

THE EDINBORO QUARTERLY



Vol. II January, 1915 No. 1

COLLEGE ARCHIVES

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The Edinboro Quarterly

THE EDINBORO QUARTERLY is issued in January, April, July, and October, by the Edinboro State Normal School. The April number constitutes the Alumni Register. The July number will be the Catalog. The other two numbers will be filled with announcements and general news matter.

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VOL. II.

NO. 1

SPRING TERM COURSES

For provisional certificate candidates:

Review classes in all common branches and algebra.

Additional branches for professional certificate candidates:

Physical Geography, Vocal Music, Drawing, History of English Literature, and History of American Literature.

Professional courses for either provisional or professional candidates:

School Management, Seeley.

Rural School Methods, Betts & Hall's "Better Rural Schools."

Primary Methods, no text.

CALL FOR SAN FRANCISCO REUNION

Rexburg, Ida., Jan. 12, 1915.

To the Alumni of the Edinboro State Normal School:

It will be remembered by all who attended the annual alumni meeting held at the Normal School last June, that a resolution was adopted at that time, calling for a reunion at the next session of the N. E. A. to be held in Oakland, California, August 16th to 23rd, 1915.

Being a member of the committee on information and arrangements, I have been permitted to greet you through this issue of the Edinboro Quarterly.

August 19th has been set for the first meeting of all Edinboro alumni and friends, in Oakland. August 21st is the date set aside by the N. E. A. as Convention Day, and the two days intervening between the 19th and 21st will give us ample time to make all arrangements for Convention Day.

I hope every alumnus is planning for a trip to the coast during the N. E. A. Never before has there been such an opportunity to combine pleasure and profit in one short vacation, at a little expense.

I attended the N. E. A. meetings in 1913, and can say that it is a great inspiration to meet with fellow teachers from every state and city in the United States. A live teacher must return home with higher ideals and with a greater love for his or her profession, with all its perplexing duties and cares.

The great Panama Pacific International Exposition, under the auspices of which the N. E. A. will hold its sessions, will be one of the greatest gatherings from all quarters of the globe, that was ever held. Here will be full opportunity for expression of thought, the comparison of methods, and an exchange of ideas such as the world has never known before. Here

every industry, every race of people, every human invention and every social idea will be presented for the purpose of broadening knowledge, widening our social sympathies and harmonizing national interests and understandings.

A tourist's ticket from western Pennsylvania to San Francisco and return, over any choice of route on land will cost \$82.00. Any ticket by way of Chicago or St. Louis will permit the holder to go south to New Orleans and from there westward over the Southern Pacific, through southern Texas, Arizona, New Mexico and Los Angeles. Every one should go one way over the Denver & Rio Grand Railroad, which is the scenic railway of the United States, crossing the national divide at a great elevation and going near Pike's Peak, through Echo Canyon, Black Canyon, and Royal Gorge.

I have been informed by the authorities that ordinary expenses for a week's visit to the Exposition, San Francisco and nearby points of interest, together with cost of meals and room, need not exceed \$20.00.

All visitors should reach Oakland on the 19th and immediately proceed to the N. E. A. headquarters to register and learn from the information bureau where the Pennsylvania headquarters for teachers are located. All Edinboro alumni will meet at these headquarters and arrange further plans for business and pleasure.

No previous arrangements are necessary, as the information bureau will help guests to secure rooms and all other accommodations.

With the sincere wish that I may meet you on the Pacific coast and witness with you our first sunset through the Golden Gate, I am,

Yours sincerely,

RUPERT PECK, 1910.

THE FOOTBALL SEASON, 1914

ROBERT P. ANDERSON

A successful season, such as that enjoyed by the Edinboro State Normal School last fall, means far more than is shown on the surface by the mere record of the official scores, splendid as that record may be. In Edinboro's

feated by a greater score. Of the six victories five were shut-outs, including the final game of the season against Meadville, the runner-up for the championship of Northwestern Pennsylvania, and in no game did Edinboro fail to score. In three games the score exceeded forty points, the highest in any one game being sixty-one, and the total score for the season was 235 against 58. Simply as an exhibition of winning football such a record would be creditable to any school, and in a normal school with its short course and comparatively small attendance of boys, it is particularly remarkable. But, as suggested above, this record constitutes only a portion of that which goes to make up a wholly successful season.

If football meant only the winning of games and scoring of points it would find no proper place in so serious and purposeful a centre of activity as a normal school. Everyone who has even the most superficial knowledge of such matters knows how much time, money and energy are necessary to build up a successful football team and take it through an active season. In return for these large demands it must pay back something bigger, better and more vital than a pleasant recreation for a few boys or a little advertising for the school. What return then did the last football season make to the Edinboro Normal and was it as successful in this deeper and more vital aspect as it was in the more obvious one?

