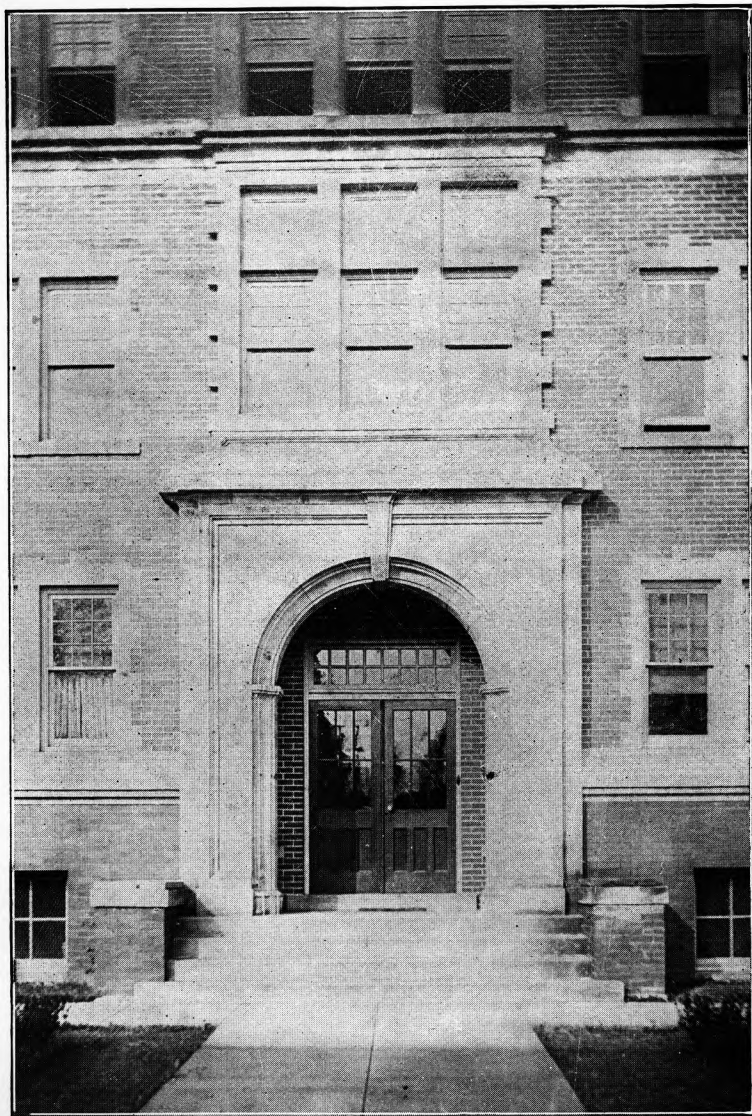
The state law in regard to one-year provisional certificates, and three-year professional certificates, is given below. The Edinboro Normal School offers courses in the branches named. Each year many teachers come for preparation in the subjects indicated in the law as given here.

### PROVISIONAL CERTIFICATE

Section 1302. Any county or district superintendent in this Commonwealth may issue provisional certificates to persons who pass satisfactory examinations in spelling, reading, writing, physiology and hygiene, geography, English grammar, arithmetic, elementary algebra, history of the United States and of Pennsylvania, civil government, including state and local government, school management and methods of teaching, valid for one year in the districts or district under the supervision of the superintendent issuing them. Every provisional certificate shall indicate by suitable marks the degree of proficiency of the holder in each branch. No person, entering upon the work of teaching in the public schools after the approval of this act, shall teach more than five school terms on provisional certificates. No superintendent shall make valid by endorsement a provisional certificate issued by another superintendent.

### PROFESSIONAL CERTIFICATE

Section 1304. Teachers in the public schools who have taught successfully under the supervision of any county or district superintendent in this Commonwealth for not less than two full school terms, and who have in the examinations of such county or district superintendent for a pro-



REEDER DOORWAY

THE EDINBORO STATE NORMAL SCHOOL

professional certificate passed a thorough examination in the branches of study required for a provisional certificate, as well as in any two of the following subjects; namely, vocal music, drawing, English literature, plane geometry, general history, physical geography, elementary botany, elementary zoology, or elementary physics, and shall satisfy said superintendent, by written or oral tests, that they have carefully and intelligently read two of the books on pedagogy approved for such purposes by the superintendent of public instruction, shall receive professional certificates, which certificates shall be valid for three years in the schools under the supervision of the county or district superintendent by whom they were issued.





GRADUATE COURSES.

LEADING TO THE DEGREE OF BACHELOR OF  
PEDAGOGICS

Philosophy of Education, (Horne); Advanced Psychology, (James' Briefer Course).

Discussion of Educational Questions; Educational aims and educational values, (Hanus); School Supervision, including School Law, Our Schools, (Chancellor); Pennsylvania School laws; Devices for Teaching; Educational Theories; Education as Adjustment, (O'Shea).

School Apparatus and Appliances, Description, Use, and Preparation Physical Nature of the Child, (Rowe).

LEADING TO THE DEGREES OF MASTER OF  
PEDAGOGICS

Two years' teaching after graduation in the Regular Course.

Professional Reading with abstracts: History of Education in the United States (Boone); European Schools (Klemm); Systems of Education (Parsons).

Sanitary Science, School Architecture, School Hygiene (Shaw).

Thesis.

A full equivalent will be accepted for any of the text books named above. The courses in reading and classics for all the courses shall be determined by the Board of Principals at their annual meeting, and shall be the same for all Normal Schools.



THE EDINBORO STATE NORMAL SCHOOL

HIGH SCHOOL AND COLLEGE PREPARATORY  
COURSE

The requirements for graduation in this course are the completion of sixteen units of work.

A unit is defined as the equivalent of the work required in a course of forty weeks, five recitations a week.

FRESHMAN YEAR

<i>First Half</i>		<i>Second Half</i>	
Composition	(4)*	Composition	(4)
Algebra	(5)	Algebra	(5)
Foreign Language	(5)	Foreign Language	(5)
Physical Geography	(5)	Ancient History	(5)
Physical Culture	(2)	Physical Culture	(2)

SOPHOMORE

Classics	(4)	Classics	(4)
Plane Geometry	(5)	Plane Geometry	(5)
Foreign Language	(5)	Foreign Language	(5)
Biology	(4)	Biology	(4)
Physical Culture	(2)		

JUNIOR

English Literature	(3)	American Literature	(3)
Foreign Language	(5)	Foreign Language	(5)
Physics or Chemistry	(5)	Physics or Chemistry	(5)
Elective	(5)	Elective	(5)

SENIOR

Classics	(3)	Classics	(3)
Foreign Language	(5)	Foreign Language	(5)
Elective	(10)	Elective	(10)

\* Numerals in parentheses refer to the number of recitations a week.

Students who are preparing for a Liberal Arts Course in college should elect at least two years of foreign language; those who are preparing for Technical or Scientific Courses should elect at least one year of Mathematics.

THE EDINBORO STATE NORMAL SCHOOL

LIST OF ELECTIVES

Advanced Algebra	(2½)*	Biology	(4)
Solid Geometry	(2½)	Astronomy	(2½)
Plane Trigonometry	(2½)	Geology	(2½)
English History	(2½)	Vocal Music	(2)
Manual Training	(2½)	Public Speaking	(2)
Mechanical Drawing	(2½)	Agriculture	(2½)
Domestic Art	(2)	French, German or	
Civics	(2)	Latin	(5)

\* Subjects listed (2½) are usually offered one-half year, five hours a week.

A full year's residence work is necessary for a student to be a candidate for a diploma in this course.



DEPARTMENT OF PEDAGOGY

(Theory and Practice of Teaching)

Mr. Walk, Miss Sturgeon, Mr. La Bounty, Mr. Siddell, Mr. Baker

The prime purposes of this department are:

- I. To give the student a clear insight into the character of the fundamental problems of modern educational principle and practice. Special stress is laid on the value of the various subjects of the school curriculum gauged in terms of their ability to satisfy real needs of life.
- II. To provide the conditions whereby the student may demonstrate by observation and practice his fitness or unfitness for the actual work of teaching.

The accomplishment of these purposes is performed through the following means:

- A. By thorough study of those branches that constitute the ground-work for all professional theory and method worthy of the name, viz.:
  1. General and Special Methods.
  2. Psychology.
  3. The History of Education.
- B. By practice embracing:
  1. Observation of illustrative lessons as taught by critic teacher.
  2. Observation of lessons taught by regular student teachers.

3. Written and oral reports on these observations.
4. Complete control of a class, under immediate supervision of the management, for at least twenty weeks.

#### THEORY AND METHODS OF TEACHING

##### I. General and Special Methods.

The work in general methods supplements instruction in special methods, and relates to the fundamental problems of school organization and management. Courses in special methods have to do with the proper presentation of subject matter chiefly in the primary grades, as reading, penmanship, etc. An important feature of instruction in general methods is the treatment of educational ideas representative of the progressive tendencies of the times. Great emphasis is laid upon the aims of education, and upon its results as stated in terms of individual and social efficiency. At every stage of the study a definite attempt is made to correlate the instruction in general methods directly with the classroom instruction done by senior normal students in the model school.

Courses in school management proper cover such topics as school economy, discipline, the recitation, moral instruction, the school law, etc.

Suggested texts: "Classroom Management," Bagley; "How to Study and Teaching How to Study," McMurry; "Special Methods for the Recitation," McMurry; "A Brief Course in the

Teaching Process," Strayer; "Teaching a District School," Dinsmore; Seeley; White.

## II: Psychology.

Instruction in psychology is designed to fulfill three distinct and indispensable aims:

- A. To give the student, by means of class discussion and experimental work, a clear understanding of the great principles underlying mental activity in general.
- B. To examine these principles with special reference to their bearing upon the study of the child mind.
- C. To apply these mental laws as directly and emphatically as possible to the art of teaching, as interpreted in the light of modern educational theory.

Suggested texts: "Briefer Course," James; Betts; Baldwin; Thorndyke; "Psychology in the Schoolroom," Dexter and Garlick.

## III. The History of Education.

The chief purpose of this study is to establish an understanding of present educational ideals, practices, tendencies, and problems. This is accomplished

- A. By an interpretation of educational traditions, and an explanation of their relationship to modern needs and conditions.
- B. By giving a proper perspective, that enables a student to adjust means to ends, and to maintain a happy balance as between extreme in either theory or practice.

C. By assisting the student to formulate ideals or standards of action that will guide his instruction in the concrete work of the classroom.

Suggested texts: Seeley; Painter; Kemp; "Brief Course in the History of Education," Monroe.

#### PRACTICE OF TEACHING

The practice of teaching in all its phases is performed in direct connection with the model school.

The primary aim of the model school is, of course, to give the pupils in attendance instruction in the regular subjects of the school curriculum equal in worth to that which may be obtained anywhere. Its secondary aim, and one inseparable from the first, is to promote the teaching efficiency of the normal school graduates.

The model school consists of ten grades. The work covers the regular primary, grammar, and high school courses. Instruction in music, drawing, penmanship, physical training and German is supervised directly by the several members of the faculty who teach those subjects in the normal school.

As already indicated, the attempt of the management is to unite the best elements of a model school with the most approved features of a practice school, and by a system of careful administration and supervision the interests of both pupils and student teachers are promoted without detriment to either one or the other of these two classes. Most emphatically this model-practice school is not a mere laboratory for experimentation. Rather is it a place where pupils get thorough instruction under





HAVEN HALL

—Kupper



supervision of specialists, and where teachers test, through application to the problems of school-room routine, the value of theory previously received.

A. Observation.

Observation is based on three syllabi, entitled respectively conditions for work, the class, and the teacher. From these syllabi certain items are assigned for each week's work. Weekly meetings are held, and written reports, summarizing in concise, systematic form, the record of the week's observation, are submitted, read, and analyzed. The subject matter from which assignments are made is printed on only the first page of the syllabus, the remaining three pages being left blank for the report above-mentioned. Each observer is required to retain a permanent file of his reports for reference use in teaching.

Reports of the observers are analyzed also at the regular recitations of the normal school classes in methods. Members of the senior class who are doing practice teaching thus profit by criticism or commendation put in direct, specific form. No pains are spared to relate the results of observation immediately and vitally to classroom instruction.

B. Student Teaching.

Each senior student in the normal school is required to do one hour of teaching or observation daily throughout the entire year.

Students designated for teaching are assigned to their respective grades and subjects with as much care as possible. Regard is had for

academic qualifications and previous experience, and these, together with personality, are made the basis for assignments.

One of the features making most strongly for co-ordination in teaching activities is that of the lesson plan. At the beginning of each week every student teacher is required to submit a program embodying a definite scheme for each day's instruction, and covering the following points: (1) subject-matter to be presented; (2) specific aim of the lesson as correlated with and distinct from the general aim; (3) drill; how much and on what points? (4) method of presentation: use of illustration, devices, etc.; (5) review—how much and on what points?

The approval of this lesson is a prerequisite to the week's work. Each teacher is thus required to systematize his instruction, and the drill he obtains thereby is an invaluable pedagogical discipline. Besides this, the lesson plan gives coherency, unity, and singleness of aim to the entire system of instruction.

All teaching done in the model school is supervised closely by the superintendent and his associates. It is felt that no arbitrary device or method, howsoever much merit it may possess, can ensure good instruction unless supplemented by the strictest supervision possible.



