

**THE
EDINBORO
STATE
NORMAL
SCHOOL**



1912-1913

**EDINBORO
PENNSYLVANIA**

Fred A. Huntley

THE EDINBORO

STATE NORMAL SCHOOL

EDINBORO, PENNSYLVANIA

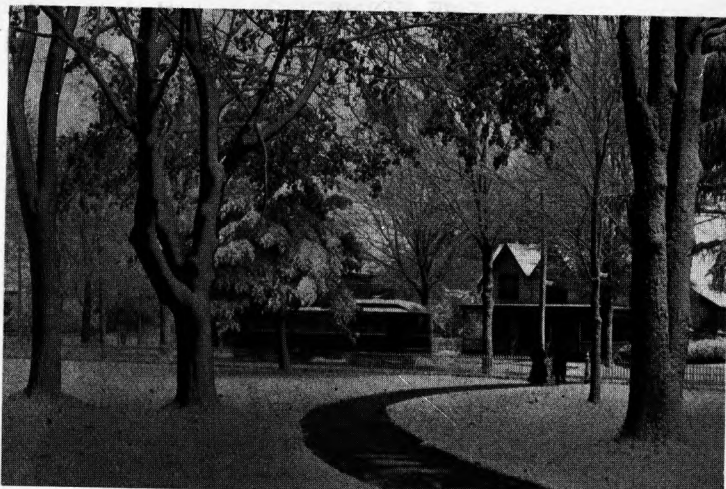


ANNUAL CATALOG



1912-1913

THE EDINBORO STATE NORMAL SCHOOL



WINTER SCENE

—Kupper

CALENDAR

1912-1913

Normal School Year begins..... Tuesday, September 3
 Thanksgiving Day..... Thursday, November 28
 Fall Term ends..... Friday, December 20

HOLIDAY RECESS

Winter Term begins..... Tuesday, December 31
 Washington's Birthday..... Saturday, February 22
 Winter Term ends..... Saturday, March 22

SPRING RECESS

Spring Term opens..... Tuesday, April 1
 Decoration Day..... Friday, May 30
 Baccalaureate Sermon..... Sunday, June 22
 Alumni Day..... Tuesday, June 24
 Commencement Exercises..... Wednesday, June 25

THE EDINBORO STATE NORMAL SCHOOL

STANDING COMMITTEES OF THE
BOARD OF TRUSTEES

1912-1913

INSTRUCTION AND DISCIPLINE

Cassius L. Baker (ex-officio)

Clinton D. Higby

Ned H. Goodell

GROUNDS AND BUILDINGS

Oliver P. Reeder

David H. Walker

Andrew A. Culbertson

LIBRARY AND APPARATUS

The Hon. Thos. J. Prather

Harrison P. Gillett

Harry L. Cooper

AUDIT AND FINANCE

George Taylor

Darwin R. Harter

Richard H. Arbuckle

HOUSEHOLD

Ignatius S. Lavery

Charles G. Brevillier

Horace G. Gillaspie

SUPPLIES

Oren A. Amidon

Newton D. Hawkins

Thomas Steadman

THE EDINBORO STATE NORMAL SCHOOL



FRANK E. BAKER
PRINCIPAL

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	Alice S. Hanson

THE EDINBORO STATE NORMAL SCHOOL

COMMITTEES OF TEACHERS

DISCIPLINE

Mr. Baker Mr. Barnes Mrs. Tanner Mr. Siddell Mr. Sackett

DELINQUENTS

Mr. Siddell Miss Powell Mr. Sackett

CATALOG

Mr. LaBounty Miss Roberts Mr. Siddell

MODEL SCHOOL

Mr. Walk Miss Sturgeon Miss Powell

STUDENT ACTIVITIES

Mr. Gleason Miss Hauser Miss Ayers

ATHLETICS

Mr. Snyder Mr. Barnes Mr. Foster

LIBRARY

Miss Wilson Miss Sullivan Mr. Sackett

CHAPEL

Mr. Gleason Mr. LaBounty Miss Thomas

HIGH SCHOOL CREDITS

Mr. Sackett Mr. Snyder Miss Ham

COMMENCEMENT

Mr. Barnes Mr. Walk Mr. LaBounty Mr. Gleason Miss Thomas

THE EDINBORO STATE NORMAL SCHOOL

FACULTY

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

HEADS OF DEPARTMENTS

MARY ELIZABETH POWELL
Art
Clarion Normal School; Valparaiso University

WALTER J. SNYDER
Science
Sc. B., Bucknell

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

FRANCIS 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

ANNIE LAURIE WILSON

Librarian

Edinboro Normal School, Western Reserve Library School

KAIRA STURGEON

Critic Teacher

Erie Normal Training School

ELIZABETH F. AYERS

Physical Training

Sargent Normal School

H. SACKETT

Mathematics

A. B., A. M., Washington and Jefferson

OLIVIA J. THOMAS

Music

A. B., Thiel

ELIZABETH M. ROBERTS

Modern Languages

A. B., Allegheny

S. GRACE HAUSER

Elocution

B. I., Neff College of Oratory

THE EDINBORO STATE NORMAL SCHOOL

INSTRUCTORS

JANE J. SWENARTON
English
A. B., Smith

HERBERT HOWARD FOSTER
Mathematics and Civics
A. B., Colegate

GEORGE B. FROST
Manual Training
Alden Academy

ELLEN SULLIVAN
Grammar and History
Edinboro Normal School

MILDRED HAM
Geography and Botany
Albany Normal College

HAZEL EMERY
Mathematics
A. B., Allegheny

LORENE BLYSTONE
Drawing
Edinboro Normal School

FACULTY ARRANGED IN ORDER OF LENGTH OF SERVICE

THE EDINBORO STATE NORMAL SCHOOL

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.

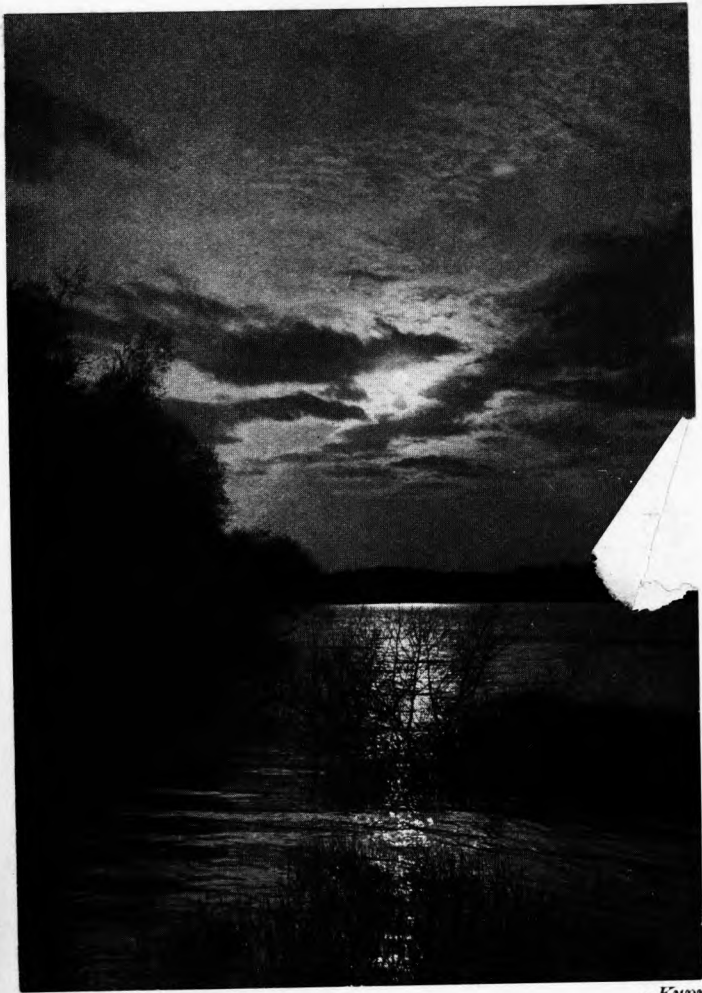
THE VILLAGE

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 today. 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 lake in the State, and calls visitors

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LAKE EDINBORO

—Kupper

THE EDINBORO STATE NORMAL SCHOOL

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-one years it has held a high place in the educational life of its particular district; while its sons and daughters have held positions of high 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 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. It embraces all forms of ath-

THE EDINBORO STATE NORMAL SCHOOL

letics, 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



1912 BASKETBALL TEAM

—Kupper

dramatic and publication fields are open to those who have particular interest in these departments.