Most evident of all are the benefits derived by the players themselves: the hard outdoor exercise, the regular hours, the necessary refraining from all injurious habits, the enforced care for their physical health, and the splendid discipline of long sustained effort for an ideal. There is

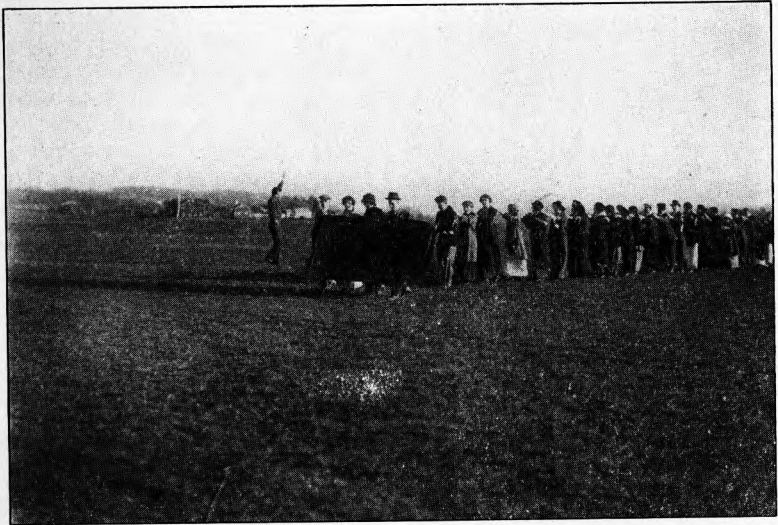


CAPTAIN LOCKARD

case, for instance, eight games were played in all, and of these eight only two were lost; one, the first game played, to a team obviously and admittedly out of their class, and the other, the third game, to a team later de-

further the necessity of learning to subordinate the individual to the team, to work together for a common end, to rely upon one's fellows for what is beyond one's own powers and in turn to accept a similar trust imposed by those same fellows. In addition to all this comes the spirit of fair play, good sportsmanship, self-control under sudden and fiery temptation with the blood already hot through fierce exertion; generosity in acknowledging another's, even an opponent's, good

football of just that sort was consistently taught; and anyone who followed the team closely from beginning to end of the season could observe the steady growth of just those qualities, both in the team as a whole and in the individual players. One of the results was that in their last game the players displayed a spirit, a courage, an esprit de corps, and a power of sustained and concentrated effort that made them more than a match for a first class team, man for man, their physical



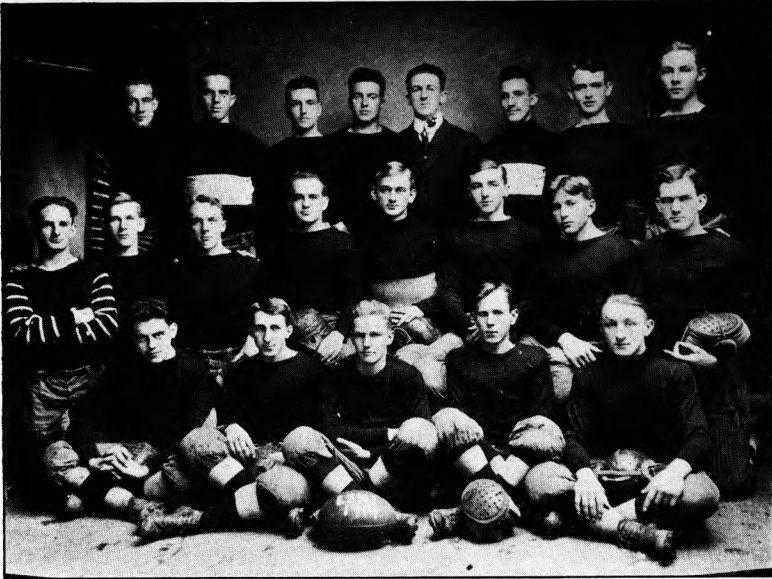
BETWEEN HALVES—MEADVILLE GAME

playing, willingness to take blame when deserved, and cheerfulness under defeat when that is inevitable. Too much emphasis cannot be laid upon the acquirement of these things in the training of self-reliant, efficient and forceful men and good citizens, nor can too much praise be bestowed upon an agency by which they are inculcated. Football, when properly taught and properly coached, is just such an agency.

In Edinboro last fall, under the wise and capable direction of Coach Hayes,

superiors. Nor have these qualities lapsed with the close of the football season. The leaders of the school are drawn, almost without exception, from the football players, not from any false glamour of publicity, but because of their increased efficiency, initiative, and qualities of natural leadership.