DEPARTMENT OF LATIN

Mr. Barnes and Mr. Sackett, Miss Swenarton, Miss Roberts

From the beginning accuracy in pronunciation and in knowledge of inflectional forms is rigidly required. The work of the entire first year is designed to render the student sufficiently familiar with accidence and elementary constructions to enable him to begin the reading of connected prose narrative with intelligence and possibly with pleasure. The passing requirements of this portion of the course are purposely exacting. No students whose attainments are not such as to allow them to pursue the study of the subject with profit will be admitted to the classes of the second year. The intention of this statement is definitely insisted upon.

The prescribed reading in Caesar, Cicero, and Vergil is stated elsewhere. The work of classes, however, is not limited to this. Selected portions of text from the authors named, and from other Latin writers, are used in addition, and an attempt is made to develop an intelligent appreciation of the significance of literature and to aid the student in forming correct conceptions of literary culture. The efforts of the instructor are constantly directed to developing the ability to read Latin, *i. e.*, to recognize the thought in its Latin dress, and to feel the exact force of construction, idiom and arrangement. Translation is required more as a test of accuracy in this than as an end in itself. Versification and formal grammar receive due attention. Informal daily talks by the instructor upon phases of Roman religion, history, politics, literature, or everyday life that the text suggests contribute something, perhaps, to the stimulation of interest in the subject and to the encouragement of independent investigation.

## THE EDINBORO STATE NORMAL SCHOOL

### DEPARTMENT OF MATHEMATICS

Mr. Siddell and Mr. Sackett, Mr. Stancliffe, Mr. Armour

A study of the cause for just complaint on the part of teachers of advanced mathematics leads one to believe that the trouble is directly traceable to poor work in elementary mathematics. Accordingly the aim here is to develop strength of work in both mental and written arithmetic, in algebra and in geometry. If a strong foundation is laid in these branches, the advanced courses in mathematics in normal school, college, or technical school will not present insurmountable difficulties to the student, nor will county and state examiners of prospective teachers find indications of lamentable weakness in these subjects. To this end, thoroughness in all work is the watchword. An attempt to "humanize" the various subjects is made by choosing suitable illustrative problems for the topics under discussion.

#### ARITHMETIC

In arithmetic work is given in the first and last years of the course. In the first year daily recitations are held throughout two terms. The aim is to develop accuracy, facility, and rapidity of work, both oral and written. Clearness and conciseness of explanation are insisted upon; also absolute truthfulness in the use of equations. Rules as such are not learned but are logically evolved; thus the "why" explains and helps to establish the "how" in the mind of the student.

The work in written arithmetic, in which considerable oral work is also done, is supplemented by a separate course in mental arithmetic, where in addition to skill and facility in work, power of concentrated attention and continued retention are the ends sought. Students frequently

## THE EDINBORO STATE NORMAL SCHOOL

attest the value of this work in increased efficiency in other lines of work.

The work in arithmetic given in the last year of the course aims to equip teachers thoroughly for work in the grades. As a means to this end, a general review of the subject is given, but the work is broader and deeper than that of the first year, and includes work on the pedagogy of the subject, to which a term's work is given.

### ALGEBRA

In algebra the student is led inductively to enlarged and different number concepts, and to understand and interpret the underlying principles and to apply them intelligently. Algebra and arithmetic are closely correlated. This course seeks to make easy and gradual the transition from the inductive type of thought in arithmetic to the deductive form of reasoning in geometry. The solution of problems accurately stated is especially emphasized. Students before entering should have completed a full year's work in algebra as far as quadratics, so that the usual amount required for college entrance can be completed in one year. For the benefit of those who have not had this amount of preparatory work classes for beginners are provided.

### PLANE GEOMETRY

Plane geometry is studied throughout the second year. A love of truth for truth's sake should be one of the results of a proper study of geometry. With this end in view accuracy in definition, logical reasoning, clearness of expression, and authority for statements are insisted upon. Self-reliance and power of initiative are developed by original exercises. Believing that the power to attack and solve original exercises is the true test of one's geo-

metric ability, it has been and will be the plan of the teachers to make extensive use of such exercises, choosing, however, a large number of exercises involving a few principles each, rather than a much smaller number of very difficult problems, inasmuch as greater benefits result to the student from such a course of procedure.

#### SOLID GEOMETRY

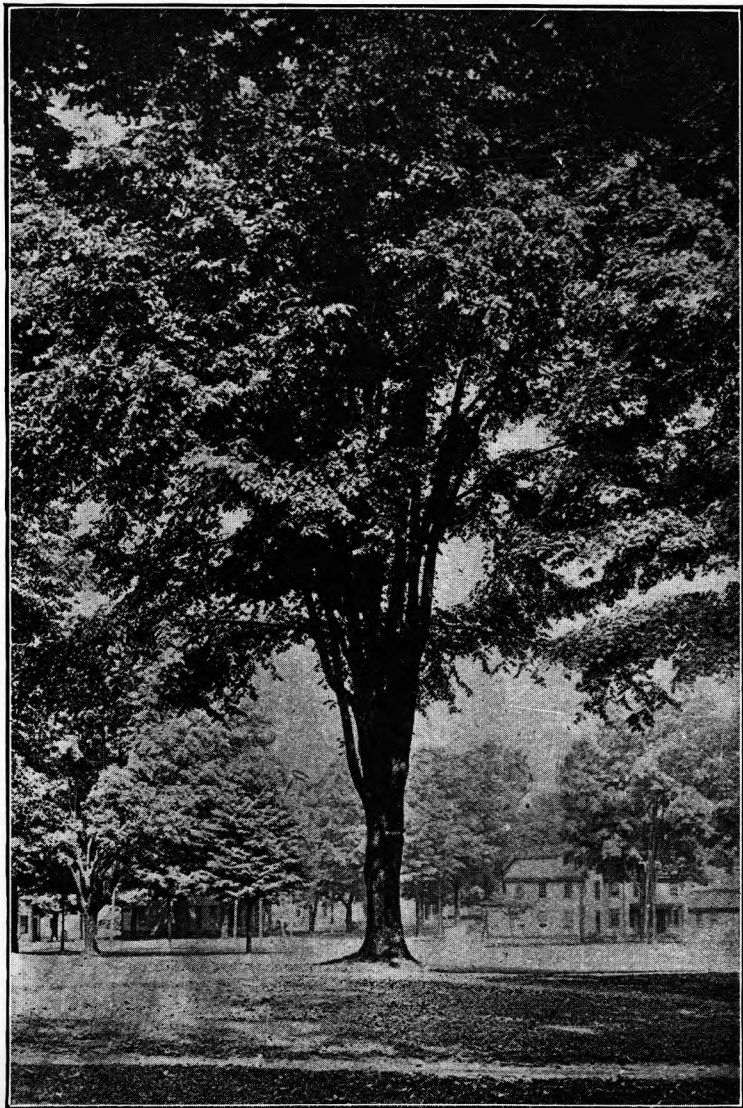
The work in solid geometry covers half the third year and follows the same lines as indicated in plane geometry. In teaching the subject a happy medium is sought between non-use of mathematical solids and excessive use of the same, thus stimulating but not demoralizing the student's power to form geometric concepts. Locus problems are emphasized in both plane and solid geometry.

#### TRIGONOMETRY

One-half year is devoted to the study of trigonometry. The work includes definitions and relations of the six trigonometric functions as ratios, circular measure of angles, proofs of the principal formulas, solution of trigonometric equations, theory and use of logarithms, and the solution of right and oblique triangles with practical applications.







CAMPUS ELM ■ ■

THE EDINBORO STATE NORMAL SCHOOL

DEPARTMENT OF ENGLISH

Mr. LaBounty and Miss Swenarton, Miss Bauman, Miss Sullivan

The aim of the department of English is to develop skill in clean and strong English for everyday use. While courses are given in the classics and in the historical aspects of the subject, the aim of accuracy in speech and writing is ever kept in view. Much time is spent to fix the student's attention on details, and to develop for him, a sense of form. Originality of thought is encouraged. Simplicity and naturalness are insisted upon.

English is taught from the standpoint of usefulness, rather than from that of ornament.

FRESHMAN COURSE

A. Grammar in its elementary phases is studied. The course deals with the inflectional sides of the language. Analysis is taught as an aid to construction only. While it must be largely a reflective study, every endeavor is made to make the work practical, to make it a help in the full expression of thought. Krapp's and Patrick's texts are used.

B. Reading as expression is taught in the winter term. A systematic study of the various types of literary composition is made. The best expression of meaning is the one object of the course.

C. Spelling is studied as an important art. Four periods a week are devoted to a careful consideration of rules and phonetics. It is the purpose of the instructor to develop conscience and pride in a matter that is often slighted.

SOPHOMORE COURSE

A. Composition is taught throughout the sophomore

year. Theory and practice are united. One term is devoted to theme writing alone. Brief papers are prepared as daily exercises. Practice in verse writing is found to maintain interest, to increase knowledge of simple verse forms, and to develop skill in the arrangement of sentence elements. For a portion of the year, diary writing is followed with interest; this assures constant exercise, which is most important.

The text of Lockwood and Emerson is used for a part of the work. Each student is required to own, and is expected to use Wooley's "Handbook of Composition."

B. The classics designated as college entrance requirements are studied as a part of this course.

#### JUNIOR COURSE

A. A study of the history of English literature is made in the winter term. A knowledge of the great periods is insisted upon. A general acquaintance with books and their authors is required. Regular classroom work is supplemented by reading in the library. Halleck's "History of English Literature" is used.

B. A similar course in American literature occupies four hours weekly in the spring term. The text is Watkin's "American Literature."

#### SENIOR COURSE

A. A rapid review of grammar, with special emphasis on sentence structure, is required of all seniors. The course is given in the winter term. Each student compiles a catalogue of faulty expressions which arouses considerable interest, and cures many faults by simply calling the attention of those who are in error to their lapses in diction and sentence structure. Various texts are consulted.

THE EDINBORO STATE NORMAL SCHOOL

B. In the spring term a course is given in methods in grammar. The history of the subject is considered. A general acquaintance with various texts is expected. Theories of classroom presentation of the subject are discussed. Individual members of the class are required to present plans for typical recitations.

C. Public speaking is given in the senior year under the direction of the instructor in oratory. The various forms of public address are analyzed. Original work is required. Each student makes one public appearance in the course of the year.



ORATORY DEPARTMENT

Miss Bauman

The department of oratory offers a great inducement to students desiring a partial or complete course in expressive reading and public speaking. In this course an effort is made to establish high ideals of expression and interpretation.

This course aims not only to train the pupil in the mechanics of reading, articulation, pronunciation, fluency, readiness, but to stimulate imagination, quicken responsiveness, and increase the power of getting thought from the printed page.

The work requires two years for completion.

FIRST YEAR

1. Exercise for proper standing, sitting, walking, etc.

Responsive drill. Pantomime.

2. Voice Culture.

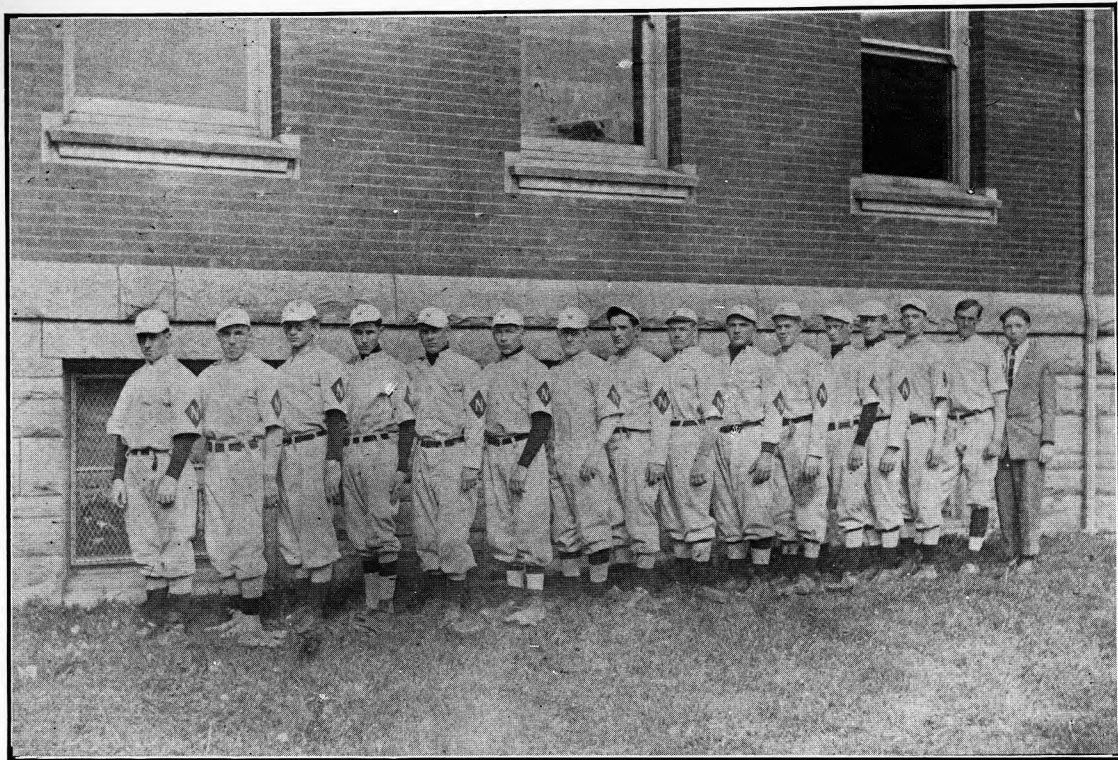
Physiological study of the instrument of voice; correct breathing; exercises to develop freedom, range, purity, and radiation.