In this group must also be placed the band, 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.



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 book room, two literary society halls and a large classroom. 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.

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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 remodelled 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, the model school, 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. The model school has ten classrooms besides a large assembly hall.

RECITATION HALL

Recitation Hall is a monument to the originality of J. A. Cooper, founder 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.

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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. It was built in 1903.

THE GYMNASIUM

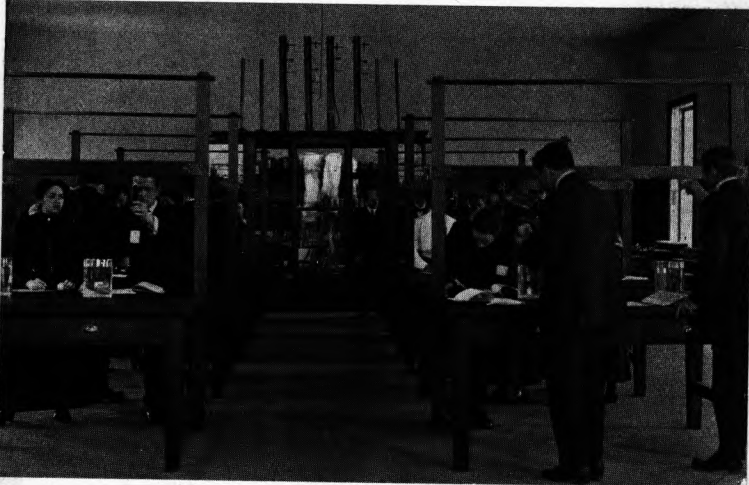
The Gymnasium, built in 1906, is a thoroughly modern and practical building, with excellent equipment in the way of locker rooms, baths, and apparatus. As the center of athletic interests, it fulfills its purpose in ministering to the needs of the physical side of school life.

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.



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PHYSICAL LABORATORY

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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 year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued

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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 Medieval History	100
Physical Geography	50
Arithmetic	100
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

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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 and 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 in Arithmetic and Grammar	100
Virgil, 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 Virgil, 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. A 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 studies in which any one is conditioned under this rule, or any one of the

THE EDINBORO STATE NORMAL SCHOOL

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,



CLASS IN DOMESTIC SCIENCE

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THE EDINBORO STATE NORMAL SCHOOL

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 applicants in all the studies in which they desire to be examined 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

THE EDINBORO STATE NORMAL SCHOOL

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 year, naming the year.

11. Graduates of state normal schools in the regular course, and graduates of colleges approved by the college and university council, who shall satisfactorily pass the faculty and state examinations in the course required for it, shall receive the degree of Bachelor of Pedagogics. And Bachelors of Pedagogics who have, after receiving such degress, 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, 5
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, 3
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.

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**SENIOR YEAR OF OLD COURSE ARRANGED BY
TERMS**

The last year for graduation under the old three year course of study will be 1912-1913. The three terms will be as follows:

Methods, 2	Methods, 2	History of Education, 5
Teaching, 5	Teaching, 5	Teaching, 5
Physics, 5	Physics, 5	Grammar, 3
Arithmetic, 5	Literature and Classics, 5	Geology, 5
Literature and Classics, 5	Vergil, or Ethics, 5	Vergil (3 books), or Log-ic, 5
Cicero (3 orations), or English History, 5	Solid Geometry, German, or French, 5	Trigonometry, or German, or French, 5
Vocal Music, 2	Physical Culture, 2	Literature and Classics, 2
Manual Training, or Domestic Science, 2	Manual Training, or Domestic Science, 2	Methods in Music, 2

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



CLASS IN MANUAL TRAINING

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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 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.



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COLLEGE PREPARATORY COURSE

Under the provisions of the new normal school course, Pennsylvania state normal schools are in a better position than ever before to prepare students for college. The following course has been arranged for those who are anxious to meet the requirements for college entrance in the shortest possible time that is consistent with good work.

The figures following the subjects indicate the number of weekly recitations.

FIRST YEAR

Fall Term	Winter Term	Spring Term
Algebra, 5	Algebra, 5	Algebra, 5
First Latin, 5	First Latin, 5	First Latin, 5
Composition, 4	Composition, 4	Composition, 4
General History, 4	General History, 4	General History, 4
Penmanship, 4	Spelling, 4	Reading, 4

SECOND YEAR

Plane Geometry, 5	Plane Geometry, 5	Plane Geometry, 5
Caesar, 5	Caesar, 5	Caesar, 5
Physics, 5	Physics, 5	Physics, 5
German or French, 5	German or French, 5	German or French, 5
Classics, 4	Classics, 4	Classics, 4

THIRD YEAR

Advanced Algebra, 5	Solid Geometry, 5	Solid Geometry, 5
Chemistry, or German, or French, 5	Chemistry, or German, or French, 5	Chemistry, or German, or French, 5
Cicero, 5	Vergil, 5	Vergil, 5
Literature, 4	Literature, 4	Literature, 4
Manual Training, 2	Manual Training, 2	Manual Training, 2
United States History and Civics, 5	Drawing, 5	

DEPARTMENT OF PEDAGOGY

(Theory and Practice of Teaching)

MR. WALK, MISS STURGEON

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 or 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 one term, and in some cases two terms, and the entire year.

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:

THE EDINBORO STATE NORMAL SCHOOL

- 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 School-room," 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 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

THE EDINBORO STATE NORMAL SCHOOL

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.

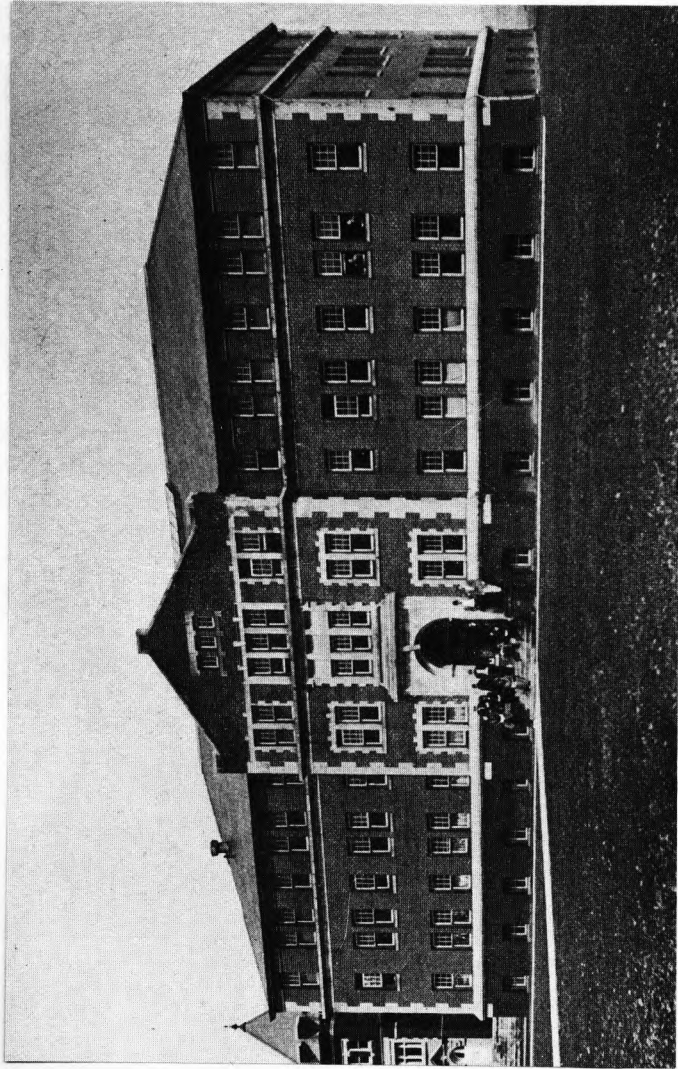
One of the features making most strongly for co-ordination in teaching activities is that of the lesson plan. At the beginning of each week every student teacher is required to submit a program embodying a definite

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 plan 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.





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REEDER HALL

THE EDINBORO STATE NORMAL SCHOOL

DEPARTMENT OF LATIN

MR. BARNES AND MR. SACKETT, MR. GLEASON, MISS SWENARTON

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 read 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. FOSTER, MISS EMERY

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.

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Students frequently 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.