Another fact to be noted is that the time and energy expended on the football field did not seem to detract in any way from the players' scholarship. On the contrary their hard training seemed to lend an added vigor to their minds,



FOOTBALL TEAM

and if anything their scholarship improved during the season. Thus there can be no doubt that in every way as regards the players the football season was the very highest and truest success.

But, after all, the entire football squad numbers only from twenty-five to thirty boys. How about the others? What has football to offer to the non-athletic? It is of just this point, it seems to me, that, in the discussion of football, too little has been made. Football offers to those physically unfit or otherwise unable actually to play it, an absorbing, but simple, healthy and manly interest. As regards schools, the objections to "athletics by proxy" have little weight. Even if it be demoralizing for older men to watch hired players engage in professional contests (which I am not at all ready to admit) this objection cannot hold in the case of a schoolboy watching his own friends and companions. On the contrary the appeal is all to his emulation

and to his admiration of what is strong, vigorous, clean and manly, about as healthy an appeal as a boy can have. And in a co-educational school, where there are so many appeals in other directions the breezy virility of football games and the daily football practise, often as interesting as any game, is particularly refreshing and invigorating.

It is clear that any benefits to any considerable number of individuals in a school, such as those to the boys which have just been suggested, must benefit the school as a whole. Furthermore, the football season begins soon after the opening of the school year, and it is around the football team that the students rally first and first feel themselves parts of one united whole; and thus it is around the football team that that inestimable asset to any school, school spirit, first crystallizes. The football team last fall was particularly successful in arousing school spirit, and

in drawing to itself the loyal and hearty support of the student body. And this spirit still continues to animate the students in all directions and is one of the most noticeable features of the school life.

Further a truly successful football team, in the largest sense—and by that much more is meant than the ability to win games—creates wherever it goes a feeling of respect for its school. It is the best, because the most authentic and self-evident advertisement. It stimulates interest and a desire to attend such a school on the part of prospective students. And it gives to its own students individually a feeling of loyal pride and pleasure, which they in

turn carry to their homes and spread far and wide among their friends and associates.

In the preceding paragraphs an attempt has been made to sketch roughly a few of the most evident benefits to be derived from football, and to show that the game as taught and played at Edinboro makes ample return for whatever time and energy are put into it. In particular we would add that the 1914 team showed a peculiar ability to extract this return, and to interpret it in terms of useful development for themselves and for their school, thus establishing beyond all question their claim to a thoroughly and truly successful season.



SHRIVER MAKING A TOUCHDOWN—FREDONIA GAME

ILLUSIONS

FLOYD SAYRE, CLASS OF 1916

Each of our senses has its own peculiar language, by means of which, beginning the day of our birth, we have learned what we know of the world. We live on, day after day, with scarcely a thought as to whether or not our senses are telling us the truth. If we think seriously about the matter, we may recall many instances in which one or another of our senses has deceived us for a time, only to be corrected, if at all, by the help of another sense, or by a more careful use of the one at fault. Speaking in terms of Psychology we should say that the mind had for some cause misinterpreted a sensation. Any misinterpretation of sensation is known as an illusion. One author defines illusion as any species of error which counterfeits the form of immediate, self-evident, or intuitive knowledge whether as a sense percept or otherwise. In the following pages I will attempt to illustrate and explain errors both of sense perception and of judgment, for errors of judgment sometimes constitute illusions.

Since illusions are produced in different ways I shall make three divisions of the subject calling the parts organic, functional, and illusions of judgment.

The first is so called because illusions of that type are the natural result of the general make-up of the sense organs. Organic illusions are those which represent an abnormal relation between stimulus and sensory reaction, and so may regularly characterize sense perception as normal activity.

Nearly all the senses are subject to these errors, but illusions of sight or optical illusions are the most numerous. One of the most common and one of which we rarely speak is that of the picture of a solid object, drawn upon a plane surface, appearing

to have the third dimension. An example of this illusion is an outline picture of a cube or a stairway, parts of which may appear to be either convex or concave.

Another very common optical illusion is produced when we swing a live coal in a circle so fast that it appears to be a ring of fire. The cause of this is much the same as that of our seeing an image of a bright light, as the sun or a window from a dimly lighted room, after the real light has been removed from the field of vision, or after the eyes are closed. The cause of these illusions is that the nerve ends which receive the light waves have been set in vibration so forcibly that they continue vibrating and reporting sensations of light to the brain after the stimulus has been removed, and so we perceive light in the geometrical form of the original stimulus. These retinal images are called after-images. The coal, in constantly moving from one position to another leaves after-images which connect and, being reinforced again and again, form an unbroken circle. When I have tried the experiment of looking steadily at a light and then closing my eyes, I have observed that the after-image is usually of a color complementary to that of the stimulus or real light. If we look for a time at a fixed point on or near to a window from within a dimly lighted room and then close the eyes lightly, the after-image is negative, that is, it appears dark on a light field, instead of the reverse, which is true of the real object. The reason generally given for the after-image's being negative or of a complementary color is that the parts of the retina which receive and transmit to the brain the color impressions are fatigued, but the nerve

ends are still vibrating; so the sensation is of the color which the less tired parts transmit.