3. Expression. Volumes I and II "Evolution of Expression," Emerson.

4. Shakespeare. Literary and interpretive study of "As You Like It."

5. Gesture. Study of gesture and its relation to expression.

French and Italian system used.



BASEBALL TEAM



THE EDINBORO STATE NORMAL SCHOOL

SECOND YEAR

1. Physical Culture. Emerson system of physical culture; pantomime; responsive drill.
2. Voice Culture. Work for animation, smoothness and simplicity; exercises for musical quality of speaking voice.
3. Shakespeare. Interpretive study of "Hamlet."
4. Expression. Volumes III and IV "Evolution of Expression," Emerson.  
Recitals.
5. Impersonation.
6. Gesture. Continuation of first year's work.
7. Dramatic Art. Stage management; play rehearsals; make-up.
8. Oratory. Public speaking; addresses, debate; etc.

Students graduating from this department must have had a course of at least twenty-four private lessons and make two or more public appearances as public readers.

"THE ART OF STORY TELLING"

This is a course designed to meet the needs of the teacher in the grades and high school. It quickens the imagination, develops the insight into literature, incites growth in the spirit of literature instead of slavish dependence on the letters of the selection.

It causes the story-teller to see clearly and think deeply and present the great points of the story. The stories studied will be the world studies that have influ-

enced the race. They will be taken up in sequence and their relation to the spiritual development of the race will be shown.

Text: "Story-Telling," by Lyman.

### ETHICS

Peabody's "Moral Philosophy" forms the outline for class-room work in ethics. The history of the subject is briefly considered. A general survey of the various systems of ethics is made. By far the larger part of the work is given to the discussion of everyday problems of human conduct. These discussions and debates are largely in the hands of the class; the instructor merely directs the course of the recitation.

### LOGIC

A course in the fundamentals of logic is offered for one term as a substitute for Vergil. Practice in the various figures of syllogism, detection of fallacies, exercises in deductive and inductive reasoning, is the general content of the course. The text of Jevon and Hill is used.

### PARAGRAPH WRITING

A course in paragraph writing is offered as a substitute for logic. It consists of daily themes on assigned subjects throughout one term. The classroom work is given over to a reading and discussion of papers prepared. The aim is to develop an easy, ready style in English composition.

## THE EDINBORO STATE NORMAL SCHOOL

### DEPARTMENT OF SCIENCE

Mr. Snyder and Mr. Baker, Miss Ham, Mr. Stancliffe

#### PHYSICS

In the new four year course, physics is required during the entire third year. The work is covered by laboratory practice and recitation supplemented by current articles on new inventions. The new physical laboratory is fully equipped for thirty individual experiments of the National Physics Course, and by the group system many more can be performed. Each student is required to perform and present a well written report on twenty-five experiments, and is encouraged to perform more for which due credit is given. A small laboratory fee of fifty cents the term is charged to cover breakage and add to the equipment. The lecture table apparatus is well suited to cover nearly every phase of the subject. The whole course is very practical, as it deals with the phenomena of everyday life, and aims to associate the physics of the home with that of the universe. In every way possible the student is led to see the great economic value that a more intimate knowledge of nature's laws will afford mankind.

#### ZOOLOGY

In the four year course, zoology is required for at least fifty full periods during the second year. Graduates of first grade high schools are admitted to the third year; hence are not required to study the subject. The work is covered by an outline study of the relation between plant and animal life. Herrick's text is followed in the study of types, and special attention is given to the habits, food, chief characteristics, and reproduction of the branch that

each type introduces. The economic importance of each branch is given great prominence, and ways and means for exterminating the harmful, and increasing the beneficial animals are discussed. Laboratory work is taken up as far as time permits. The chief aim in this course is to create an interest in nature, train the powers of observation, study the effect of environment and habit upon animals, and thereby learn how to keep man supreme in the animal kingdom.

#### CHEMISTRY

Chemistry is required in the fourth year of the new course, forty weeks, five class hours a week. Three class hours are devoted to classroom work and two to laboratory exercises. The class work consists of discussion of prepared lessons, demonstration by the instructor, and solution of simple chemical problems. Each student is required to perform in the laboratory at least thirty-five experiments chosen from the list accepted by the college entrance board.

#### BOTANY

The subject of botany is required for at least two terms of the second year of the four-year course. The work includes laboratory and garden practice in connection with the text. Andrews' text is used to outline the work, and a careful study of the methods of reproduction, growth, and ecology of plants is made. The economic importance of food plants is discussed, and the best methods for their cultivation is considered. Circulars and bulletins by government experts are consulted for the most up-to-date information. As the collection and analysis of a large number of plants tends to exterminate the species, not more than fifteen specimens

that illustrate family characteristics are required. An effort is made to arouse an interest in agriculture and horticulture, and to that end the school garden and its aims are considered. Actual practice in planting, feeding, and cultivating is carried on as far as time permits.

#### AGRICULTURE

Agriculture is required for two full terms, twenty-nine weeks, four periods a week. Three periods are used for recitation and discussion and one for laboratory practice. Twenty experiments covering the propagation of plants, soils and soil solutions; preparation of insecticides and fungicides, together with the actual use of the Babcock milk tester, are required. Each student is required to plant and cultivate a plot of ground and harvest the crops. A report on the cost of seeds, labor and value of crops is required for each plot. The main object of the course is not to make farmers but to stop unmaking them; to bring the schools in touch with farm life.



DEPARTMENT OF MUSIC

Mr. Gleason, Miss Thomas

The courses of study offered in this department are piano, voice, public school music (supervisor's course), and theory of music.

The length of a full course depends upon the ability and previous training of pupils. A high standard of excellence is maintained and thorough examinations are given.

PIANOFORTE

The course in pianoforte consists of the study of the instrument, history of music, musical form and harmony. The work in piano consists of major and minor scales in rhythm, thirds, sixths and tenths, arpeggios and studies selected from the works of the following composers: Kohler, Opus 249; Matthews' graded course; National graded course; Czerny's School of Velocity, Opus 299; Duvernoy, Opus 120; Loeschhorn, Opus 66 and 67; Heller's Studies in Melody and Phrasing, Opus 45, 46 and 47; Bach's Inventions, Cramer, Mendelssohn, Chopin, Rawlan, Clementi, Haydn, Mozart, Beethoven and others.

Some time is given to sight reading, ensemble playing, transposition, memorizing and accompanying.

VOICE

Before taking up vocal culture, students should be more or less proficient in reading music. The method of development involves the study of breath control, tone-formation, and sight reading.

Vocalizes and studies of Viardot, Concone, Sieber,





A CORNER IN THE MANUAL TRAINING DEPARTMENT

## THE EDINBORO STATE NORMAL SCHOOL

Marchesi, Lutgen, and others are used. These studies are supplemented by songs, classic and modern.

### JUNIOR PIANO PUPILS

For pupils under twelve years of age short periods at a reduced rate.

### PUBLIC SCHOOL MUSIC

This is the supervisor's course, and includes the study of music fundamentals and sight singing, a course of study for elementary schools, and methods of presentation, observation and practice teaching, harmony, history of music, appreciation, chorus conducting, and voice, particularly the child's voice.

Students entering upon this course must have adaptation to this kind of work.

There is a demand for well trained supervisors of public school music. The course is planned to meet this demand.

### FRESHMAN AND SENIOR COURSE

One daily lesson for a period of ten weeks is given to the freshman class. This class is instructed in music fundamentals, sight singing, and chorus work.

Three periods a week during the fall term are given by the senior class to a review of the fundamentals of music, to instruction in intervals, and elementary harmony, a grading of problems, methods of presentation, and practice teaching. Brief talks are given them on the history and form of music, and biographies.

Educational boards everywhere now prefer teachers who are able to teach music intelligently and well.

Special attention is given to those who lack or think they lack the ability to teach music in their schools.

HARMONY

One year, two lessons a week, is given to the study of harmony. The text-book in use is Emery's Elements of Harmony.

RECITALS

Public and private recitals are held from time to time, from which pupils gain much benefit.

CHORAL CLUB AND ORCHESTRA

A choral club and an orchestra are maintained, and are open to those who can and desire to participate. These are not maintained as much for public performances as for advancing a knowledge and appreciation of the standard oratorios and cantatas.

VIOLIN AND OTHER INSTRUMENTS

A teacher of these instruments is employed as many days a week as the demand requires.



## HISTORY

Mr. Sackett and Miss Ham, Miss Sullivan

Though the study of history in secondary schools must include the memorizing of historical facts, it should also include the examination of the relation of those facts to one another as cause to effect. The most profitable study of history selects such facts as best explain the great movements in human progress. It tends to exclude what is merely dramatic and interesting for what is significant and illuminating. The skill to make a selection of what is most important is gradually developed in the student by the emphasis which the instructor lays upon the important events and movements. No one method is employed to the exclusion of other methods. No one phase of human progress is emphasized to the exclusion of other phases; for example, constitutional history is not taught to the exclusion of industrial history; the effort is rather, so far as the limited allowance of time permits, to present history as a harmonious whole.

Recourse is had to fac-similes and translations of original documents to secure more of the historical atmosphere. Secondary sources of history are also drawn upon to broaden the conception of the student. The school is gradually adding to its equipment the best helps in history.

The courses are:

Ancient and Mediaeval.

I. As much as is offered under this heading in Myers's General History.

Modern.

2. As much as is offered in Myers's General History under this heading.

United States.

3. As much as is offered in Morris, Channing, or Elson, McLaughlin.

4. English History.

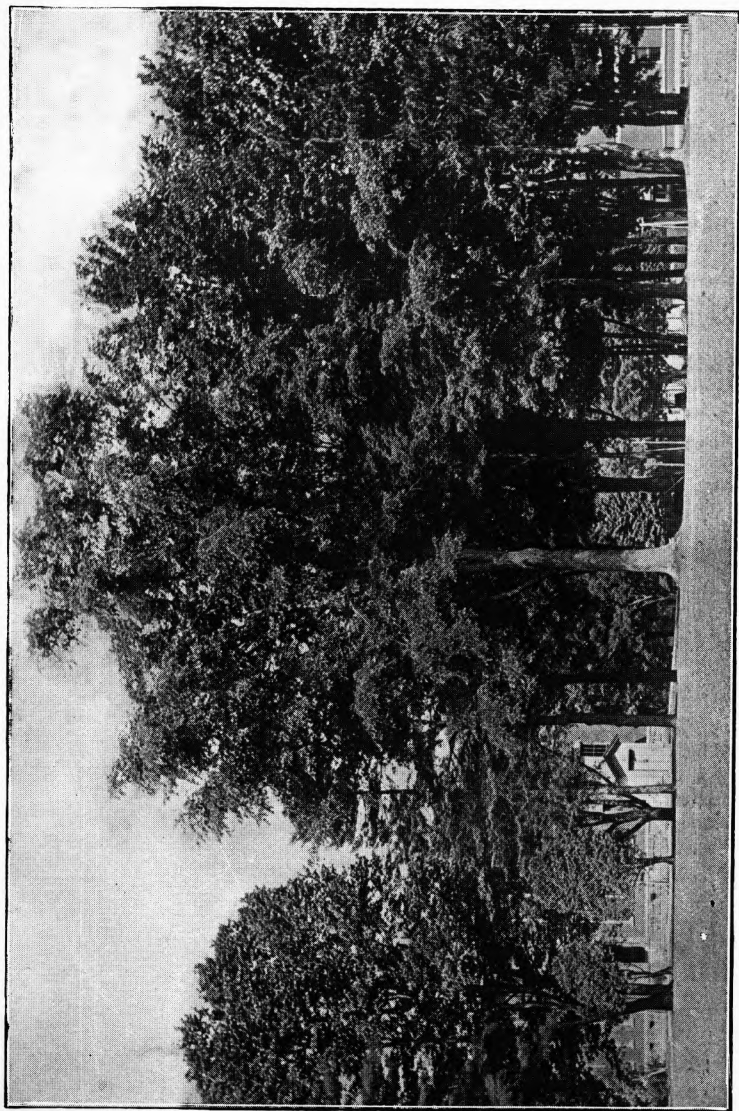


## CIVICS

Miss Sullivan

The aim of the course in civics is to give the students a practical working knowledge of American political institutions. A text is used as the basis of the work, and this is supplemented by lectures, independent study on the part of the student, and open classroom discussions. An effort is made to lead the students to think for themselves about political questions.





LAWN AND TREES



FRENCH

Mr. Barnes

The first year is devoted to the acquirement of a correct pronunciation, a working vocabulary, and such an acquaintance with elementary grammatical principles as will render the student able to read simple narrative prose. Chardenal's Complete Course is used, supplemented by Fraser and Squair's grammar, and by the reading of a few easy stories. In the second year the study of more technical constructions and idioms is required together with the memorizing of verse. Constant practice in composition is afforded, and there is opportunity for conversation. The precise material used is at the discretion of the instructor. The reading of the first year is selected from Halevy's "L'Abbe Constantin," Malot's "Sans Famille," Erckmann Chatrian's "Madame Therese," Sand's "La Mare au Diable," and stories of this type. That of the second year from the following: Daudet's "La Belle Nivernaise," Merimee's "Colomba," Hugo's "Les Miserables" (selections), Zola's "La Debacle," etc.