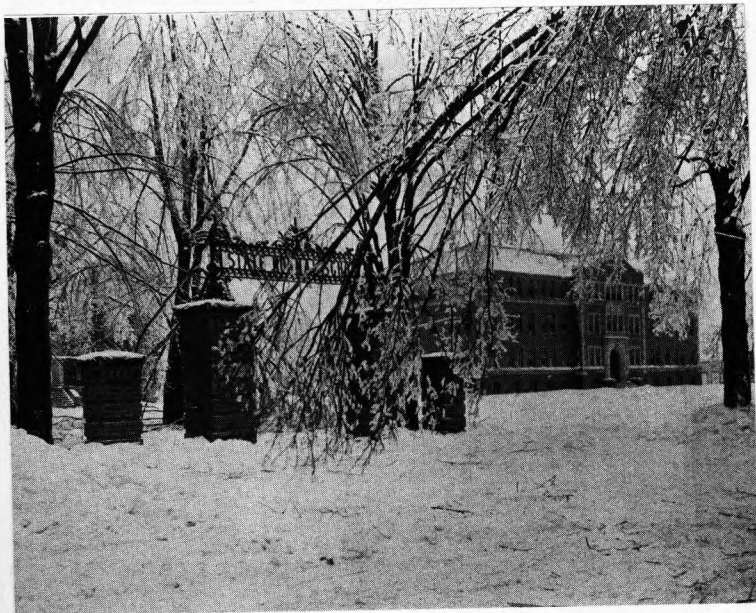
ALGEBRA

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

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AN ICE STORM

—Kupper

geometric 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.



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DEPARTMENT OF ENGLISH

MR. LA BOUNTY AND MISS SWENARTON, MISS HAUSER, MISS SULLIVAN

The aim of the department of English is to develop skill in clean and strong English for everyday life. 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. Whitney'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.

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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.



HAVEN HALL

—Kupper

THE EDINBORO STATE NORMAL SCHOOL

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 Painter's "American Literature."

SENIOR YEAR

A. A rapid review of grammar, with chief 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.

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 di-

rection 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.



ETHICS

Peabody's "Moral Philosophy" forms the outline for classroom 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.



DEPARTMENT OF SCIENCE

MR. SNYDER AND MR. BAKER, MISS HAM

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 the types, and special attention is given to the habits, food, chief characteristics, and reproduction of the

THE EDINBORO STATE NORMAL SCHOOL



FOOTBALL TEAM 1911

—Kupper

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 twenty-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 are 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.



THE EDINBORO STATE NORMAL SCHOOL

DEPARTMENT OF MUSIC

MR. GLEASON, MISS THOMAS

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

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

VOCAL MUSIC

Before taking lessons in 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.

One year is given to the study of harmony, Emery's "Elements of Harmony" being the text book.

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.

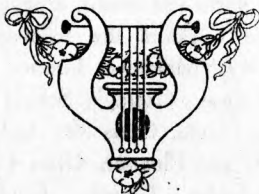
Students entering upon this course must have adaptation for this kind of work.

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

Course in
PIANOFORTE
at the
EDINBORO STATE NORMAL SCHOOL



OLIVIA J. THOMAS

Instructor

THE COURSE

The course in pianoforte at the Edinboro State Normal School consists of the study of the instrument, history of music, and harmony. The time required for the completion of this course is about two years, according to the aptness and preparation of the student. All grades of students are received. The text-book now in use is Emery's Elements of 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; Mathews Graded Course; National Graded Course; Czerny's School of Velocity, Opus 299; Loeschhorn, Opus 66 and 67; Heller's Studies in Melody and Phrasing, Opus 45, 46 and 47; Cramer, Mendelssohn, Chopin, Kaulau, Clementi, Haydn, Mozart, and others.

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

Recitals, both private and public, are held from time to time.

ROLL OF STUDENTS IN HARMONY AND

PIANOFORTE FOR 1911-12

Mary Allen	Muriel Kinter
Ruby Anderson	Ole Kline
Regina Avatate	Eva Leopold
Elizabeth Ayers	Cecil Mills
Anna Coughlin	Ethel Mills
Leah Crandall	Nellie Miller
Joseph Deamer	Ethel McCray
Ned Dearborn	Ruth McLallen
Minnie Fry	Thelma Northrup
Alice Hanson	Maurice Port
Vincent Hays	Rena Ritchey
Silvan Hilliard	Joseph Stanford
Wilda Hoffman	Vere Steadman
Opal Hollenbeck	Lusina Strobel
Edna Hotchkiss	Mary Squier
Sarah Gleason	Susie Torry
George Goodell	Emilie VanEaton
Margaret Jewett	Mildred Williamson
Carl Joslin	Blaine Williams

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.

MUSIC FOR CULTURE

Part of the chapel period each day is given over to a drill in song and chorus work by the entire school body. Incidental talks are given at this time for the purpose of creating a desire and appreciation for the better things in musical literature.

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,



THE EDINBORO STATE NORMAL SCHOOL



CORRIDOR OF HAVEN HALL

Kupper

DEPARTMENT OF ORATORY

MISS HAUSER

It is the aim of this department to develop speakers whose style shall be simple and natural, and, when occasion requires, forceful. The individuality of the pupil is of the first importance. The speaker is educated, not fashioned after a certain model. The pupil is not expected to be the imitator of the teacher.

After general preparation, there is the required study of as many literary masterpieces, great poems, and orations, as time will permit.

VOICE CULTURE

The voice when free and unrestricted by habits, defects or misuse, is a true reporter of the soul. It must respond to every

impulse of thought, will, and passion. First, it is the purpose to find the true voice, and then develop it, that it may, in the most natural and forcible manner, convey the thoughts of the speaker to the audience.

Special attention is given to correct breathing, articulation, range of pitch, defects of speech, cause and cure.

BODILY EXPRESSION

The method of teaching gesture aims to produce spontaneous and subtle bodily expression. It makes for the development of harmony, for the suppression of superfluous gesture, and the furtherance of a closer adjustment of form to content.

LIFE STUDY AND IMPERSONATION

The study and portrayal of living characters and the impersonation of characters famous in literature, is emphasized. This work has been found to cultivate the perceptive faculties and to encourage the timid student to bring variety into all his rendering. It breaks up mannerisms and develops unsuspected talent in expression.

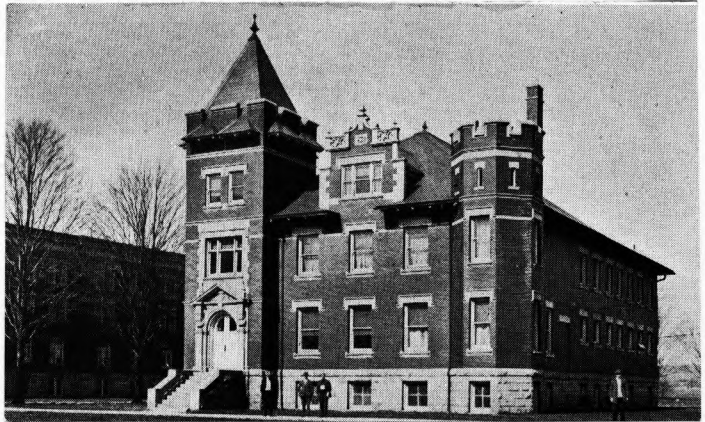


THE EDINBORO STATE NORMAL SCHOOL

HISTORY

MR. SACKETT, MISS SWENARTON, 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



THE GYMNASIUM

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.

1. As much as is offered under this heading in Myers General History.

Modern.

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

United States.

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

4. English History.



CIVICS

MR. FOSTER

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.

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 on geography is given in the junior year. 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 light 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 AND MISS BLYSTONE

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.



THE EDINBORO STATE NORMAL SCHOOL

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



PRODUCT OF MANUAL TRAINING
DESIGNED AND BUILT BY A STUDENT

—Ross

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.



BOOKKEEPING

MISS HAM

Double entry bookkeeping is taught five periods the week for one term. The work is made practical. Pupils use the budget system, and thus become familiar with handling, filing and recording business papers. Each pupil acts as accountant for a firm. The text is used as a reference, not as a foundation for work.



DEPARTMENT OF PHYSICAL TRAINING

MISS AYRES

The physical training department affords an opportunity for all students to engage in recreative and developing exercises, 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 exercises 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.

PHYSIOLOGY AND HYGIENE

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

THE EDINBORO STATE NORMAL SCHOOL

A careful study is made of the anatomical structure of the human body; of the physiology of the neuro-muscular 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 newspapers, many of which are sent by the courtesy of the publishers for the benefit of the students from their locality.