Many times I have stood on the banks of a smoothly flowing stream and watched the water until it seemed to stand still while everything else, including myself, seemed to be in motion. I have often experienced a similar sensation while riding on a railroad train, when I seemed to be at rest and the scenery beside the track was whirling past. Although exactly opposite in effect, the cause of these two illusions is practically the same. While standing upon the bank of the stream I allowed my eyes to become fixed upon a certain spot of the water which was in motion. As the retinal image of the water was stationary and that of the surrounding objects was constantly changing, it was perfectly natural for the interpreting function to tell me the conditions as it did. The effect was prolonged by a repeated conscious or willful shifting of my eyes up stream to some other point and following it downstream for a short distance. The illusion of the railroad train is more easily produced and may be explained in this way. Since the retinal image of any part of the train remains the same as long as our eyes are fixed upon any part of it, while the image of the scenery is constantly changing, the interpreting function regards the situation as it is reported by the sense organ. These examples may seem to be illusions of judgment rather than organic, but if the given conditions are fulfilled, the results will be the same for all normal individuals. This characteristic marks a distinction between organic and functional or illusions of judgment.

The ringing in the ears which is often heard after a loud noise, is brought about in much the same way as the optical after-image. The auditory nerve ends are set in vibration so

strongly by the sound waves that the vibration continues after the stimulus has been removed.

A well known example of tactual illusion which is used by magicians is that of pressing a coin or other object against the palm of the hand or the forehead and then taking it away, whereupon the subject is led by the illusion to believe it still there; in reality he perceives only the abnormal vibration of the nerve ends which have been affected by the pressure of the object.

It is a very easy matter to confuse organic with functional illusions, owing to the fact that they sometimes overlap in their parts and may be classified under either. While in organic illusions the fault lies in the structure and working of the sensory apparatus, functional illusions are the result of an abnormal influence of the interpreting function upon the sensory impression, that is, the mental function is temporarily preoccupied in such a way that it distorts the sense perception. A concrete example of an illusion which consists of both kinds is that of the picture of the stairway. Since it appears either concave or convex, it may be called organic but as the change from one form to the other is a result of the interpretation of the sensation, it may be classed as functional.

The trees, houses, roads, mountains, and clouds which we see so vividly in the background of a modern stage would not appear so real if viewed from the stage itself. Here we find another distinction between the organic and the functional illusion in that the latter may usually be corrected by a change in the relative positions of the observer and the subject.

When I was about seven years old I once had occasion to walk alone after dark, through a deep valley, about a half mile wide. At the top of the hill next my destination stood a large

farmhouse and barn, both surrounded by tall trees. When I reached the brow of the hill my eyes met a sight which caused me great alarm. The buildings appeared to be afire, the flames, which reached nearly to the sky, being partly hidden by the trees. In a few seconds I heard a voice close at hand and immediately the scene assumed a more pleasing form. Knowing that I was afraid of the dark, my parents had started to meet me with a lighted lantern. The flames which I had seen were only the light of the lantern reflected upon and partly hidden by a horse and buggy which stood in the road a few yards away, with the driver of which my parents were talking. This was a true functional illusion since it was the result of a misinterpretation of a sense percept and was easily corrected by the suggestion offered at hearing the voice and by a second look.

The third kind of illusions, those in which judgment is involved, are distinctly in a class by themselves, since they are neither common to all normal beings, nor merely misinterpreted sensations, but rather misjudged percepts. A very common example of this kind of illusion is seen in the apparent greater size of the sun and of the full moon, when near the horizon compared to their sizes when high over head. As the fact that there is no difference in the apparent size of these bodies when viewed from different

angles has been proved by actual measurements, the illusion must be a fault of judgment.

Many times, while standing at the top of a hill and looking across a valley at the opposite slope, I have thought the land on which I stood to be more nearly level than that opposite, but upon crossing the valley and looking back, found the situation to be quite the reverse. The reason for this illusion is that in glancing from the bottom of the valley to the horizon one has to raise the eyes and the act of so doing makes us believe that we are looking at something high instead of broad. Another familiar form of this same deception of vision is the apparent height of the ocean when viewed by one who is unaccustomed to seeing it, especially a person who lives indoors a large part of the time, and is accustomed to fixing the eyes upon objects near to or upon the ground.