## GERMAN

Miss Roberts

The courses in German are primarily general culture courses, leading the student to a deeper interest in a life and a language differing from his own. Aside from the prescribed course, the instructor gives numerous short talks upon the legends, life, and customs of the German people, which generally lead to independent investigation in the library.

Six terms of German are offered in the regular normal course, although more advanced work will be given if there are a sufficient number of requests for it.

First year. Elements of grammar, Lehrbuch der Deutschen Sprache, Spahnhoofd.

1. Conversational exercises.
2. Composition.
3. Memory work, simple poems, as Die Lorelei, Was ich Liebe, Der Gute Kamarad.
4. Reading, Im Vaterland, seventy-five pages.

Second year.

1. Grammar.
2. Composition based on texts read.
3. Conversational exercises on texts.
4. Translation. Complete Im Vaterland, Immensee, Wilhelm Tell, Die Jungfrau von Orleans.

## GEOGRAPHY

Miss Ham

A thorough review in geography is given in the junior years. The course covers one term, five class hours a week.

In the last few years geography has assumed new importance in the school curriculum. It has come to be recognized as the unity of all the sciences. The earth is studied as the mother of the human race and the shaper of all its activities. The question ever before the teacher is how does this lesson or this particular fact bear upon the life of man. The work consists of the study of earth facts in the lights of their influence on human history.

### PHYSICAL GEOGRAPHY

Physical geography has long been recognized as the best introductory subject to the study of the natural sciences. The work in this course is very much like what has often been taught in the grades under the title of phenomenology. The course is primarily a thought course. The aim is not so much to impart information as to lead students to inquire into and think about the physical facts and phenomena with which they come into daily contact.

The course is confined largely to the study of earth forms and conditions. But it must be borne in mind that only those forms and agencies which influence animal or plant life have any place in this study.

The work consists of classroom discussion, preparation of papers on assigned subjects, and field work. The region around Edinboro is rich in glacial markings, and furnishes much interesting matter for field work.

DEPARTMENT OF ART

Miss Powell

The time is near at hand when a knowledge of drawing will be required of every public school teacher. It is a valuable aid in nearly every department of school work.

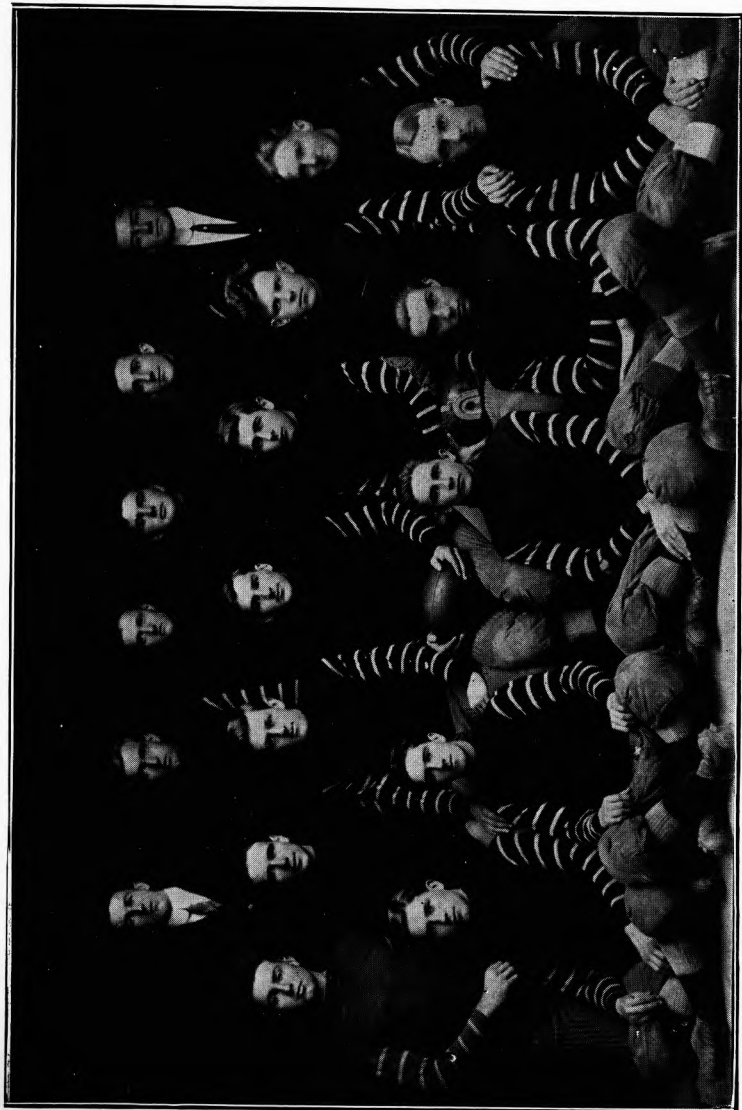
The supervisors' course in drawing is one especially adapted to school work. It requires two years for its completion. Students who have studied drawing before entering the normal school will be allowed credit for the work they have done.

The regular work for the first year is freehand, and perspective drawing, exercises in ink and brush work, water color painting, theory of design, constructive drawing, theory of color, blackboard drawing, history of art, methods, of drawing, psychology of the content, grammar and technique of drawing.

In the second year, constructive drawing, clay modeling, water color painting, geometrical drawing, raffia work, basketry, sewing, theory of design, time sketches in pencil and charcoal, psychology of form, its place in education, graded illustrative work, details of supervision, and training in model school, are parts of the work.

ADVANCED WORK IN ART

Advanced students can take private lessons in oil, water color and china painting, pastel and crayon work.



FOOTBALL TEAM

-Kupper

## DOMESTIC SCIENCE AND MANUAL TRAINING

Miss Powell, Mr. Frost

The persistent demand for vocational education has been met in the new course by domestic science, manual training and agriculture. Domestic science or manual training is required one term each in the freshman and senior years.

The educational value of these manual arts is two-fold: first, it brings pupils into contact with the nature and sources of the materials of industrial life; and, second, it introduces motive into school work. Both of these values are distinctly social. The evolution of society has removed the industrial processes from the home to the factory. This has not only taken from children a very large source of information, but has also wholly freed them of social responsibility; as they no longer see or help in providing and preparing the food, clothing and shelter for the family. The manual arts, if properly taught, should supply these deficiencies.

In manual training each student is taught the use of tools, the nature of various woods, and is required to make some article of distinctly commercial value.

The work in domestic science is confined for the present to sewing and basketry, but it is hoped that a cookery laboratory may be available in the near future.



COMMERCIAL DEPARTMENT

*THE FACULTY*

---

FRANK E. BAKER, Principal

ROSELLA HIGHLAND, Director  
Shorthand, Typewriting and Office Practice

RICHARD F. HAYES  
Bookkeeping and Commercial Law

WILLIAM G. SIDDELL  
Arithmetic and Rapid Calculation

F. L. LA BOUNTY  
Grammar and Composition

ZOLA C. BAUMAN  
Spelling

DAVID STANCLIFFE  
Penmanship

### GENERAL PURPOSE

A Commercial Department in a state normal school has two distinct advantages. It has at its command a dormitory system; it places a course that is too often barren in cultural studies in full contact with a school atmosphere that is largely colored by interest in a curriculum of general culture. In addition the student feels himself identified with a large and self-controlled student body; he is an important factor in an institution of long standing and considerable reputation.

In reestablishing the commercial department at Edinboro, the authorities have delayed until they are in a position to offer courses of the same grade of scholarship as is required in the regular normal course. The courses in grammar, arithmetic and like subjects are taught by the heads of the various departments in the normal school. The technical subjects such as bookkeeping, stenography, and typewriting, are under the direction of instructors of long experience and wide reputation in the best of business colleges.

The department is reestablished in response to a constant request from young men and women who desire, in particular, a good school for business training, that can furnish dormitory facilities.

Three courses have been arranged. One course, extending through two full school years, leads to a diploma. Two courses, one in shorthand and one in bookkeeping, are of one year's duration. A certificate is issued by the school upon the completion of the work of either year.

## BOOKKEEPING DEPARTMENT

In this department bookkeeping, commercial law, commercial arithmetic, banking and general office practice are taught. Beginning with the simple principles that lie at the basis of business and bookkeeping, and developing the subject by inductive reasoning and philosophical thought-processes, the student is led to a thorough and comprehensive knowledge of the science of bookkeeping.

Impracticable methods are entirely eliminated, and nothing whatever is admitted for purposes of instruction, that is not found in general use among practical accountants.



## THE NEW COMMERCIAL COURSES

The three courses in the reorganized commercial department are as follows:

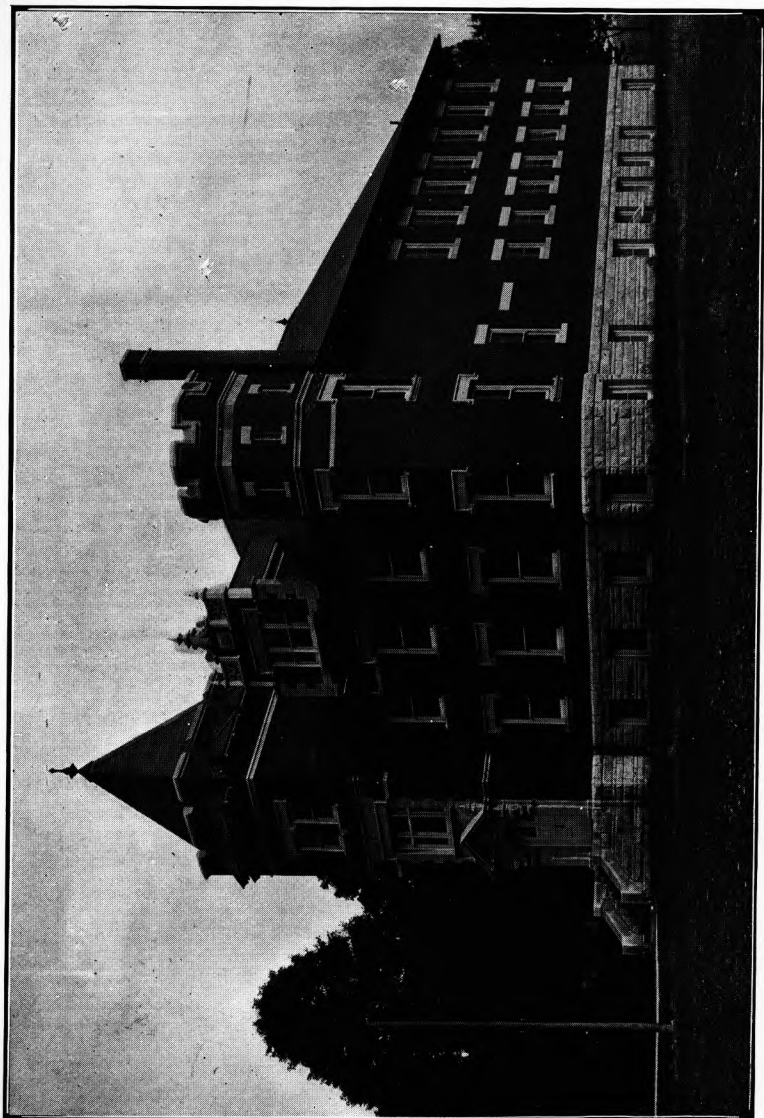
### GENERAL COMMERCIAL COURSE

#### FIRST YEAR

Bookkeeping, three terms, five hours.  
Typewriting, three terms, five hours.  
Commercial Arithmetic, three terms, five hours.  
Business Law, one term, five hours.  
Spelling, three terms, four hours.  
Penmanship, three terms, four hours.

#### SECOND YEAR

Shorthand, three terms, five hours.  
Rapid Calculation, two terms, five hours.  
Typewriting, three terms, ten hours.  
Office Practice, two terms, five hours.  
Commercial Geography, one term, five hours.  
Composition, two terms, four hours.  
Grammar, two terms, four hours.  
Civics, one term, five hours.



*Gymnasium*

*-Kupper*

THE EDINBORO STATE NORMAL SCHOOL

SHORTHAND COURSE

Shorthand, three terms, five hours.  
Typewriting, three terms, ten hours.  
Office Practice, two terms, five hours.  
Rapid Calculation, two terms, five hours.  
Spelling, three terms, four hours.  
Writing, two terms, five hours.  
Grammar, two terms, four hours.  
Composition, two terms, four hours.

BOOKKEEPING COURSE

Bookkeeping, three terms, five hours.  
Rapid Calculation, two terms, five hours.  
Commercial Arithmetic, three terms, five hours.  
Spelling, three terms, four hours.  
Writing, two terms, five hours.  
Commercial Law, one term, five hours.  
Grammar, two terms, four hours.  
Composition, two terms, four hours.  
Civics, one term, five hours.  
Commercial Geography, one term, five hours.