THE EDINBORO STATE NORMAL SCHOOL

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

THE EDINBORO STATE NORMAL SCHOOL



PRODUCT OF MANUAL TRAINING
DESIGNED AND BUILT BY A STUDENT

—Ross

THE EDINBORO STATE NORMAL SCHOOL

**EXPENSES
REGULAR NORMAL DEPARTMENT**

	Fall Term Fifteen Weeks	Winter Term Twelve Weeks	Spring Term Fourteen Weeks	Full Year Forty- one Weeks	Less than a Term a Week
BOARDING STUDENTS					
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
DAY STUDENTS					
Enrollment fee and tuition	24 50	20 00	23 00	67 50	1 50
After deducting state aid.....	2 00	2 00	2 00	6 00	
Model school pupils.....	3 50	3 00	3 00	10 00	

In case of a deficit in the state aid appropriation, students at the different state normal schools will receive their pro rata share of the appropriation. No deficit has occurred in recent years.

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 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

THE EDINBORO STATE NORMAL SCHOOL

are no extra charges except for material used in the special departments.

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 book-keeping taken in the regular course classes.

SPECIAL DEPARTMENTS

MUSIC	Fall Term Fifteen Weeks	Winter Term Twelve Weeks	Spring Term Fourteen 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, in- strumental or vocal	16 00	14 00	15 00	45 00	1 25
One lesson weekly, in- strumental or vocal	10 50	8 50	9 50	28 50	80
Private Lessons:					
Two lessons weekly, in- strumental or vocal	19 00	17 00	18 00	54 00	1 50
One lesson weekly, in- strumental 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 per- iods a day	4 00	4 00	4 00	12 00	
Public school music	11 00	9 00	10 00		

THE EDINBORO STATE NORMAL SCHOOL

One free scholarship is offered to a graduate from any high school in the twelfth normal school district who comes recommended for the same, and who upon examination shows special aptitude for music and some proficiency therein.

ART AND ELOCUTION	Fall Term	Winter Term	Spring Term	Full Year	By the 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.

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.

A fee of one dollar a term is charged for chemistry.

A charge of one dollar will be made for diploma for special courses.

State aid is available for students taking course a 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, every-

THE EDINBORO STATE NORMAL SCHOOL

thing is done to better the training of those who are to undertake the state's most important work.

TO EDINBORO

Edinboro is reached by trolley from Erie and Cambridge Springs. Cars leave Erie on the half hour, and Cambridge Springs five minutes after 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 cost.

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 the 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. 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 specially fitted rooms for those students who, because their homes are near enough to permit a week-end visit,

THE EDINBORO STATE NORMAL SCHOOL

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.

The school maintains a well equipped laundry. Those girls who wish to do their own work have the privilege of using it upon the weekly holiday.

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, the Philo, the Clonian, and the Agonian literary societies are the centers of one phase of student interest. All four societies are doing effective work, and enjoy a friendly rivalry.

LECTURE COURSE

In the normal lecture course an attempt is made to bring to the students a series of public entertainments that are unusual in

THE EDINBORO STATE NORMAL SCHOOL

interest and worth. In the present year the students have heard Strickland W. Gillilan, James W. Folk, Dr. S. Parkes Cadman, Edward Amherst Ott, Dr. Camden M. Cobern, and several other public men. It is a feature of no small value to student life.

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 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.

THE EDINBORO STATE NORMAL SCHOOL

VISITORS

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

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.

THE ALUMNI REGISTER

An alumni register is in process of compilation. It will be ready for delivery in the early part of the coming school year.

HIGH SCHOOL CREDITS

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

DIPLOMAS

Candidates for graduation are examined by the state board of examiners in the branches of the senior year. 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.

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

THE EDINBORO STATE NORMAL SCHOOL

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.

ALGEBRA

School Algebra by Wentworth.
Standard Algebra by Milne.

ASTRONOMY

Elements of Astronomy by Young.

BOOKKEEPING

Business Bookkeeping and Practice by Sadler and Rowe.

THE EDINBORO STATE NORMAL SCHOOL

BOTANY

Botany All the Year Round by Andrews.

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

Essentials of English Grammar by Whitney.

Lessons in English by Patrick.

Handbook of Composition by Woolley.

Composition and Rhetoric by Lockwood and Emerson.

History of English Literature by Halleck.

Introduction to American Literature by Painter.

Various editions of English classics.

FRENCH

Elementary French, Chardenal.

French Grammar, Fraser and Squair.

Various reading texts.

GEOGRAPHY

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

GEOLOGY

A Text-book of General Geology by Brigham.

GERMAN

Elementary German Grammar by Wesselhoft.
Lehrbuch der Deutschen Sprache by Spanhoofd.
In Vaterland by Bacon.
Immensee by Minckwitz.
Wilhelm Tell by Roedder.

GEOMETRY

Plane Geometry by Wentworth.
Solid Geometry by Wentworth.

HISTORY

General History by Meyers.
Leading Facts of American History by Montgomery.
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 Allen and Greenough.

THE EDINBORO STATE NORMAL SCHOOL

LOGIC

Elements of Logic by Jevons-Hill.

MUSIC

Elements of Harmony by Emery.
New Educational Music Course.

PEDAGOGY

Psychology in the Schoolroom by Dexter and Garlick.
Classroom Management by Bagley.
Teaching in a District School by Dinsmore.
History of Education by Monroe.

PHYSICS

Elements of Physics by Hoadly.

PHYSIOLOGY

Third Book of Anatomy, Physiology, and Hygiene of the
Human Body by Culler.
Emergencies by Gulick.

READING

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

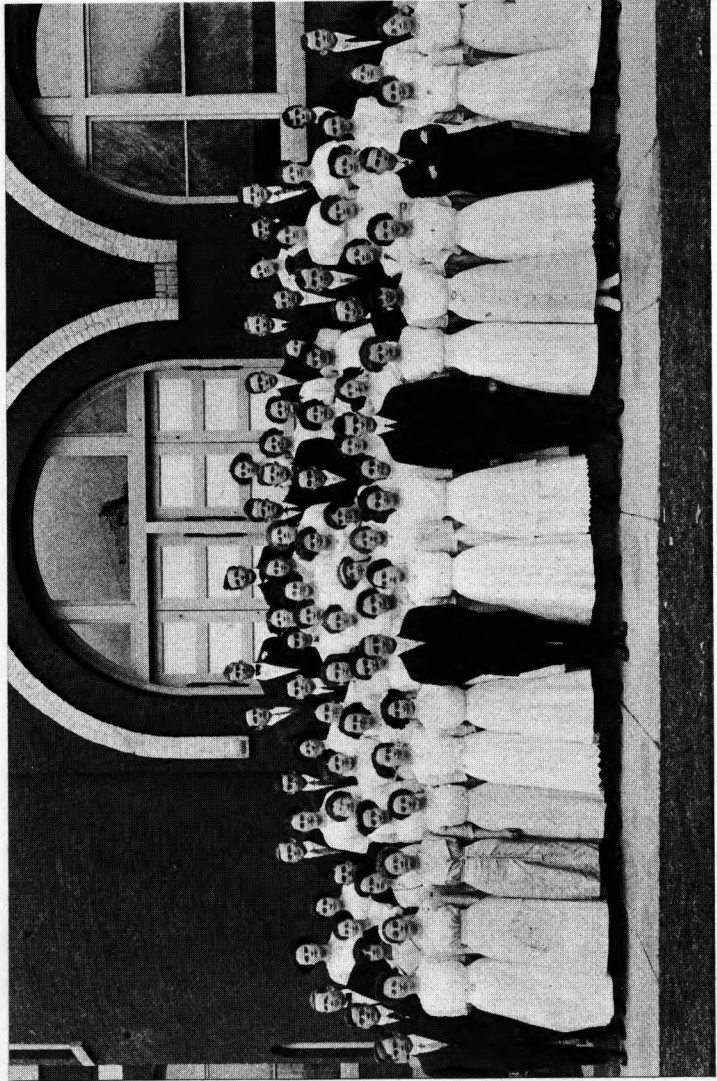
TRIGONOMETRY

Plane and Spherical Trigonometry by Wentworth.

ZOOLOGY

Text-book of General Zoology by Herrick.