Although our eyes are subject to error more than any other sense organ, if we recall some of the incidents of childhood we may think of many instances in which our ears have deceived us. On a dark night, when everyone else was asleep how easy it was to hear voices and other mysterious sounds. In fact, we do not need to recall our childhood days to find instances when our minds being prepared for weird sounds, we have thought that we could hear voices or footsteps, when really it was only the effect of the wind or rain which we heard.

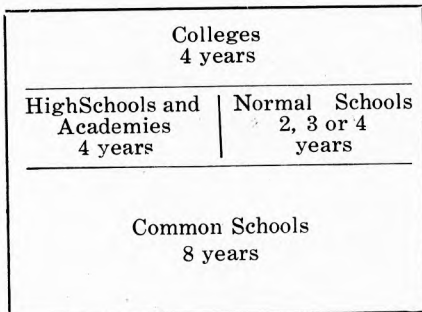
CO-ORDINATION IN PENNSYLVANIA NORMAL SCHOOLS

At the meeting of the Department of Colleges and Normal Schools of the Pennsylvania State Educational Association held in Harrisburg on December 29 and 30, Dean Graves of the Department of Education of the University of

Pennsylvania, announced that hereafter that university would allow two years advanced credit toward the degree B. S. in education to all Normal graduates who entered the Normal School as graduates of first grade high schools.

This announcement marks an epoch in the evolution of Pennsylvania Normal Schools. To understand its full significance, one needs to go into the history of secondary education in the state. The Normal Schools were established by law in 1857 to prepare teachers for the common schools. But it was early seen that teachers, even of common schools, should have had the cultural and disciplinary benefit derived from the study of at least some of the so-called secondary studies. At that time there were no high schools in the state; there was a goodly number of academies, but they were not free and were not adequate, either in equipment or numbers, to supply the demand for secondary education. As a result, the Normals were forced to function both as high schools and as teacher training schools. For a period of forty years, they were at least three-fourths academic and not more than one-fourth professional.

The relation between the various units of public and popular education in the state of Pennsylvania during this period is graphically shown by the following diagram.



As will be seen from the diagram, from the standpoint of both the common school and the college, the Normal Schools were co-ordinate and in direct competition with the high schools and academies. As to spirit and curricu-

lum, they differed in part, but only in part.

That this period in the development of the Normal Schools should have continued so long was due entirely to the fact that Pennsylvania was slow, much slower than the New England and the other middle states, in developing free high schools. Up to the adoption of the Township High School Law in 1890, the state had done nothing to encourage high schools, and not until the adoption of the Act of June 1895, did high schools receive general encouragement and financial assistance from the state.

Since 1890, and especially since the adoption of the act providing state inspectors of high schools, secondary schools have multiplied and improved rapidly. There are now few communities in the state that do not have high school facilities of some kind. Many of the high schools are poor, some of them offering only two year courses; never the less, it is possible for nearly every boy and girl in the state to get some sort of high school training without going far from home.

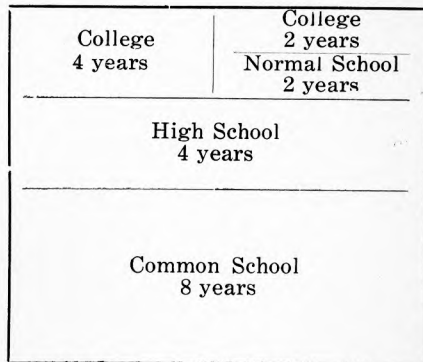
This development of high schools has made a large part of the academic work done in the Normal schools not only unnecessary, but actual waste, for all unnecessary educational duplication is waste. The Normal Schools still cling to their prerogatives as secondary schools, and they are not to be blamed for holding to a work which they were originally forced to do, and, in the doing of which, they performed a great service.

This is a period of change in Pennsylvania schools and a little patience and toleration on the part of educators and teachers will enable all the parts of the educational system to adjust themselves to the changing conditions and bring about a proper co-ordination among high schools, normal schools and colleges.

This recognition of the Normal Schools by the Department of Education of the University of Pennsylvania will go far, we think, toward bringing about a better co-ordination among colleges, high schools, and normal schools. It places Normal Schools in their proper relation, that of professional training schools for those who have laid an adequate foundation in the disciplinary and cultural studies of the secondary schools. It enables a boy or girl to get the professional training offered by the Normal Schools without loss of time in the securing of a college education. It recognizes professional courses as of as great value in the growth of a human soul, which we commonly call education, as the purely academic and so-called cultural and disciplinary subjects. We hope that other colleges maintaining departments of education will follow the lead of the University of Pennsylvania.