DEPARTMENT OF PHYSICAL TRAINING

Mr. Hayes

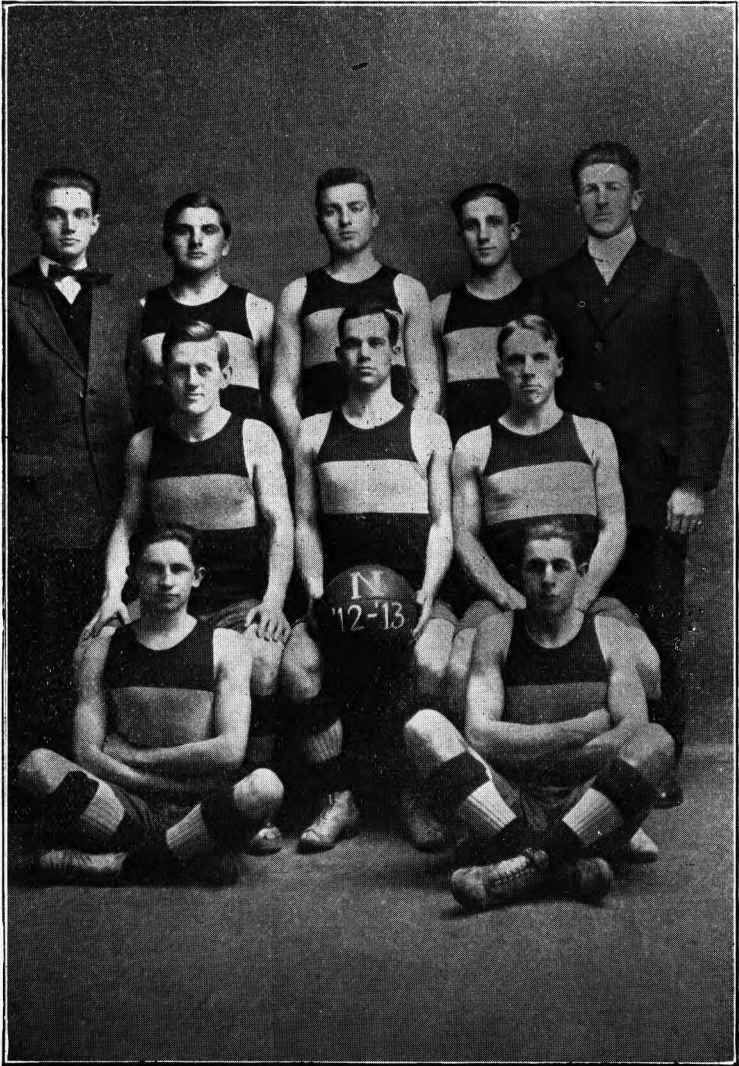
The physical training department affords an opportunity for all students to engage in recreative and developing exercise, in order that they may enjoy healthful living, build up their physique, and keep themselves in a vigorous working condition.

As the reciprocal relations of body and mind are better understood, the value of properly selected physical exercise as a means of quickening sense perceptions, strengthening the will and developing the powers of attention are being more appreciated. Many backward boys and girls have first been stimulated to mental activity through physical efforts. The forced attention, quick decision, and rapid responses called for in the gymnasium work and games are a great aid to the development of the mental faculties.

The physical training consists of practical work in public school gymnastics, calisthenics, military drill, dumb-bells, Indian clubs, wands, and heavy apparatus work on the rings, horizontal bar, parallel bars, stall bars, horse, buck, and climbing poles; also mat work and games. The work is graded throughout the course, being arranged in progressive order with a special aim of making it physically and mentally educative, interesting and enjoyable.

Each student is required to have a gymnasium suit; the young ladies, a black flannel suit of bloomers and blouse, and gymnasium shoes; the young men, a black jersey, and gray trousers, and gymnasium shoes.





BASKET BALL TEAM

—Kupper

## THE EDINBORO STATE NORMAL SCHOOL

### PHYSIOLOGY AND HYGIENE

This course consists of text-book study, recitations, lectures and demonstrations.

A careful study is made of the anatomical structure of the human body; of the physiology of the neuromuscular system; of the physiology of metabolism, including all topics connected with nutrition and excretion; and of the blood, circulation and respiration.

Special attention is given to the agents—air, diet, exercise, sleep, and bathing—which affect the human organism and tend to adapt it to its environment.

The well trained teacher should be familiar with these agents, and know how to influence them towards the maintenance of health and the prolongation of life.



### THE LIBRARY

Miss Wilson

The library, situated on the second floor of Normal Hall, is a large, well lighted and well ventilated room. All the shelves are open to students, allowing free access to the eight thousand volumes, which are catalogued according to the Dewey classification. The library contains also, about four thousand government publications, not catalogued. It is especially strong in periodical literature, several hundred volumes being bound and treated as reference books. These are valuable to students as the copies of "Poole's Index" and "Readers' Guide to Periodical Literature," make magazine articles on any subject easily accessible.

The library is well supplied with daily and weekly

**THE EDINBORO STATE NORMAL SCHOOL**

newspapers, many of which are sent by the courtesy of the publishers for the benefit of the students from their locality.

The library is open on school days from 9 a. m. to 12:00 m., and from 1:15 p. m. to 5:15 p. m.; on Mondays from 1:30 p. m. to 3:00 p. m.

The periodical list aside from the newspapers is as follows:

Atlantic	Outing
American	Outlook
Bookman	Popular Educator
Business Journal	Popular Mechanics
Chautauquan	Popular Science Monthly
Century	Primary Plans
Current Literature	Public Libraries
Education	Readers' Guide to Periodical Literature
Educational Review	Review of Reviews
Forum	Saturday Evening Post
Harper's Monthly	School Arts Book
Harper's Weekly	School Journal
Independent	School Review
International Studio	Scientific American
Ladies' Home Journal	Scientific American Supplement
Life	
Literary Digest	
McClure's	Scribner's
Missionary Review	Survey
Nation	Teachers' Magazine
Normal Instructor	World's Work
North American Review	Youths' Companion

**THE EDINBORO STATE NORMAL SCHOOL**

**EXPENSES**

**REGULAR NORMAL DEPARTMENT**

	Fall Term Sixteen Weeks	Winter Term Twelve Weeks	Spring Term Thirteen Weeks	Full Year Forty- one Weeks	Less than a Term a Week
<b>Boarding Students</b>					
Tuition, board, enrollment fee, furnished room .....	\$80 00	\$66 50	\$75 50	\$222 00	\$5 75
After deducting state aid (see below).....	57 50	48 50	54 50	160 50	4 25
<b>Day Students</b>					
Enrollment fee and tuition .....	26 00	20 00	21 50	67 50	1 50
After deducting state aid .....	2 00	2 00	2 00	6 00	

The above schedule applies also to students in the commercial course, and to those in the college preparatory course. State aid is not available for these students.

The state pays the tuition of all students who are seventeen years of age and who declare their intention to teach at least two full terms in the common schools of the state.

No deductions will be made for the last two weeks of the term. Table board will be deducted for absence for two consecutive weeks, or longer, on account of personal sickness.

The expense for each term is payable at the opening of the term. Payment for part of term will be accepted in special cases in order to accommodate patrons.

THE EDINBORO STATE NORMAL SCHOOL

The principal acts for trustees and receipts all bills. Bills may be paid by cash, check, or postoffice money order.

Board at above rates includes fully furnished room, heat, and light. Students furnish their own napkins and towels. There are no extra charges except for material used in the special departments.

Students who desire to room alone in double suites will be charged fifty cents a week additional.

The payment of the enrollment fee entitles the student to free admission to the Normal Lecture Course.

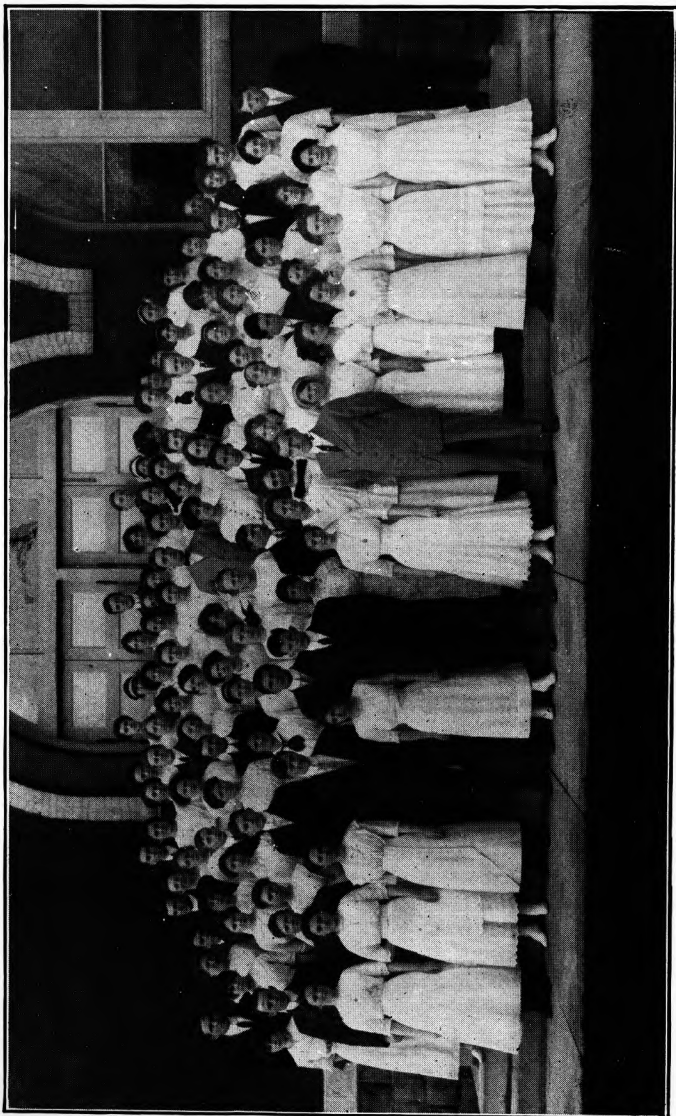
Students who do not return to their duties on time after vacations, or other times, are required to make up the subject matter missed and pay a fee for any extra time or attention this requires.

There is no extra charge for vocal music, elocution or bookkeeping taken in the regular course classes.

A fee of one dollar a term is charged for chemistry, and fifty cents for physics.

A charge of two dollars will be made for diploma for special courses.





SENIOR CLASS

-Kupper



**THE EDINBORO STATE NORMAL SCHOOL**

**SPECIAL DEPARTMENTS**

<b>Music</b>	Fall Term Sixteen Weeks	Winter Term Twelve Weeks	Spring Term Thirteen Weeks	Full Year Forty- one Weeks	Less than a Term a Week
Full course .....	\$26 00	\$24 00	\$25 00	\$75 00	\$2 50
Class Lessons, two in a class:					
Two lessons weekly, instrumental or vocal	16 00	14 00	15 00	45 00	1 25
One lesson weekly, instrumental or vocal	10 50	8 50	9 50	28 50	80
Private Lessons:					
Two lessons weekly, instrumental or vocal	19 00	17 00	18 00	54 00	1 50
One lesson weekly, instrumental or vocal	13 00	11 00	12 00	36 00	1 00
Lessons in harmony, two weekly .....	4 00	3 50	4 00	11 50	30
Rent of piano, one period a day.....	2 00	2 00	2 00	6 00	15
Rent of piano, two periods a day.....	3 00	3 00	3 00	9 00	
Rent of piano, three periods a day.....	4 00	4 00	4 00	12 00	
Public school music...	11 00	9 00	10 00		

<b>Art and Elocution</b>	Fall Term Sixteen Weeks	Winter Term Twelve Weeks	Spring Term Thirteen Weeks	Full Year Forty- one Weeks	Less than a Term a Week
Two lessons weekly..	\$14 00	\$13 00	\$14 00	\$41 00	\$1 25
One lesson weekly....	7 50	7 00	7 50	22 00	80

Students in these departments will receive instruction in theory by groups at the discretion of the teacher.

THE EDINBORO STATE NORMAL SCHOOL

There will be a reduction of ten per cent. from each course for students taking the supervisors' course in both art and music.

A discount of twenty per cent. on the above rates will be given to students taking regular normal work.

State aid is available for students taking a course in public school music.



## THE EDINBORO STATE NORMAL SCHOOL

### GENERAL INFORMATION

#### WHAT EDINBORO MEANS

Without considering the aim of the state, the Edinboro Normal School means several things for the boys and girls of the twelfth district.

It means a plant has been established for them at a cost of over \$300,000 of the people's money.

It means that this plant is maintained in the matters of heat, light, and care, at the expense of the commonwealth.

It means that the entire force of instructors is paid by the state.

It means that the cost to the student is only for board and personal expenses.

It means that an education which would cost four hundred dollars a year elsewhere is furnished at a cost of one hundred and sixty dollars.

It means, in practical result, that the state lends money for the education of its young; that the loan is to be paid, not in cash, but in two years' teaching service, and that that service, besides discharging the debt, brings the one who renders it a reasonable wage.

#### ADVANTAGES

Edinboro offers the advantages of a school atmosphere charged with the spirit of good work, of honest thinking, and of plain dealing. This spirit is manifested in every department of school life, in the care of grounds and buildings, as well as in classes in psychology and mathematics. As a state school, everything is done to better the training of those who are to undertake the state's most important work.