THE EDINBORO STATE NORMAL SCHOOL



CLASS OF 1912

—Kupper

THE EDINBORO STATE NORMAL SCHOOL

ROLL OF STUDENTS

CLASS OF 1912

GIRLS

Abbey, Ada E.	Cranesville
Babcock, Allien	Russell
Baker, Susie	Pleasantville
Bortz, Edna P.	Transfer
Boughner, Ethel	Utica
Brown, Gladys	Erie
Brown, Mary P.	Greenville
Burdick, Etha	Calcutta, Ohio
Callahan, Naida	North Springfield
Campbell, Elfrieda	Albion
Clapper, Lillian	McKean
Collins, Jane	Raymilton
Colvin, Julia	Cambridge Springs
Cook, Edith M.	Erie
Crawford, Beulah	Carlton
Crossman, Mary	Clarendon
Crouch, Irene M.	Albion
Dawley, Flora	Mooreheadville
Duggan, Hazel	Bradford
Durfee, Cora M.	Townville
Gee, Annie L.	Erie
Grant, Glennie	Spartansburg
Gregory, Bernice	Waterford
Griswold, Mearl	Edinboro
Harvey, Sarah E.	Cochranon

THE EDINBORO STATE NORMAL SCHOOL

Hazen, Jennie M.	Hartstown
Howard, Blanche	Edinboro
Huff, Alice	East Sandy
Johnson, Alforetta	Cambridge Springs
Kelley, Adaline	Cochranton
Kopf, Ora M.	Townville
Loomis, Helen	Albion
McCullough, Marion	Saegerstown
McDaniel Flora	Edinboro
McElhaney, Mabel	North East
McIntyre, Byrda	Cyclone
Magnuson, Jennie	Sugar Grove
Marsh, Lucile	Waterford
Mills, Cecil	Edinboro
Mischler, Cora	Edinboro
Morrison, Eleanor	Edinboro
Morrison, Hattie I.	Seneca
Nickle, Winifred	Albion
Perry, Jennie M.	Ten Mile Bottom
Pierson, Minnie	North East
Quick, Lena J.	Punxsutawney
Reed, Emeline	Erie
Richardson, Ruth	Edinboro
Russell, Florence	Erie
Sadler, Millie M.	Ten Mile Bottom
Sayre, Martha	Randolph
Smith, Arline	Harmonsburg
Steyer, Carrie	Nicolay
Swaney, M. Agnes	Shadeland
Thompson, Mabel E.	Cambridge Springs

THE EDINBORO STATE NORMAL SCHOOL

Torry, Florence
 Townsend, Alice
 Wallace, Bertha
 Walter, Carrie E.
 Wiard, Lillian
 Wilder, Amy

Cambridge Springs
 Conneautville
 Utica
 Grove City
 Springboro
 Randolph

BOYS

Abbey, Lee H.
 Beightol, David
 Bell, Clarence
 Billings, Ralph
 Caulkins, Charles
 Dearborn, Ned
 Frantz, Elmer
 Frantz, William C.
 Gillespie, Arzie
 Greenlee, William A.
 Hanna, G. Mont
 Holder, Carl L.
 Howland, Vincent
 Joslyn, Clyde
 Knapp, Forest L.
 Kough, Charles
 Long, Earle
 McEntire, Frank S.
 Morrison, George
 Morton, Fern
 Negus, C. Marion
 Quick, Cyrus F.

Cranesville
 Cooperstown
 Cochranton
 Edinboro
 Edinboro
 Conneautville
 Cochranton
 Cochranton
 Edinboro
 Torpedo
 Atlantic
 Albion
 Edinboro
 Albion
 Saegerstown
 Springboro
 Waynesburg
 Geneva
 Ohiopyle
 Bear Lake
 Bowling Green, Ohio
 Punxsutawney

THE EDINBORO STATE NORMAL SCHOOL

Smith, Knight	Edinboro
Snapp, Victor A.	Spartansburg
St. John, Nial	Centerville
Taylor, Harry	Waterford
Tucker, Joseph	Edinboro
Whittenberger, Claude R.	Cochranton



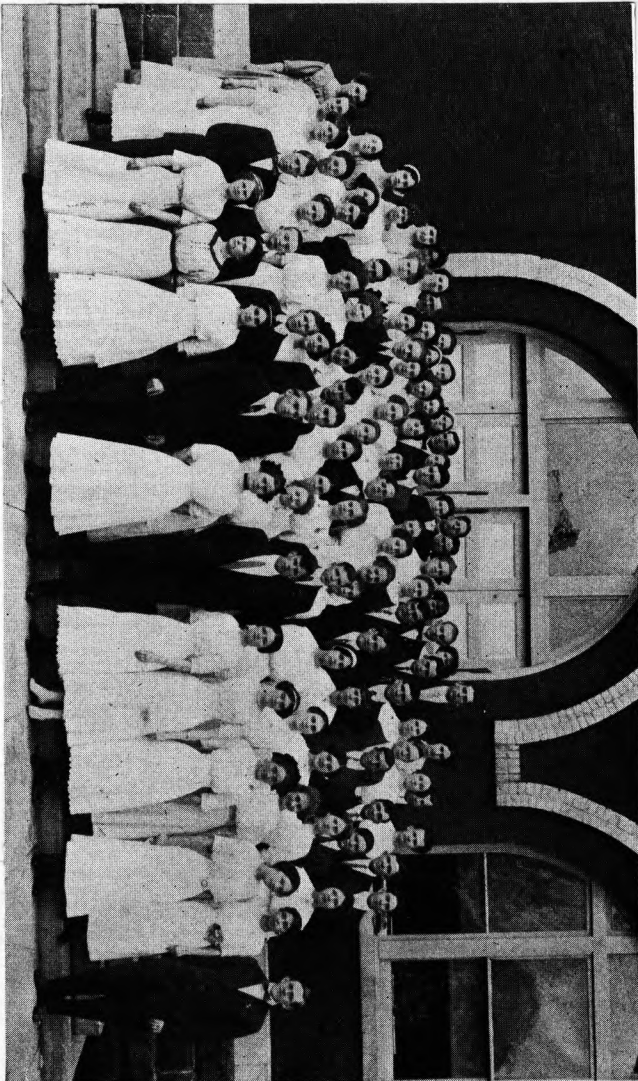
CLASS OF 1913

(OLD COURSE)

GIRLS

Agnew, Mary	Edinboro
Amidon, Angeline	Edinboro
Auerbach, Emma L.	East Springfiel
Bancroft, Grace	Centerville
Bathurst, Helen	Clarendon
Bell, Essie	Pittsville
Bishop, Garnett	Waterford
Boyle, Annice	Centerville
Brown, Bessie	Cambridge Springs
Brown, Ruth	Erie
Case, Ethel	Girard
Christenson, Lillian	Cherry Grove
Cooper, Olive M.	Sugar Grove
Crandall, Leah	Edinboro
Crawford, Catherine	Pleasantville
Dickey, Ethel	Hartstown
Fisher, Marjorie	Grand Valley
Fleischman, Irene M.	Oil City

THE EDINBORO STATE NORMAL SCHOOL



CLASS OF 1913

—Kupper

THE EDINBORO STATE NORMAL SCHOOL

Greenlee, Frances	Jamestown, N. Y.
Griminger, Gretchen	Cambridge Springs
Guild, Margaret	Titusville
Haight, Margaret	Meadville
Hamilton, Leona	Meadville
Harrison, Margaret	Edinboro
Hatch, Mamie	Cambridge Springs
Hawley, Amy	Union City
Homan, Isabel	Cooperstown
Houtz, Elmo	Cochranon
Hutchinson, Florence	Cambridge Springs
Irwin, Martha	Camp Hill
Judd, Marian R.	Emporium
Kidder, Ruth M.	North East
Kilbane, Zoe	Edinboro
Kilgore, Almeda	Stoneboro
Klakamp, Nellie	Edinboro
Kline, Eva	Edinboro
McCartney, Agnes	Randolph
McGill, Lula	Cambridge Springs
McIntyre, Maude I.	Cyclone
McKinley, Frances	Jamestown
Maffit, Marion	Meadville
Mahan, Ruth	Ackley
March, Hazel	Warren, Ohio
Marsh, Hazel	Waterford
Mayhue, Cherity	Waterford
Mays, Ella J.	Garland
Mitchell, Freda	Cooperstown
Mitchell, Sylvia B.	Oil City
Moore, Viola	Cambridge Springs
Morgan, Ellen	Guys Mills
Morrison, Cora	Guys Mills
Morton, Mabel P.	Sandy Lake
Parker, Lepha	Warren