For some time to come the Normal Schools will have to maintain prepara-

tory departments for those students coming from two or three year high schools. Never the less, we believe that they are developing rapidly toward the condition of being largely professional, both in spirit and in curriculum. When this condition has been reached the relation of the various parts of the educational system may be graphically shown by the diagram below.



MANUAL TRAINING FOR DISTRICT SCHOOLS

The following list of tools, and articles to be made in manual training classes in district schools, was prepared by Mr. George B. Frost, head of the Department of Manual Training. The list is printed with the hope that it may be of assistance to some teacher who is trying to vitalize the work in her school.

ARTICLES TO BE MADE IN A DISTRICT SCHOOL

1. Bird house.
2. Rectangular tool box made of $\frac{3}{4}$ inch boards, 14 inches wide by 16 inches high by 30 inches deep.
3. Hand tool box made like a knife

box, but large enough to carry a number of saws, hammers, planes, etc.

4. Ironing board.
5. Sleeve board.
6. Wash bench.
7. Barrel covers.
8. Pig trough.
9. Milking stool.
10. Rustic benches, chairs, etc.
11. Shoe shining stand.
12. Clothes bars.
13. Roller towel rack.
14. Mail box.
15. Plate rack.
16. Boot jack.
17. Bread board.
18. Cake board.

19. Kneading board.	One pair pliers.....	.10
20. Umbrella rack.	One pair dividers or compasses..	.10
21. Jardiniere stand.	One block plane.....	.25
22. Kettle holder.	One smoothing plane.....	1.25
23. Letter file.	One jack plane, 16 " long.....	1.65
24. Kitchen table.	One marking gauge.....	.10
25. Salt box.	One sliding T level.....	.25
26. Sled.	Six carpenter's 2' rules, at .08..	.48
27. Wheelbarrow.	Two bit stocks, at 25c50
28. Cart.	Three try squares, at .10.....	.30
29. Skis.	One set of chisels, 6 assorted	
Tools for a class of 10 in a District School.	sizes, at .25.....	1.50
One rip saw.....	One set of auger bits, 6 assorted	
Two handsaws, No. 8 points, 28	sizes, at .25.....	1.50
in. long, at 65c.....	Two wooden mallets, at .20....	.40
One coping saw.....	One half dozen cabinet makers	
One keyhole saw.....	clamps, at .10.....	.60
Two hammers, at .35.....	One screw driver.....	.10
Two nail sets, at .10.....	One spoke shave.....	.25
		\$12.38

DIFFERENTIATION IN PENNSYLVANIA NORMALS

The greatest weakness in the present course of study for Pennsylvania Normal Schools lies in the fact that it offers almost no opportunity for differentiation. There were enrolled in the Junior and Senior years in the thirteen Normal Schools of the state during the year 1913-14 approximately thirty-five hundred students. This number is considerably, perhaps one-fourth, higher this year. We may consider this the total enrollment in the regular Normal course, for all the students enrolled in the years below the Junior and Senior are, in reality, doing preparatory work. According to the present practice, graduates of first class high schools are admitted to the Junior year on an equal standing with those who have done the work of the Freshman and Sophomore years. For all practical purposes then, all the work done in Pennsylvania Normals below the Junior

and Senior years may be considered as purely preparatory, and all the professional work may be considered as confined to the last two years of the course.

Of the thirty-five hundred enrolled in the regular Normal course, a very large per cent, at least ninety-five and probably ninety-eight, will enter the public schools of this or other states as teachers, and continue in the work for varying periods of time.

There are no statistics available to show the relative proportions that take up the different grades of school work. This proportion doubtless varies somewhat in the different schools, but it is safe to say that the largest group enters the rural schools; a very large number enters the primary grades, I to V, possibly an equal number the advanced grades, V to VIII; while the number that takes up high school work is by no means small.

These thirty-five hundred students are preparing, then, to teach all grades of school work and they will find, when they go out to seek positions, a definite and growing demand for specially prepared teachers. They will find that superintendents and school officials everywhere are asking for kindergarten, primary, grammar, or high school teachers, and are demanding of the applicants for these positions special preparation for the grade of work they expect to do. It is only in certain communities that the demand has arisen for specially trained rural school teachers. Nevertheless, this demand is growing, and will soon become insistent, and Normal Schools should not only cater to it but encourage it. In fact, Normal Schools should be first in seeing and creating these demands, and it is my opinion that they have lost standing in this state by failing to do so.

The present Normal course offers almost no opportunity for specialization. The thirty-five hundred students enrolled in the Junior and Senior years are taking, from a professional standpoint, practically the same course. What little variation there is in their schedules, made possible by substitution, does not tend toward professional specialization.