## THE EDINBORO STATE NORMAL SCHOOL

### TO EDINBORO

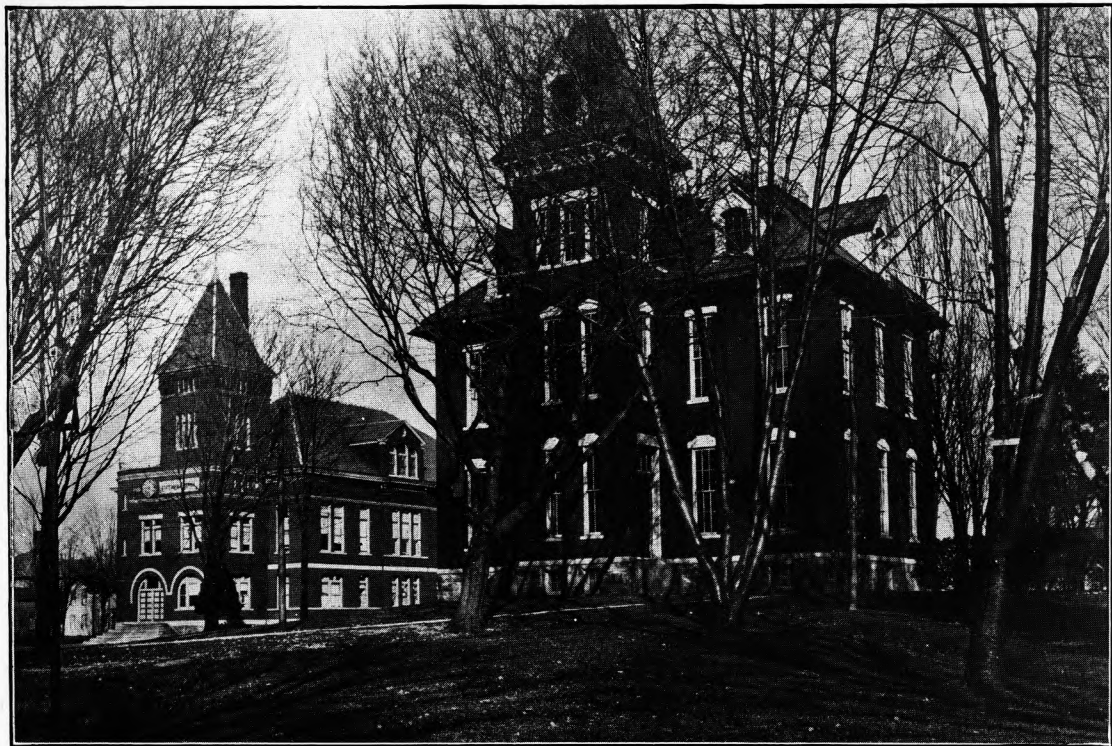
Edinboro is reached by trolley from Erie, Cambridge Springs and Meadville. Cars leave Erie fifteen minutes after the hour, Cambridge Springs ten minutes after the hour, and Meadville on the hour, stopping in front of the school campus. In Erie, baggage checks should be delivered to the Erie Transfer Company, which will transfer baggage to the depot of the Erie Traction Company without additional charge. All baggage should be checked to the Normal School.

### AT EDINBORO

On reaching Edinboro, students should go immediately to the principal's office in Normal Hall to register. One-half of the term's expenses is payable at opening of the term; the balance becomes due at the middle of the term. Books may be purchased or rented at the book room. A deposit of the price of the books is required when the books are taken. This deposit, minus rental, is returned to the student on return of the books.

### ROOMS

Rooms in Reeder and Haven Halls should be reserved, as there are not enough to accommodate all who apply. Reservation should be made as early as possible. Students may room and board with private families in the town with the consent of the principal. There is on file at the office a list of all householders who have accommodations for students. These householders, in receiving students into their homes, become responsible to the officers of the school for the conduct of their tenants. Any disregard for the rules is at once reported. Some landlords have



RECITATION HALL AND GYMNASIUM

## THE EDINBORO STATE NORMAL SCHOOL

specially fitted rooms for those students who, because their homes are near enough to permit a week-end visit, wish to board themselves. While the practice is not as common as it was a few years ago, for some students it is both economical and pleasant.

Those girls who wish to do their own laundry work may do so in the laundry provided by the school.

### CHURCH AND RELIGION

As a state school, religious denominationalism is barred. There are in Edinboro four prosperous congregations which the students are urged to join in public worship. The Presbyterians, the Adventists, the Baptists and the Methodists are represented. The Catholic boys and girls usually attend services at Cambridge Springs. Among the students there are various religious organizations that are prosperous and effective in the students' lives.

While the normal school senses the supreme place of religion, it clearly recognizes that the mission of the school is to the intellectual side of life. It believes that in training honest and consistent workers it is best serving the interest of the state and the individual. The province of the church is not infringed upon.

### LITERARY SOCIETIES

The Potter and the Philo societies are the centers of one phase of student interest. Both societies are doing effective work, and enjoy a friendly rivalry.

### LECTURE COURSE

In the normal lecture course an attempt is made to



## THE EDINBORO STATE NORMAL SCHOOL

bring to the students a series of public entertainments that are unusual in interest and worth.

### RULES

The state law lays down a heavy course of study. The chief rule of the institution is the study hour. This means that while recitations are in session from 7:45 a. m. to 3:30 p. m., and from 7:00 p. m. to 10:00 p. m., all students are to devote themselves to the work of the school. In the fulfillment of this law rests the whole matter of discipline. A student who comes to do the work and applies himself to the best of his ability has little time to spend on any other matters.

### A CO-EDUCATIONAL SCHOOL

As a school for boys and girls little is to be said, except that in every way possible is the best spirit of co-education fostered. The matter of boys and girls on the same campus is not looked upon as a necessary evil, but as a wholesome situation for just the type of educational work that a normal school must do.

### PERMITS

As the school at any hour is expected to be able to locate any student who is enrolled, it becomes necessary to require that each student ask for a permit from the office before leaving town.

When a student is absent from class for any cause, he must procure a written permit from the principal before he can resume his school work in any class.

### VISITORS

All visitors should so time their visits as to interfere as little as possible with the schedule of the students.

## THE EDINBORO STATE NORMAL SCHOOL

While any student may be reached by telephone, all persons are requested to use this means of communication only when urgent business demands.

### REFUNDS

The school acts with reason and justice in the matter of refunds in case a student is compelled to leave school on account of sickness or other necessity.

### HIGH SCHOOL CREDITS

The matter of high school credits may be settled by consulting the conditions of admission under courses of study in this catalogue.

### DIPLOMAS

Candidates for graduation are examined by the state board of examiners in the branches of the junior and senior years. A diploma, in which are named the branches of the course, is given those found qualified. A diploma permits the holder to teach in the public schools of Pennsylvania without further examination, for two years.

Any graduate of this school who has continued his studies for two years, and has taught two full annual terms in the common schools of the state, is entitled to a second diploma. These second diplomas are permanent certificates of the highest grade. The holder is permitted to teach in the public schools of Pennsylvania without further examination.

To secure a second diploma the applicant must present to the faculty and to the state board of examiners a certificate testifying to his good moral character and skill in the art of teaching, signed by the board or boards of

directors by whom he was employed, and countersigned by the superintendent of the county in which he has taught. Blank applications may be obtained at the office of the principal.



### TEXT-BOOKS

The following text-books are used at the Edinboro Normal School:

#### ARITHMETIC

Practical Arithmetic by Dubbs, Complete Arithmetic by Hamilton, Advanced Arithmetic by Wentworth, Mental Arithmetic by Weidenhamer, Commercial Arithmetic by Moore.

#### AGRICULTURE

Elements of Agriculture by Warren.

#### ALGEBRA

School Algebra by Wentworth, Standard Algebra by Milne.

#### ASTRONOMY

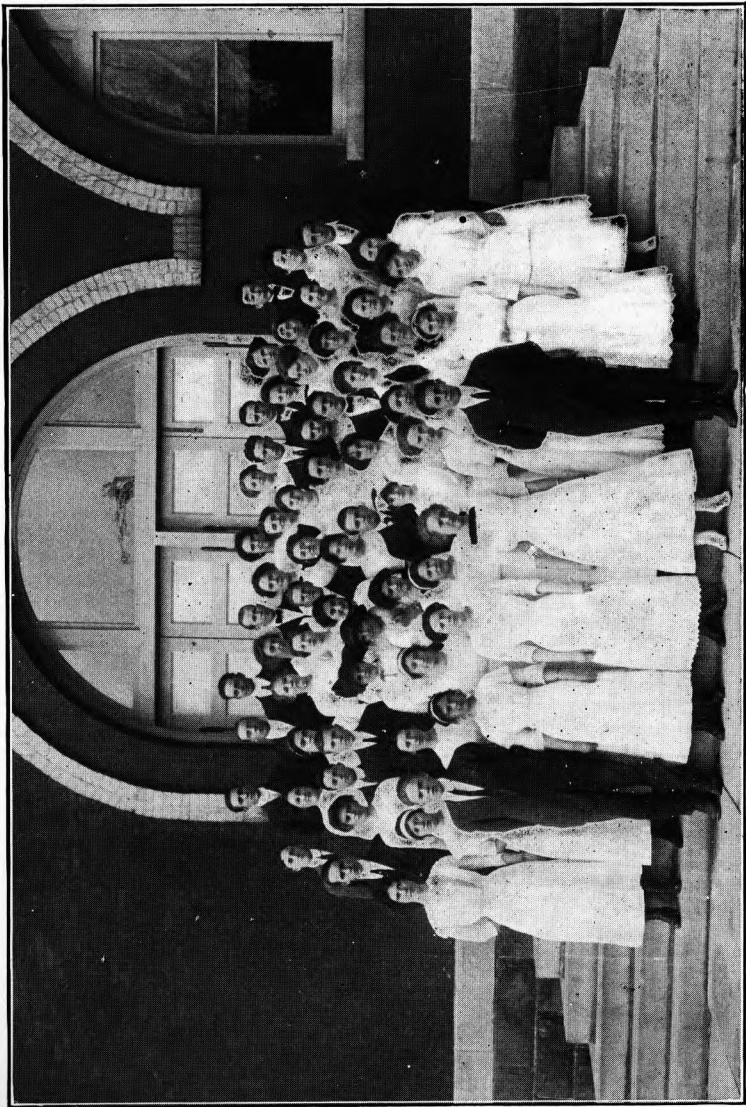
Elements of Astronomy by Young.

#### BOOKKEEPING

Business Bookkeeping and Practice by Sadler and Rowe.

#### LOGIC

Elements of Logic by Jevons-Hill.



JUNIOR CLASS

—Kupper

THE EDINBORO STATE NORMAL SCHOOL

MUSIC

Elements of Harmony by Emery, New Educational Music Course.

PEDAGOGY

Psychology in the Schoolroom by Dexter and Garlick, Classroom Management by Bagley, Training of Children by Dinsmore, A New School Management by Seeley, History of Education by Monroe, Education by Thorndike, Method of Education by Roark, The Teacher and the School by Colgrove.

PHYSICS

Elements of Physics by Hoadly.

PHYSIOLOGY

The Human Mechanism by Hough and Sedgwick.

READING

Evolution of Expression, Vol. I and Vol. II, by Emerson, Principles of Public Speaking by Lee.

TRIGONOMETRY

Plane Trigonometry and Tables by Granville.

GEOGRAPHY

New Complete Geography by Maury, New Physical Geography by Tarr.

GEOLOGY

A Text-book of General Geology by Brigham.

THE EDINBORO STATE NORMAL SCHOOL

GERMAN

Elementary German Grammar by Wesselhoeft, Lehrbuch der Deutschen Sprache by Spanhoofd, Im Vaterland by Bacon, Immense by Minckwitz, Wilhelm Tell by Roedder.

GEOMETRY

Plane Geometry by Wentworth, Wentworth and Smith, and Durell, Solid Geometry by Wentworth.

HISTORY

General History by Myers, History of the American Nation by McLaughlin, Short History of England by Cheney.

LATIN

Essentials of Latin by Pearson, Caesar by Allen and Greenough, Cicero by Allen and Greenough, Vergil by Greenough and Kittredge, Latin Grammar by Bennett.

BIOLOGY

Essentials of Biology by Hunter.

CHEMISTRY

An Elementary Study of Chemistry by McPherson and Henderson, Laboratory Exercises in Chemistry by Brownlee and others.

CIVIL GOVERNMENT

Pennsylvania and the Nation by Higby.

DRAWING

Art Education by Prang.



**ETHICS**

Moral Philosophy by Peabody.

**ENGLISH**

Elementary English Grammar by Krapp, The English Sentence by Kimball, Lessons in English by Patrick, Handbook of Composition by Woolley, Composition and Rhetoric by Lockwood and Emerson, History of English Literature by Halleck, Primer of American Literature by Watkins; Various editions of English classics.

**FRENCH**

Elementary French, Chardenal; French Grammar, Fraser and Squair; Various reading texts.