THE EDINBORO STATE NORMAL SCHOOL

Perry, Lenna
 Peters, Carrie
 Quirk, Anna
 Reed, Estella
 Ritchey, Mildred
 Robinson, Margaret
 Sayre, Kathryn
 Scott, Madeline
 Seavy, Edna
 Smith, Augusta
 Smith, Belva
 Smith, Frances
 Soderholm, Mabel C.
 Stevenson, Hazel
 Sullivan, Mary
 Swift, Nina
 Terrill, Olive
 Thiem, Helena
 Unger, Pearl
 Waite, Olive
 Walker, Alice M.
 Wells, Laura
 White, Florence
 Wilkinson, Ethel
 Woods, Alice
 Woods, Ivis

Cambridge Springs
 Cambridge Springs
 Erie
 Youngsville
 Emlenton
 Spartansburg
 Randolph
 Grand Valley
 Clarendon
 Guys Mills
 Cambridge Springs
 Saegerstown
 Aiken
 Oil City
 Edinboro
 Cranesville
 Edinboro
 Corry
 Atlantic
 Atlantic
 Centerville
 Springboro
 Russell
 North East
 Cambridge Springs
 Cambridge Springs

BOYS

Acker, Lewis F.
 Armagost, Leo
 Babcock, Gerald
 Bentley, Hubert
 Billings, Paul
 Cass, Neff S.
 Congdon, Grover

Meadville
 Venango
 Russell
 Springboro
 Edinboro
 Harbor Creek
 Union City

THE EDINBORO STATE NORMAL SCHOOL

Davis, Clyde	McKean
DeArment, Roy	Conneaut Lake
DeRemer, Ward F.	Townville
Dickey, Adlia	Hartstown
Frame, Andrew	Edinboro
Jewett, Hallis I.	Custer City
Jewett, Sheldon	Custer City
Johnson, Arthur	Clarendon
Joslyn, Carl	Albion
Kineston, Clair	Atlantic
Krasinski, John F.	Erie
Leach, Marley O.	Waterford
McEntire, J. Howard	Conneaut Lake
McGuire, David J.	Meadville
McKee, Ralph	Atlantic
McKelvey, William	Erie
McQuiston, Norris	Atlantic
Marsh, Charles E.	Ten Mile Bottom
Mathews, Neil	Meadville
Mitchell, John L.	Oil City
Nageotte, Joseph	Meadville
Obert, Karl	Union City
O'Camb, Leo	Edinboro
Pattison, Thomas	Cochranon
Piggott, Joseph, Jr.	Edinboro
Porter, Floyd E.	Edinboro
Richey, Donald	Titusville
Ross, Nelson	Conneautville
Scott, Charles E.	Albion
Scott, John H.	Edinboro
Smock, Thelston	Edinboro
Steadman, Glenn	Conneaut Lake
Terrill, Claude	Venango
Tiffany, Howard	Geneva
Vincent, Q. G.	Edinboro

THE EDINBORO STATE NORMAL SCHOOL

White, Charles L.
Whitman, Walt
White, Carl

Franklin
Utica
Edinboro



CLASS OF 1913

(NEW COURSE)

Boyle, Madonna
Bowersock, Freda
Hall, Lena
Hannah, Frances
Hasbrouck, Ora
Hess, Louise
Joles, Florence
O'Neil, Margaret G.
Proudfit, Ruth
Pulling, Louise
Rowell, Hester
Russell, Laura E.
Sigworth, Bess
Smith, Ruth B.

Albion
Oil City
Union City
Girard
Corry
Girard
North Girard
Union City
Albion
Edinboro
Girard
Titusville
Tionesta
Girard



CLASS OF 1914

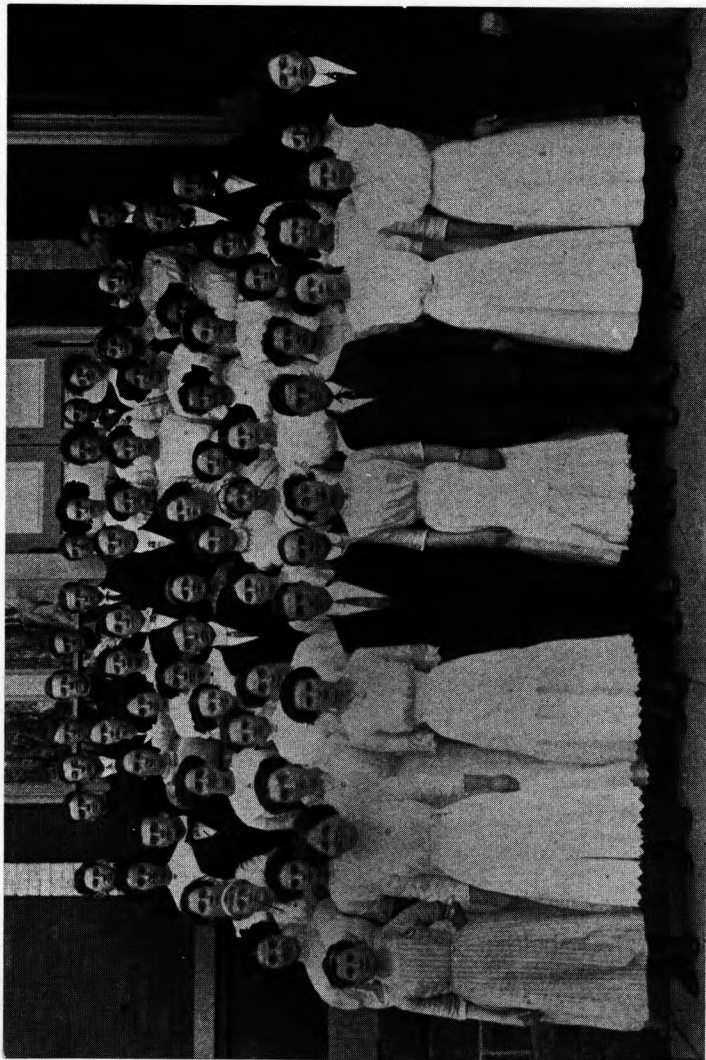
(NEW COURSE)

GIRLS

Averill, Esther
DeArment, Daisy
Glenn, Lulu
Hollabaugh, Savilla
Lingo, Lila
McDaniel, Ruby
McIntosh, Bernice

Pittsfield
Conneaut Lake
Sandy Lake
Cochranton
Guys Mills
Cochranton
Franklin

THE EDINBORO STATE NORMAL SCHOOL



CLASS OF 1915

—Kupper

THE EDINBORO STATE NORMAL SCHOOL

Morrison, Cora
 Peck, Nellie
 Putnam, Hazel
 Sammons, Mabel
 Smith, Grace M.
 Stewart, Jennie
 Torry, Nellie
 West, Edith O.
 Whitney, Dora

Guys Mills
 Fairview
 North Warren
 Union City
 Waterford
 Centerville
 Edinboro
 Linesville
 Corry

BOYS

Carman, Nevin
 Chipman, Charles
 Henry, Don A.
 Goodrich, Bruce
 Gray, Floyd
 Green, Howard
 Lewis, Grove
 McCrillis, Leroy
 Roberts, Roscoe

Saegerstown
 Saegerstown
 Saegerstown
 Edinboro
 Spartansburg
 Spring Creek
 Cambridge Springs
 Centerville
 Hadley



CLASS OF 1915

(NEW COURSE)

GIRLS

Bierworth, Adria
 Blakeslee, Caro
 Compton, Alice
 Crandall, Evelyn
 Day, Miriam G.
 Dine, Autumn M.
 Doubet, Blanche
 Dyne, Velma J.
 Frontz, Isadore

Cambridge Springs
 Union City
 McKean
 McLane
 Spartansburg
 Cambridge Springs
 Cochranon
 Cambridge Springs
 Saegerstown

THE EDINBORO STATE NORMAL SCHOOL

Frontz, Marie	Saegerstown
Gossman, Matilda	McKean
Greenman, Luella	North East
Harned, Linnie	Edinboro
Harvey, Florence	Corry
Hazen, Edna J.	Albion
Hitt, Jessie	McLane
Lamson, Edna	McKean
Lockard, Lillian	North Warren
McElhatten, Vera C.	Cranberry
McElhatten, Beulah	Cranberry
Martin, Mildred	Spartansburg
Miller, Nellie E.	Conneaut Lake
Mosier, Georgia	Edinboro
Mosier, Ruth	Edinboro
Mundt, Zoe	Grand Valley
Nason, Edith	Girard
Neyland, Virginia	McKean
Paine, Nemesia	Edinboro
Perry, Alice	Ten Mile Bottom
Peterson, Elsie	Bear Lake
Pieper, Leta	Cranesville
Pieper, Matilda	Edinboro
Pinney, Luella	McLane
Reed, Berdena	McKean
Rhodes, Ira M.	Franklin
Robbins, Bessie M.	Waterford
Sadler, Wilda M.	Ten Mile Bottom
Silfies, Estella	Cranesville
Skelton, Marie	Crossingville
Small, Marie	Nebraska
Smith, Myrtle	Wattsburg
Spacht, Theresa	North East
Stanford, Eleanor	Rimer
Stowell, Aletha	Corry