So far as I know, the only professional specialization that is being attempted in any of the schools is in connection with the methods and practice teaching in the Senior year. It is customary for those seniors who expect to take up primary work to observe and practice in the primary grades, and those who expect to take up grammar work to observe and practice in the advanced grades. This specialization has been further strengthened, in some cases at least, by dividing the senior class in Methods into two groups, giving those who have elected primary practice work, Primary Methods, and those who

have elected to teach in the advanced grades methods appropriate to those grades.

Several of the schools have, in connection with their practice schools, the first two years of high school, where those teachers who expect to take up high school work may practice and observe, but none of them that I know of, has attempted to make the theory department co-operate with this specialization by offering classes in Secondary Methods.

At present, one or two of the schools are giving special classes in rural school methods and management to seniors who expect to teach in country schools, but in no case is this specialization in theory followed up and reinforced by actual practice in a model rural school.

It will be noticed that these meagre attempts at specialization are confined entirely to the departments of theory and practice. There has been, I believe, no attempt in any of the Normals of the state to differentiate the work from the standpoint of scholarship. There are three forces in every Normal school that should be in daily and effective co-operation in the preparation of teachers for definite lines of work; viz, scholarship, theory and practice.

The only opportunity to adapt subject matter to the later needs of primary, grammar or high school teachers, is in the review courses in History, Geography, Arithmetic and Physiology. The Junior class in History might be divided into three divisions, one to be given the materials of primary history, primitive life stories, myths, biography and so forth; another, the organized material of United States History; and the third, or high school group, more of the philosophy of History. The subject matter of a course in History for primary teachers differs as greatly from the subject matter of a course for high school teachers as

Arithmetic differs from Grammar. The same is true of History Methods. There is no good reason why a boy preparing to teach in high school should be compelled to spend his time on primitive life stories.

The courses in Geography and Geography Methods for primary teachers should differ greatly from the same course for grammar teachers, and I am sure that the work in Arithmetic Methods could be made much stronger if it could be differentiated for primary and grammar grade groups.

It might be argued that, from the cultural standpoint, all teachers should have had the same course in literature, and yet I am sure that the primary teacher could profitably spend a much larger portion of her time on juvenile literature than the high school teacher, without any sacrifice of cultural training.

As I said, the present course of study offers this opportunity to specialize in the subject matter of the review branches, but, in actual practice, I have found it impossible, with the present crowded course, to maintain the division lines; and I am of the opinion that all efforts to specialize will come to little until all the students in the regular Normal course are divided into definite groups, with a well arranged course of study for each group.

While the lack of differentiation is the chief weakness of the present course of study, there are others, less fundamental, but never the less seri-

ous. Some of them may be stated as follows:

1. The present course of study, does not give due recognition to the work done in first grade high schools.
2. Makes no allowance for difference in preparation of students who have pursued different courses in high schools or who have elected different subjects.
3. Does not encourage co-operation between the teachers in the Normal school and the critic teachers in the practice school.
4. Is not sufficiently elastic to allow of adaptation to the varying tastes and natural tendencies of students.
5. Is not sufficiently elastic to allow any adaptability in the training of teachers for the different social and industrial needs of different sections of the state.

The following group courses are offered as merely suggestive. It is not claimed that they are based on sufficient data or that they are carefully worked out from the data at hand. It is not thought that every school would want to offer all four groups. All would doubtless give the primary and grammar grades courses, some would specialize in the training of high school teachers, some in the training of rural school teachers, while each school would doubtless want to maintain and emphasize at least one additional special department; such as, Music, Drawing, Manual Arts, Kindergarten, Physical Training, or Commercial.

PRIMARY GROUP—GRADES I—IV

JUNIOR YEAR

Fall	Winter	Spring	
Educational Psychology	3	Educational Psychology	3
Nature Study	2	Nature Study	2
Primary Meth. and Ob.	5	Primary Meth. and Ob.	5
Language Study and M.	5	Language Study and M.	5
Phys. Cult. (Gymnastics)	2	Phys. Cult. (Gymnastics)	2
Drawing	3	Drawing	3
Elective	5	Elective	5
	25		25
		Sch. Manag. and San.	5
		Primary Meth. and Ob.	5
		Agriculture. (School Gardens)	3
		Phys. Cult. (Gymn.)	2
		Music	5
		Elective	5
		25	25

THE EDINBORO QUARTERLY

15

SENIOR

Teaching	5	Teaching	5	Teaching	5
History of Ed.	5	Child Psyc.	5	Philosophy of Ed.	5
Agriculture (School Gardens)	3	Hand work in Pr. Gr.	3	Hand work	3
Phys. Cult. (Games)	2	Phys. Cult. (Games)	2	Phys. Cult. (Games)	2
Geography Review	5	Geog. Methods	3	Phys. and Hygiene	5
Elective	5	Story Telling	2	Elective	5
	—	Elective	5		—
	25		25		25