THE EDINBORO STATE NORMAL SCHOOL

CLASS ROLLS

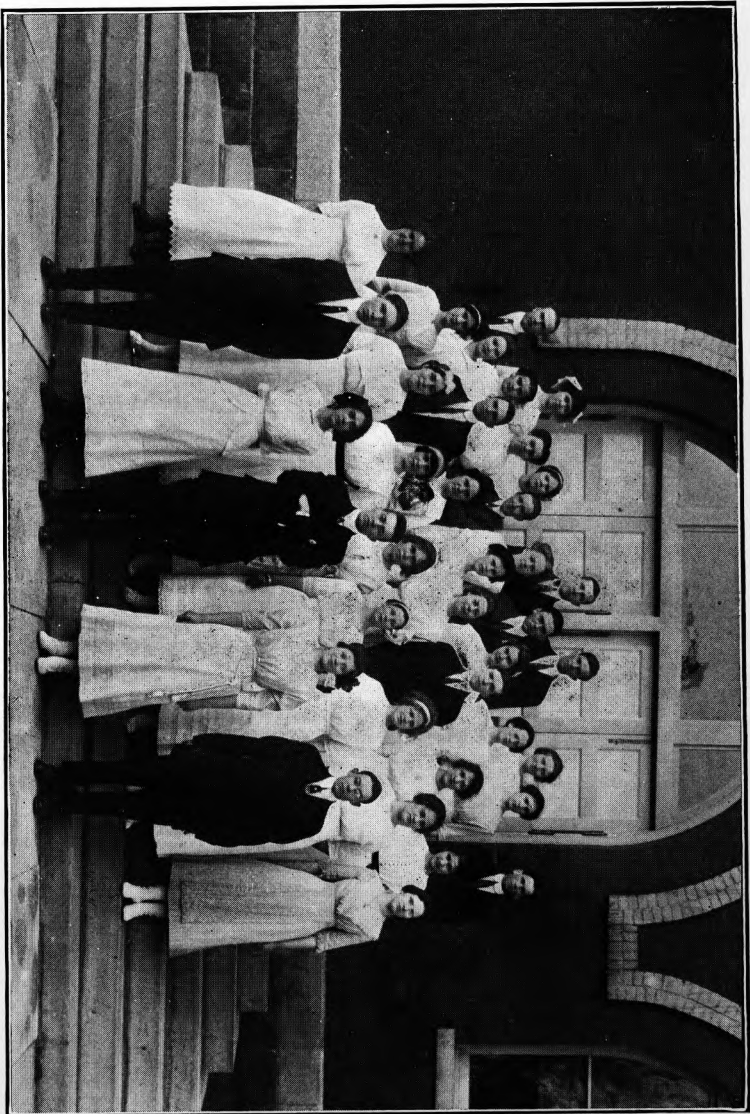
REGULAR NORMAL COURSE

(OLD COURSE)

CLASS 1913

GIRLS

Agnew, Mary,	Edinboro
Amidon, Angeline,	Edinboro
Amidon, Doris,	North East
Andrews, Lena,	Spartansburg
Bathurst, Helen,	Clarendon
Brown, Bessie,	Cambridge Springs
Brown, Ruth,	Erie
Cooper, Olive,	Sugar Grove
Crandall, Leah,	Edinboro
Crawford, Catherine,	Pleasantville
Crouch, Ethel,	Stickney
Dickey, Ethel,	Hartstown
Dunn, Grace,	Cochranton
Fisher, Marjorie,	Grand Valley
Griminger, Gretchen,	Cambridge Springs
Griswold, Mearl,	Edinboro
Haight, Margaret,	Meadville
Harrison, Margaret,	Edinboro
Hatch, Mamie,	Cambridge Springs
Homan, Isabelle,	Cooperstown
Houtz, Elmo,	Cochranton
Hutchison, Florence,	Cambridge Springs
Joslyn, Mildred,	Albion
Judd, Marian,	Emporium
Kidder, Ruth,	North East
Kilbane, Zoa,	Edinboro



SOPHOMORE CLASS

- Krupper

THE EDINBORO STATE NORMAL SCHOOL

Kilgore, Almeda,	Stoneboro
Kline, Eva,	Edinboro
McCartney, Agnes,	Randolph
McGill, Lulu,	Cambridge Springs
McIntosh, Gladys,	Franklin
McKinley, Frances,	Meadville
McClaughrey, Hazel,	Edinboro
Maffitt, Marian,	Meadville
Mahan, Ruth,	Akeley
Markel, Verna,	Brookville
Marsh, Hazel,	Waterford
Mayhue, Cherity,	Waterford
Mays, Ella,	Garland
Millspaw, Alice,	Edinboro
Mitchell, Freda,	Cooperstown
Mitchell, Sylvia,	Oil City
Moore, Viola,	Erie
Morgan, Ellen,	Guys Mills
Morrison, Eleanor,	Seneca
Morton, Mabel,	Sandy Lake
Parker, Lepha,	Warren
Perry, Lenna,	Cambridge Springs
Peters, Carrie,	Cambridge Springs
Quirk, Anna,	Erie
Reed, Estella,	Springcreek
Rickard, Alta,	Saegertown
Robinson, Margaret,	Spartansburg
Sammons, Edna,	Union City
Sayre, Katheryn,	Townville
Scott, Madeleine,	Grand Valley
Seavey, Edna,	Clarendon
Smith, Belva,	Cambridge Springs
Smith, Frances.	Saegertown

THE EDINBORO STATE NORMAL SCHOOL

Steadman, Vere,	Edinboro
Stevenson, Hazel,	Oil City
Swift, Nina,	Cranesville
Terrill, Olive,	Edinboro
Thiem, Helena,	Corry
Waite, Olive,	Atlantic
Walker, Alice,	Centerville
Wells, Laura,	Springboro
White, Clara,	Westford
White, Florence,	Russell
Whiting, Helen,	Conneautville
Wilkinson, Ethel,	North East
Woods, Alice,	Cambridge Springs
Wood, Ivis,	Franklin

BOYS

Armagost, Leo,	Venango
Bentley, Hubert,	Springboro
Cass, Neff,	Harborcreek
Davis, Clyde,	McKean
DeArment, Roy,	Conneautville
DeRemer, Ward,	Townville
Dickey, Adlia,	Hartstown
Johnson, Arthur,	Clarendon
Joslyn, Carl,	Albion
Krasinski, John,	Erie
Leach, Marley,	Waterford
McKelvey, William,	Erie
Marsh, Charles,	Ten Mile Bottom
Mitchell, John,	Oil City
Obert, Karl,	Union City
Porter, Floyd,	Edinboro
Richey, Donald,	Diamond
Scott, Charles,	Albion

THE EDINBORO STATE NORMAL SCHOOL

Scott, John,	Edinboro
Smith, Knight,	Edinboro
Steadman, Glenn,	Conneaut Lake
Tucker, Joseph,	Edinboro
Vincent, Quincy,	Edinboro
White, Carl,	Edinboro
White, Charles,	Franklin
Whitman, Walt,	Utica



REGULAR NORMAL COURSE

(NEW COURSE)

CLASS 1913

Bowersock, Freda,	Franklin
Boyle, Madonna,	Albion
Case, Ethel,	Girard
Hannah, Frances,	Girard
Hasbrouck, Ora,	Girard
Proudfit, Ruth,	Albion
Pulling, Louise,	Edinboro
Sigworth, Bess,	Tionesta
Sammons, Mabelle,	Union City
Smith, Ruth,	Girard



COLLEGE PREPARATORY

CLASS 1913

Acker, Lewis F.,	Meadville
Bellows, Paul,	Meadville
Graham, Stuart,	Meadville
Wildman, Harold,	Meadville



THE EDINBORO STATE NORMAL SCHOOL

COMMERCIAL DEPARTMENT  
CLASS 1913

GIRLS

Batchelor, Grace,	Edinboro
Baker, Mabel,	Clymer, N. Y.
Monroe, Mabel,	Townville
Watson, Lura,	Cambridge Springs

BOYS

Baptista, Edward,	Cordoba, Mexico
Taylor, Harry,	Waterford



SUPERVISORS' COURSE IN ART  
CLASS 1913

Van Etten, Emilie,	Briar Cliff Manor, N. Y.
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MUSIC  
CLASS 1913

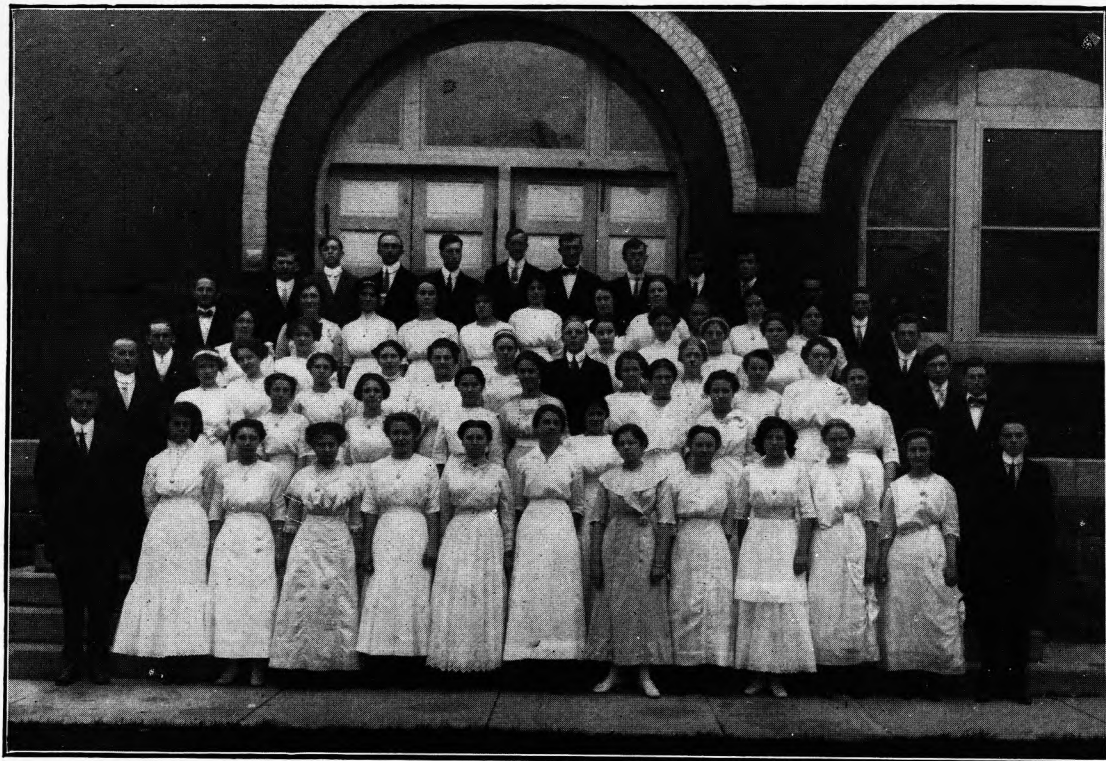
Squier, Mary,	Townville
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REGULAR NORMAL COURSE  
CLASS 1914

GIRLS

Asmus, Eleanor,	Erie
Averill, Esther,	Pittsfield
Batchelor, Macie,	Edinboro
Biemer, Regina,	Meadville
Brown, Bertha,	Jamestown
Burns, Teresa,	Saegertown
Butterfield, Marguerite,	Edinboro
Comstock, Joy,	Cambridge Springs
Davis, Lillian,	Waterford
Davis, Susie,	Cambridge Springs
Diehl, Rachel,	N. Springfield



TEACHERS' COURSE STUDENTS

—Kupper

THE EDINBORO STATE NORMAL SCHOOL

Enterline, Mabel,	Jamestown
Fleischman, Irene,	Oil City
Fowler, Elizabeth,	Meadville
Frame, Cynthia,	Pittsburgh
Gebhardt, Erma,	Erie
Glenn, Lulu,	Sandy Lake
Hamilton, Leona,	Meadville
Hazen, Edna,	Albion
Hall, Myrtle,	Edinboro
Hall, Lena,	Union City
Irwin, Martha,	Cambridge Springs
Kane, Mary,	Tryonville
Keiter, Florence,	Carlton
King, Ruth,	Chandlers Valley
Klakamp, Nellie,	Edinboro
Lamb, Lucy,	Conneautville
Larson, Ellen,	Conneautville
McGahan, Opal,	Edinboro
McIntyre, Maude,	Cyclone
Magnuson, Evalyn,	Sugar Grove
Mix, Allene,	Sugar Grove
Morrison, Cora,	Guys Mills
Mosier, Lillian,	Edinboro
Peck, Nellie,	Fairview
Query, Lucinda,	Guys Mills
Randall, Edith,	Erie
Riblet, Jane,	Erie
Silfies, Estella,	Cranesville
Smith, Grace,	Waterford
Smith, Marie,	Edinboro
Squier, Mary,	Youngsville
Stapleton, Florence,	Cambridge Springs
Terrill, Luciel,	Springboro

**THE EDINBORO STATE NORMAL SCHOOL**

Webster, Marie,  
Weed, Nellie,  
West, Edith,  
Williams, Lois,  
Wolfe, Mattie,  
Zacks, Anna,

Saegertown  
Titusville  
Linesville  
Sharon  
Fairview  
Erie

**BOYS**

Babcock, Gerald,  
Blakeslee, Carlyn,  
Boylan, C. H.,  
Carman, Nevin,  
Drake, Archie,  
Fuller, Glade,  
Goodrich, Bruce,  
Green, Howard,  
Gray, Floyd,  
Hays, Vincent,  
Henry, Don,  
Hood, Harold,  
McKee, Ralph,  
Mathews, Neil,  
Miller, Harold,  
Nageotte, Joseph,  
Nelson, Arnold,  
Patterson, Bruce,  
Pattison, Thomas,  
Smith, Clarence,  
Terrill, Claude,  
Titsler, John,  
Webster, Howard,  
Whiting, Hiram,