THE EDINBORO STATE NORMAL SCHOOL

Strobel, Lusina	Edinboro
Sullivan, Mary	Edinboro
Sullivan, Ethel	Hydetown
Trax, Dorothy	Franklin
Turner, Josalynn	Wattsburg
Unger, Mildred	Edinboro
Vincent, Ruth	Grand Valley
Vincent, Winifred	Grand Valley
Wade, Marjorie	Edinboro
Wagner, Loretta C.	Erie
Warner, Milicent	Sugar Grove
Wilcox, Mary	Cambridge Springs
Williamson, Mildred	St Marys, West Virginia
Woods, Grace E,	Cambridge Springs

BOYS

Allen, Cecil	Cambridge Springs
Barney, Daniel	Erie
Boyer, Donald E.	Meadville
Carpenter, Joseph S.	Townville
Chisholm, Harold	McKean
Culbertson, George	Cambridge Springs
Daley, Fay	Grand Valley
Davis, Clarence	Conneautville
DeWitt, Edward	Center Road Station
Drake Wayne	Cambridge Springs
Fall, Frank	Edinboro
Fiesler, Earl	Girard
Fiesler, Nathaniel	Girard
Fuller, Benjamin	Edinboro
Fuller, William	Edinboro
Greenman, Glenn	North East
Hamill, James	Cambridge Springs
Harbaugh, John	Victoria
Harrison, Leo	Edinboro
Harvey, Paul	Corry

THE EDINBORO STATE NORMAL SCHOOL

Hays, Vincent	Oil City
Henry, Roy L.	Wesleyville
Hills, Asel	Edinboro
Hood, Harold G.	Oil City
Hoover, Byron	Springboro
Hotchkiss, Clare	McLane
Kline, Francis	Edinboro
Lewis, Grove	Cambridge Springs
McCray, Lynn	Corry
McLallen, Alton	McKean
Miller, Harold S.	Meadville
Mischler, Glenn	Girard
Mondereau, Emmett	Cochranon
Mosier, Roy S.	Springboro
Nye, Clair	Edinboro
Phoenix, Arthur	Waterford
Porter, Don	McLane
Rickenbrode, Duff	Townville
Rusterholtz, Jerome B.	McKean
Schriver, Dean	Titusville
Slaven, John	Kennard
Smith, Clarence	Mt. Pleasant
Snyder, Reed	Meadville
Turner, W. Byron	Wattsburg
Urban, Clarence	Erie
Wade, Elwin B.	Corry
Welker, W. Clair	Mill Village
Whipple, Sumner	Edinboro
Whiteley, George H.	Mill Village
Willett, Claude	Pittsfield

THE EDINBORO STATE NORMAL SCHOOL

TEACHERS' COURSE

GIRLS

Abplanalp, Maria	Warren
Allen, Mildred	Centerville
Autate, Regina	Edinboro
Anderson, Jennie M.	Conneautville
Armstrong, Bertha	Townville
Bemis, Fay	Wattsburg
Bewley, Ina	Spartansburg
Blackman, Anna	Wattsburg
Blakeslee, Bernice	Union City
Blystone, Lorene	Cambridge Springs
Bossard, Mary	Saegerstown
Brannan, Elizabeth	Centerville
Brennan, Emma	Waterford
Brown, Lela	Union City
Calvin, Fern	Atlantic
Carson, Mildred	Union City
Chandler, Ethel	Bear Lake
Coffman, Bertha	Seneca
Crawford, Nellie	Townville
Culver, Edna	Corry
Davis, Maude M.	Albion
Dietrich, Ruth L.	Fertigs
Diekrager, Muriel	Tionesta
Donaldson, Josephine	Harmonsburg
Flick, Cora	Spartansburg
Gardner, Nina	Edinboro
Gibson, Eva	Meadville
Gidner, Ruth	Cranesville
Greenman, Orrie	North East
Griffey, Neta A.	Albion
Gross, Inez	Union City
Hague, Sara M.	Springboro



GROUP FROM TEACHERS' COURSE

—Kupper

THE EDINBORO STATE NORMAL SCHOOL

THE EDINBORO STATE NORMAL SCHOOL

Harter, Manna	Edinboro
Hazen, Anna	Hartstown
Hollenbeck, Iva	Edinboro
Humes, Eugenia E.	Cambridge Springs
Jenks, Lelah	Centerville
Jenkins, Ruth	Guys Mills
Jones, Cecile E.	Me adville
Jones, Claribel	Johnsonburg
Jones, Mildred L.	Meadville
Johnson, Isabelle	Centerville
Lamb, Lucy	Conneautville
Lawrence, Leona	Edinboro
LeGoullon, Ruth	Cranberry
Leopold, Eva	Girard
McCray, Sadie	Spartansburg
McFeeters, Nellie	Springboro
McFeeters, Ruth	Springboro
McNulty, Catherine	Waterford
Maynard, Gladys	Centerville
Miller, Olive	Girard
Mitchell, Florence	Mill Village
Morton, Mable	Wattsburg
Mundt, Hazel	Grand Valley
Mundt, Leah	Grand Valley
Nichols, Adelaide	Cranesville
Norris, Celia	Conneautville
Palmer, Dora	Sugar Grove
Perry, Ina M.	Cambridge Springs
Pettit, Ellen	Conneautville
Pettit, Ellen A.	Conneautville
Pierce, Myrtle	North East
Post, Elsie	North East
Post, Ethel	North East
Pryor, Daisy	Rockland
Pryor, Irma	Rockland

THE EDINBORO STATE NORMAL SCHOOL

Raymond, Doris
 Raymond, Hazel
 Redfield, Etole
 Redfield, Leole
 Reed, Ida E.
 Rhodes, Iva M.
 Roberts, Belva
 Roberts, Ruby M.
 Robertson, Fern
 Rose, Vernie
 Schutt, Lucy R.
 Shannon, Ruth
 Smith, Augusta
 Spence, Ruth
 Strong, Clara
 Sullivan, Abby
 Suttles, Ruth
 Taylor, Ethel
 Thayer, Fern
 Tingley, Mary
 Vincent, Mae
 Walbourne, Edith
 Warner, Millicent
 Welton, Buena
 Whitney, Nina
 Wilmier, Anna
 Wood, Leona

North East
 North East
 Titusville
 Titusville
 Corry
 Franklin
 Elgin
 Harborcreek
 Linesville
 Waterford
 Girard
 Cambridge Springs
 Guys Mills
 Oil City
 East Springfield
 Fredonia
 Cranesville
 Spartansburg
 Youngsville
 Cooperstown
 Utica
 Franklin
 Sugar Grove
 Polk
 Harborcreek
 Cambridge Springs
 Shadeland

BOYS

Cantlon, Daniel
 Donaldson, Archie
 Donnell, C. Y.
 Drake, Archie L.
 Foster, Johnson
 Graham, Carl
 Gray, Floyd

Waterford
 Emlenton
 Titusville
 Cambridge Springs
 Waterford
 Saegerstown
 Spartansburg

THE EDINBORO STATE NORMAL SCHOOL

Griffith, Walter
 Hartley, Harry J.
 McBride, Edward
 McCrillis, Leroy
 Mead, Henry
 Mischler, Henry
 Proper, Hays
 Roberts, Roscoe
 Rogers, Clark
 Scott, Cary
 Sheakley, Robert
 Shumaker, Clinton
 Slaven, John
 Smith, Clarence
 Staley, Edgar M.
 Stewart, Charles

Woodcock
 North East
 Edinboro
 Centerville
 Spartansburg
 Girard
 Titusville
 Hadley
 Conneaut Lake
 Girard
 Atlantic
 North Springfield
 Kennard
 Spartansburg
 Mill Village
 Meadville