ELECTIVES

Pub. Sch. Music	10	Public Sch. Drawing	10	Kindergarten Theo.	5
Story Telling	5	Games & Folk Dancing	5	General Science	15
Sewing	6	Principles of Teach.	5	History Review	5
Arithmetic Review	5	Arithmetic Methods	3	Library Methods	5

ADVANCED GROUP—GRADES V, VI, VII, VIII

JUNIOR YEAR

Educational Psychology	3	Educational Psychology	3	Agriculture	3
Nature Study	2	Nature Study	2	History Review	5
Arithmetic Review	5	Arithmetic Methods	3	School Hygiene	3
Drawing	3	Reading Methods	2	Reading Methods	2
Grammar Review	5	Drawing	3	Music	5
Physical Culture	2	Methods in Grammar	5	Physical Cult.	2
Elective	5	Physical Culture	2	Elective	5
	—	Elective	5		—
	25		25		25

SENIOR YEAR

Teaching	5	Teaching	5	Teaching	5
History of Education	5	Child Psychology	5	Philosophy of Ed.	5
Agriculture	3	Manual Training or	3	Manual Training or	3
Physical Culture	2	Domestic Science	3	Domestic Science	3
Geography Review	5	Physical Culture	2	Physical Culture	2
Elective	5	Methods in His. & Geog.	5	Physiology & Hygiene	5
	—	Elective	5	Elective	5
	25		25		25

ELECTIVES

Geology	7½	Advanced English	10	School Management	9
Astronomy	7½	Public Speaking	5	General Methods	9
General Science	15	Pub. Sch. Music	10	Library Methods	5
Principles of Teaching	5	Pub. Sch. Drawing	10		
Advanced Psychology	5	Games & Folk Dancing	5		
Industrial Geography	5	Metal Working	5		

RURAL SCHOOL GROUP

JUNIOR YEAR

Educational Psychology	3	Educational Psychology	3	Agriculture	3
Rural Sch. Meth. & Man.	2	Rural Sch. M. & M.	2	Rural Sch. Hygiene and Sanitation	3
Language Study & Meth.	3	Language St. & Meth.	3	Geography Review	5
Nature Study	2	Nature Study	2	Reading Methods	2
Arithmetic Review	5	Methods in Arithmetic	3	Music	5
Drawing	3	Reading Methods	2	Physical Culture	2
Physical Culture	2	Drawing	2	Elective	5
Elective	5	Physical Culture	3		
	—	Elective	5		
	25		25		25

THE EDINBORO QUARTERLY

SENIOR YEAR

Teaching	5	Teaching	5	Teaching	5
History of Education	5	Rural Sociology	5	Philosophy of Education	5
Agriculture	3	Man'l Tr. & Hd. Wk.	3	Man'l Tr. & Hd. Wk.	3
Physical Culture	2	Physical Culture	2	Physical Culture	2
History Review	5	Methods in His. & Geog.	5	Physiology & Hygiene	5
Elective	5	Elective	5	Elective	5
	<hr/>		<hr/>		<hr/>
	25		25		25

ELECTIVES

General Science	15	Farm Acctg & Marketg	5	Adv. Agriculture	6
Chemistry	15	Physics	15	Geology	7½
Astronomy	7½	Cooking	8	Sewing	6
Biology	15	Library Methods	5		

HIGH SCHOOL GROUP

JUNIOR YEAR

Psychology	3	Psychology	3	Secondary Education	5
Arithmetic Review	5	Arithmetic Methods	3	Methods in Grammar	3
Physical Culture	2	Grammar Review	5	Physical Culture	2
History Review	5	Physical Culture	2	Methods in History	3
Elective	10	Public Speaking	2	Public Speaking	2
		Elective	10	Elective	10
	<hr/>		<hr/>		<hr/>
	25		25		25

SENIOR YEAR

Teaching	5	Teaching	5	Teaching	5
Sociology	5	Sociology	2½	Ethics	5
History of Education	5	Ethics	2½	Advanced Psy.	5
Elective	10	Prin. of Teaching	5	Elective	10
		Elective	10		
	<hr/>		<hr/>		<hr/>
	25		25		25

ELECTIVES

Any Foreign Language or Languages	30	Adv. Algebra	15	Geology	7½
Physics II	9	English History	7½	Astronomy	7½
Chemistry II	9	Constitutional His.	7½	General Science	15
Solid Geometry	7½	Modern History	7½	Manual Training or Cooking	8
Trigonometry	7½	English	18	Agriculture	12
		Industrial Geog.	5		