Russell  
Spartansburg  
Clarks Mills  
Saegertown  
Cambridge Springs  
Springboro  
Edinboro  
Springcreek  
Spartansburg  
Oil City  
Saegertown  
Cleveland, O.  
Atlantic  
Meadville  
Meadville  
Meadville  
Youngsville  
Saegertown  
Cochranon  
Conneautville  
Cambridge Springs  
Meadville  
Erie  
Conneautville

THE EDINBORO STATE NORMAL SCHOOL

Ryan, Ethel,	Cambridge Springs
Sadler, Wilda,	Ten Mile Bottom
Sigworth, Ina,	Edinboro
Silfies, Estella,	Cranesville
Small, Mabel,	Edinboro
Strobel, Lusina,	Edinboro
Sullivan, Ethel,	Hydetown
Torry, Nellie,	Edinboro
Unger, Mildred,	Edinboro
Wade, Marjorie,	Edinboro
Wallace, Grace,	Utica
Wilcox, Mary,	Cambridge Springs

BOYS

Daley, Fay,	Grand Valley
Freeman, Roy,	Cambridge Springs
Harbaugh, John,	Victoria
Harrison, Leo,	Edinboro
Hummer, Harry,	Titusville
Kilbane, Kenneth,	Edinboro
Mondereau, Emmett,	Cochranton
Nye, Clair,	Edinboro
Roberts, Roscoe,	Hadley
Rusterholtz, Jerome,	McKean
Shriver, Dean,	Titusville
Smith, Hugh,	Edinboro
Steward, Charles,	Albion
Turner, Byron,	Wattsburg
Yarnell, George,	Cochranton



COMMERCIAL COURSE STUDENTS

—Kupper



THE EDINBORO STATE NORMAL SCHOOL

REGULAR NORMAL COURSE  
CLASS 1916

GIRLS

Aikens, Gladys,	Cambridge Springs
Bowser, Ethelyn,	Erie
Brown, Bina,	Grand Valley
Dain, Elgie,	Meadville
Greenman, Luella,	Ripley, N. Y.
Jackson, Helene,	Oil City
King, Golda,	Edinboro
Kingston, Agnes,	Edinboro
Lockard, Esther,	Emlenton
McNamara, Nora,	Lavery
Matteson, Mabel,	Cambridge Springs
Mitchell, Ava,	Spartansburg
Morrison, Myrtle,	Senca
Roudebush, Lelah,	Saegertown
Ryan, Marjorie,	Fairview
Schruers, Velma,	Seneca
Seaman, Fannie	Townville
Swaney, Mary,	Edinboro
Waterman, Ruth,	Mill Village
Whiteman, Irene,	McKean
Wood, Sara,	Holbrook

BOYS

Brown, Leon,	Cambridge Springs
Carpenter, Joseph,	Townville
Cummings, Wayne,	Edinboro
Fuller, Benjamin,	Edinboro
Graham, Major,	Mercer
Gustafson, Emil,	Sugar Grove
Hall, Frank,	Randolph
Hasbrouck, William,	Titusville
Hostettler, Clair,	Edinboro

THE EDINBORO STATE NORMAL SCHOOL

Johnson, William,  
 Lasher, George,  
 Lavery, William,  
 Osborn, Lloyd,  
 Porter, Donald,  
 Proper, Hays,  
 Rappold, James,  
 Shively, Perry,  
 Smith, Ralph,  
 Steehler, Oscar,  
 Thompson, Robert,  
 Trejchel, Joseph,  
 Waterhouse, Charles,  
 Welker, Clair,  
 Wright, Floyd,

Mill Village  
 Edinboro  
 Springboro  
 Waterford  
 McLane  
 Titusville  
 Erie  
 Cranesville  
 North East  
 Wesleyville  
 North East  
 Erie  
 Cambridge Springs  
 Mill Village  
 Spartansburg

TEACHERS' COURSE

GIRLS

Allen, Hazel,  
 Aubel, Zella,  
 Barton, Ona,  
 Bertram, Rae,  
 Bishop, Garnet,  
 Blakeslee, Bernice,  
 Blauser, Grace,  
 Bloomfield, Hope,  
 Bradford, Ferne,  
 Calvin, Ferne,  
 Carson, Mildred,  
 Coffman, Bertha,  
 Comer, Beulah,  
 Copeland, Ferne,  
 Culver, Edna,  
 Cutshall, Luella,

Cochranton  
 Westford  
 Conneautville  
 Cambridge Springs  
 Waterford  
 Union City  
 Ten Mile Bottom  
 Spartansburg  
 Spartansburg  
 Atlantic  
 Union City  
 Rockland  
 Waterford  
 Edinboro  
 Corry  
 Cochranton

THE EDINBORO STATE NORMAL SCHOOL

Dyne, Velma,	Cambridge Springs
Filley, Anna,	Harborcreek
Flick, Cora,	Spartansburg
Force, Lena,	Spartansburg
Galey, Bertha,	Kennerdell
Gidner, Ruth,	Cranesville
Gillette, Gertrude,	Cambridge Springs
Gray, Corlia,	Cambridge Springs
Gray, Eula,	Cambridge Springs
Harrah, Rebecca,	Titusville
Hoffman, Goldie,	Cochranton
Hughes, Maude,	Jamestown
Joles, Florence,	Girard
Jones, Cecile,	Meadville
Kelley, Edith,	Centerville
La Fever, Irene,	Conneautville
Long, Maude,	Wattsburg
McCracken, Maude,	Cochranton
McDaniel, Rubie,	Cochranton
McElhatten, Beulah,	Cranberry
McFeeters, Nellie,	Springboro
Matteson, Nell,	Corry
Monnin, Lillian,	Guys Mills
Morgan, Verda,	Centerville
Mosier, Helen,	Saegertown
Peterson, Elsie,	Bear Lake
Pettis, Eva,	Lavery
Pieper, Matilda,	Edinboro
Platt, Ruth,	Seneca
Roberts, Belva,	Elgin
Rose, Vernie,	Waterford
Roswell, Edith,	Centerville
Selter, Martha,	Wattsburg
Shaffer, Elta,	Cochranton

THE EDINBORO STATE NORMAL SCHOOL

Siverling, Mary,	Cambridge Springs
Skeel, Myra,	Meadville
Spacht, Therese,	North East
Stowell, Aletha,	Corry
Strickland, Ethel,	Warren
Taylor, Edith,	Spartansburg
Teudhope, Lucy,	E. Springfield
Thornton, Ethel,	North East
Tingley, Mary,	Cooperstown
Turner, Josalyn,	Wattsburg
Tubbs, Alta,	Centerville
Van Dyke, Clara,	Edinboro
Wagner, Loretta,	Erie
Wagner, Louise,	North East
Webster, Ethlyn,	Erie
Whitney, Nina,	Harborcreek
Wiley, Edith,	Cranesville
Williams, Edna,	Meadville
Winans, Kathryn,	Townville
Young, Clara,	Conneautville

BOYS

Barney, Daniel,	Erie
Beck, Hugh,	Palmyra, Ohio
Bidwell, Clyde,	Townville
Brown, Otto,	Cambridge Springs
Burns, Karl,	Cochranston
Coughlin, Fred,	Shadeland
Coulter, Leon,	Hadley
Dodge, John,	Townville
Eldridge, Monnie,	Conneautville
Gorman, Harold,	Union City
Griffith, Walter,	Woodcock
Hartley, Harry,	North East



SPANISH STUDENTS

THE EDINBORO STATE NORMAL SCHOOL

Henderson, Sherman,	Polk
Hoffman, Harry,	Mechanicsville
Huntley, Fred,	Wattsburg
Lewis, Grove,	Cambridge Springs
Mischler, Glenn,	Girard
Pratt, Roy,	Cambridge Springs
Ross, Nelson,	Conneautville
Sayre, Floyd,	Townville
Scouten, Arthur,	Spartansburg
Shumake, Clinton,	N. Springfield
Smith, Harold,	Mill Village
Snyder, Reed,	Meadville
Soety, Paul,	McKean
Tower, Carl,	Wattsburg
Walton, Earl,	Guys Mills
Waterman, Mark,	Mill Village



SPECIALS

GIRLS

Henry, Sara,	Meadville
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BOYS

Alarcon, Leonardo,	Rubio, Venezuela
Allegre, Eneas,	Brazil
Bethencourt, Oscar,	Mexico
Contreras, Jose,	Rubio, Venezuela
Gil, Carlos,	Rubio, Venezuela
Proudfit, Frank,	Edinboro
Quintero, Benjamin,	Venezuela
Ramirez, Rafael,	Brazil
Tirado, Emilio,	Mexico
Webb, Paul,	Erie



**THE EDINBORO STATE NORMAL SCHOOL**

**POST GRADUATES**

**GIRLS**

Gillespie, Florence,	Edinboro
Goodrich, Florence,	Edinboro
Hinkson, Sadie,	Union City

**BOYS**

Marsh, Ward,	Erie
Mills paw, Cecil,	Edinboro
Simpkins, L. R.,	Edinboro
Taylor, Harry,	Waterford



**COMMERCIAL COURSE**

**GIRLS**

Baker, Mabel,	Clymer, N. Y.
Batchelor, Grace,	Edinboro
Harned, Linnie,	Edinboro
Hotchkiss, Margaret,	McLane
Monroe, Mabel,	Townville
Osterman, Florence,	McKeesport
Thompson, Mildred,	Cambridge Springs
White, Dorothea,	Westford

**BOYS**

Blanchard, Lester,	Mt. Jewett
Deamer, Leonard,	Edinboro
DeWitt, Edward,	Linesville
Drake, Grandin,	Centerville
Hilliard, Silvan,	Ten Mile Bottom
Hoover, Byron,	Springboro
Huff, Paul,	Oil City
Jewell, Fred,	Atlantic
McDannell, John,	Cambridge Springs
Madden, Francis,	Edinboro
Madden, Urban,	Edinboro
Mitchell, Fenton,	Mill Village

THE EDINBORO STATE NORMAL SCHOOL

Moore, Ward,	Edinboro
Pigott, James,	Edinboro
Rose, Arthur,	Waterford
Sabin, Robert,	Cambridge Springs
Skelton, Ralph,	Cambridge Springs
Waid, Vincent,	Centerville



COURSE IN MUSIC

GIRLS

Amidon, Blanche,	Edinboro
Baker, Florence,	Edinboro
Brooks, Margaret,	Girard
Burchfield, Helen,	Edinboro
Hollenbeck, Opal,	Crossingville
Howland, Kathryn,	Edinboro
Millspaw, Mearl,	Edinboro
Robertson, Muriel,	Edinboro
Rick, Mildred,	Girard
Ritchey, Rena,	Emlenton
Sargent, Mildred,	Union City
Swenarton, Jane,	Erie
Torry, Susie,	Cambridge Springs

BOYS

Goodell, George,	Edinboro
Reynolds, Lee,	Edinboro
Reynolds, Lynn,	Edinboro



COURSE IN ART

GIRLS

Cooper, Dorothy,	Edinboro
Gillespie, Lenor,	Edinboro
Goodrich, Florence,	Edinboro
Siverling, Mary,	Cambridge Springs
Van Etten, Emilie,	Briar Cliff Manor, N. Y.

THE EDINBORO STATE NORMAL SCHOOL

SUMMARY OF STUDENTS

	GIRLS	BOYS
Seniors in Old Normal Course.....	73	26
Seniors in New Normal Course.....	10	..
Seniors in College Preparatory.....	..	4
Seniors in Commercial Course.....	4	2
Senior in Art .....	1	..
Senior in Music .....	1	..
Juniors in Normal Course.....	50	24
Sophomores in Normal Course.....	41	15
Freshmen in Normal Course.....	21	24
Teachers' Course Students.....	69	28
Special Students .....	1	11
Post-Graduate Students .....	3	4
Commercial Course Students.....	8	18
Music Course Students.....	13	3
Art Course Students .....	5	..
	<hr style="width: 50%; margin: 0 auto;"/>	<hr style="width: 50%; margin: 0 auto;"/>
Totals .....	300	159
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Full total .....		459
Repeated names .....		6
		<hr style="width: 50%; margin: 0 auto;"/>
Total for the year.....		453

## INDEX.

Admission .....	19
Board of State Examiners.....	3
Buildings .....	13
Calendar .....	2
Courses of Study .....	16
Departments and Courses:—	
Agriculture .....	47
Art .....	56
Commercial .....	58
Civics .....	52
College Preparatory .....	27
Domestic Science .....	57
English .....	39
Ethics .....	44
French .....	53
German .....	54
Geography .....	55
History .....	51
Latin .....	35
Logic .....	44
Mathematics .....	36
Manual Training .....	57
Music .....	48
Oratory .....	42
Paragraph Writing .....	44
Pedagogy .....	29
Physical Culture .....	64
Post Graduate .....	26
Science .....	45
Description of School and Location.....	9
Diplomas .....	75
Dormitories .....	15
Expenses .....	67
Faculty .....	6
General Information .....	71
Lecture Course .....	73
Library .....	65
Literary Societies .....	73
Officers of the School.....	5
Religion .....	73
Roll of Students.....	80
Rooms, Reservation of .....	72
State Aid .....	67
Term Schedules .....	23
Text-books .....	76
Trustees .....	4
Tuition .....	67
Visitors .....	74