MUSIC STUDENTS

GIRLS

Allen, Mary
 Anderson, Ruby
 Ayres, Elizabeth
 Fry, Minnie M.
 Gleason, Sarah
 Hanson, Alice
 Hotchkiss, Edna
 Hoffman, Wilda
 Jewett, Margaret
 Johnson, Freda
 Kinter, Muriel
 Markel, Agnes
 Marshall, Agnes
 McCray, Ethel

Edinboro
 Edinboro
 Edinboro
 McKean
 Edinboro
 Edinboro
 Edinboro
 Harrisville
 Custer City
 Cambridge Springs
 Edinboro
 New Castle
 New Castle

THE EDINBORO STATE NORMAL SCHOOL



—Kupper

SPANISH STUDENTS 1912

THE EDINBORO STATE NORMAL SCHOOL

McLallen, Ruth	Edinboro
Mills, Ethel C.	Edinboro
Northrop, Thelma	Girard
Ritchey, Rena M.	Emlenton
Steadman, Vere	Edinboro
Torry, Susie	Cambridge Springs

BOYS

Deamer, Joseph S.	Edinboro
Dearborn, Ned H.	Conneautville
Goodell, George S.	Edinboro
Hilliard, Silvan F.	Ten Mile Bottom
Port, Maurice	Edinboro
Stanford, Joseph	Edinboro
Snyder, Wallace J.	Scranton
Williams, J. Blaine	Punxsutawney



SPECIAL STUDENTS

GIRLS

Baker, Florence F.	Edinboro
Doing, Ethel	Edinboro
Robbins, Bessie Mae	Waterford
Sherman, Ruth	Cambridge Springs
Stanford, Kathryne	Edinboro
Sullivan, Ellen	Erie
VanEtten, Emilie	Mombaccus, N.Y.
Wilson, Annie L.	Edinboro

BOYS

Adana, Louis	Bogota, U. S. Columbia
Andrews, Claude	Edinboro
Baptista, Edward	Rubio, Venezuela
Controras, J. A.	Rubio, Venezuela
Ferrer, Emilio	Sagua La Granda, Cuba

THE EDINBORO STATE NORMAL SCHOOL

Gill, Carlos
Graham, Stewart
Hilliard, Silvan F.
Porter, Bruce
Sanchez, Miguel
Skelton, Cecil
Vierra, Antonio

Rubio, Venezuela
Meadville
Ten Mile Bottom
McLane
Rubio, Venezuela
Edinboro
Brazil



POST GRADUATE STUDENTS

GIRLS

Coughlin, Anna
Frame, Lillian
Hollenbeck, Opal
Kingsley, Anita
Kline, Okle
Mills, Ethel
Mumford, Eva S.
VanMarter, Edna L.

Edinboro
Edinboro
Edinboro
Cambridge Springs
Cambridge Springs
Edinboro
Cambridge Springs
Edinboro

BOYS

Deamer, Joseph S.
Thompson, Rex L.
Whiteley, Floyd

Edinboro
Edinboro
Mill Village



THE EDINBORO STATE NORMAL SCHOOL

SUMMARY OF ATTENDANCE

CLASS OF 1912

Girls	. . . . .	61		
Boys	. . . . .	28	Total	89

CLASS OF 1913

Girls	. . . . .	93		
Boys	. . . . .	45	Total	138

CLASS OF 1914

Girls	. . . . .	16		
Boys	. . . . .	9	Total	25

CLASS OF 1915

Girls	. . . . .	58		
Boys	. . . . .	50	Total	108

TEACHERS' COURSE

Girls	. . . . .	94		
Boys	. . . . .	23	Total	117

MUSIC STUDENTS

Girls	. . . . .	19		
Boys	. . . . .	8	Total	27

SPECIAL STUDENTS

Girls	. . . . .	8		
Boys	. . . . .	12	Total	20

GRADUATE STUDENTS

Girls	. . . . .	8		
Boys	. . . . .	3	Total	11

Total Enrollment	. . . . .			535
Repeated Names	. . . . .			4
				531

THE EDINBORO STATE NORMAL SCHOOL



THE NORMAL IN 1861

COURSES OF STUDY

Given by the Northwestern State Normal School.

NEW COURSE OF STUDY—Adopted April 21, 1910.

FIRST YEAR.

Subjects.	Number of 45-minute Periods.
Reading and Public Speaking.....	50
Orthography.....	40
Arithmetic.....	100
Physical Geography.....	50
English Grammar.....	160
Algebra.....	160
Latin.....	160
Ancient and Mediaeval History.....	100
Physical Training.....	180
Manual Training or Domestic Science.....	50
Vocal Music.....	50
School Management and School Law.....	

SECOND YEAR.

English and Modern European History.....	100
Rhetoric, Composition, and Classics.....	160
Plane Geometry.....	160
Caesar.....	160
Zoology.....	50
Bookkeeping.....	50
Botany.....	100
Drawing.....	100
Manual Training or Domestic Science.....	50
Physical Training.....	80
General Method.....	160

THIRD YEAR.

Geography.....	80
United States History and Civil Government.....	80
American and English Literature.....	100
Cicero, German, or French*.....	160
Physiology, Hygiene, and School Sanitation.....	80
Solid Geometry and Trigonometry†.....	160
Physics.....	160
Psychology and Observation of Teaching.....	160
Physical Training.....	80
Method in History and Geography.....	100

FOURTH YEAR.

Arithmetic—Review.....	50
English Grammar—Review.....	50
Chemistry.....	160
Nature Study and Agriculture.....	100
Virgil, German, or French†.....	160
Elocution—Public Speaking.....	50
History of Education.....	100
Method in Arithmetic and English Grammar.....	50
Drawing.....	50
Manual Training or Domestic Science.....	50
Physical Training.....	80
Teaching in Model School.....	160

*History of Art and History of Sciences may be substituted with permission of Principal.
 †Geology and Astronomy may be substituted with permission of Principal.

†With advice of Principal, Ethics, Logic, and Sociology or Philosophy of Education and Surveying may be substituted.

Candidates for advanced standing may take the substitutions; but students taking the work in the Normal School are strongly urged to pursue the regular course.

OLD COURSE—Adopted November 8, 1900

PRELIMINARY REQUIREMENTS

Physiology, Political Geography, Spelling, and Writing, completed; Algebra through radicals; Drawing one term; Arithmetic, English Grammar, and Reading, as in ordinary textbooks.

JUNIOR YEAR*

Pedagogics: School Management, Language: English Grammar, Reading, Orthography, Latin to Caeser.
 Mathematics: Arithmetic, Algebra.
 Natural Science: Physiology.
 Historical Science: Geography, United States History, Civil Government of Pennsylvania and the United States.

Arts: Penmanship—an approved system with a fair handwriting. Drawing—daily lessons for twenty weeks. Vocal Music—elementary principles and daily exercises for ten weeks. Bookkeeping—single entry with knowledge of common business forms.

MIDDLE YEAR

Pedagogics: Psychology, Methods of Teaching.
 Language: Rhetoric and Composition, Elocution, three books of Caeser.
 Mathematics: Plane Geometry.
 Natural Science: Elements of Chemistry, Zoology, and Botany.
 Historical Science: General History.
 Arts: Manual Training.
 Physical Culture.

SENIOR YEAR

Pedagogics: History of Education, Methods of Teaching, Practice of Teaching in the Model School (twenty weeks, forty-five minutes daily).
 Language: Literature and Classics, three orations of Cicero, three books of Virgil, review of English Grammar.
 Mathematics: Solid Geometry, Plane Trigonometry, Surveying, and review of Arithmetic.
 Natural Science: Physics, Geology.
 Physical Culture.

*Candidates for admission to the work of the junior year may enter upon examinations given by the faculty, also upon accepted certificates.

SUBSTITUTIONS*

Junior Year: German or French for Latin.

Middle Year: German or French for Latin or Chemistry.

Senior Year: English History, Ethics, Logic, German, or French for Latin; German or French for Solid Geometry or Trigonometry and Surveying.

Students entering in the fall of 1911 and wishing to graduate under the old three year course must be prepared to enter the Middle year; those not qualified to take up the work of the Middle year will have to enroll under the new four year course. Students entering in the fall of 1912 and wishing to graduate under the old three year course must have passed the state board of examinations in the work of the Junior and Middle years. After the fall of 1912 all students will enter the new four year course.

CONDITIONS OF ADMISSION, ETC.

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 Years' 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 Years' 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 Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

4. A 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 studies in which any one is conditioned under this rule or any one of the rules above, shall not foot up more than 320 weeks.

*These substitutions will be permitted to be made by candidates for advanced admission. Students who do the work in the Normal School are strongly urged to take the regular course.