

**THE EDINBORO
QUARTERLY**



CATALOG NUMBER

JULY, 1923

Vol. X

No. 3

EDINBORO TRAINS TEACHERS

100

THE EDINBORO QUARTERLY

THE EDINBORO QUARTERLY is issued in January, April, July and October by the Edinboro State Normal School. The July number is the catalog. The other three numbers are filled with announcements and general news matter.

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Vol. X

EDINBORO, PA., JULY, 1923

No. 3

CALENDAR 1923-'24

First Semester begins.....	Monday, September 17
First Quarter ends.....	Friday, November 16
Thanksgiving Recess.....	Wednesday M., November 28
Christmas Recess.....	Friday M., Dec. 21, to Wednesday, Jan. 2
First Semester ends.....	Friday, January 25
Second Semester begins.....	Monday, January 28
Third Quarter ends.....	Friday, March 28
Easter Recess.....	Friday M., April 11, to Tuesday, April 22
Second Semester, work ends.....	Thursday, May 29
Holiday, Memorial Day.....	Friday, May 30
Baccalaureate Sermon.....	Sunday, June 1
Commencement.....	Tuesday, June 3
Summer Term begins.....	Monday, June 16
Summer Term ends.....	Friday, August 15

EDINBORO TRAINS TEACHERS

 BOARD OF TRUSTEES

Term expires first Monday in July, 1923

C. C. HILL, President.....	<i>North East</i>
GEORGE S. CRISWELL.....	<i>Franklin</i>
H. E. McCONNELL.....	<i>Mercer</i>

Term expires first Monday of July, 1924

MISS ELLA SKIFF.....	<i>Edinboro</i>
MISS C. ELIZABETH BATTLES.....	<i>Girard</i>
A. A. CULBERTSON.....	<i>Erie</i>

Term expires first Monday of July, 1925

MRS. RAMSEY BURTON.....	<i>Erie</i>
F. A. LOVELAND.....	<i>Corry</i>
*F. P. MILLER, Vice-President.....	<i>Meadville</i>

* Resigned.

 OFFICERS OF ADMINISTRATION

1923-'24

CLARENCE C. CRAWFORD, Ph.B., Principal.
 F. S. HEINAMAN, A.B., Dean of Instruction.
 HERMON SACKETT, A. M., Dean of Men.
 FLORENCE M. KUNKEL, A.M., Dean of Women.
 MRS. MINNIE A. LOCKARD, Nurse.
 HARRIET L. CHAPMAN, Secretary to Principal.
 KATHERINE HOWLAND SALLEE, Bursar.
 EARL P. CAMPBELL, Treasurer.
 WALLACE J. SNYDER, Registrar.
 ANNE M. STEWART, Dietician.

THE FACULTY

1923-'24

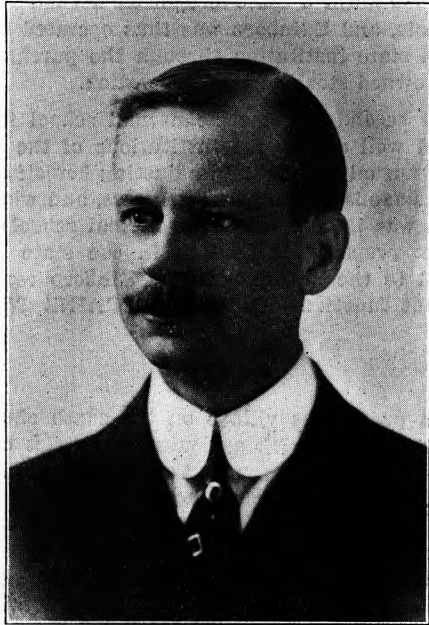
- Clarence C. Crawford, Ph.B., Principal.
- *Ada Evelyn Jones, Supervisor of Teachers' Training.
- James J. Palmer, A.B., Supervisor of Teachers' Training.
- Mary M. Haecker, A.M., Director of Primary Group.
- Hermon Sackett, A.M., Teacher of Social Studies.
- Wallace J. Snyder, Sc.B., Biology and Physical Science.
- Rosa K. Wells, A.M., Teaching of Science.
- W. A. Wheatley, A.M., Introduction to Teaching.
- Bena K. Hansen, Ph.B., Psychology.
- Waldo F. Bates, Jr., Head of Department Arts and Crafts.
- Aime H. Doucette, Instructor in Art.
- Nina L. Gleeten, Instructor in Art.
- A. J. Lamphier, Handwork.
- Russell McCommons, Mechanical Drawing.
- Mrs. Ruth Pope Turner, Instructor in Art.
- S. Gordon Emery, Head of Music Department.
- Mrs. Amy M. Simpson, Assistant Music Instructor.
- Gladys Feidler, Instructor Voice and Piano.
- B. Regis Harrison, Boys' Health Education.
- Catherine Avery, Girls' Health Education.
- Boyd W. Ghering, B.S., Health Education.
- Iven E. Case, Librarian.
- Mildred Forness, Assistant Librarian.
- Hazel Anne Coburn, Assistant Librarian.
- E. Grace Graham, A.B., Teacher of Foreign Language.
- *Alice Harmon, A.M., Instructor in English.
- Vern Zahniser, Oral Expression and Dramatics.
- F. S. Heinaman, A.B., Mathematics.
- Mrs. Marion S. Hillyer, English and Mathematics.
- Charles M. Larcomb, A.M., Principal Senior High School.
- J. Russell Bowman, A.B., Assistant Principal Senior High School.
- William F. Van Buskirk, B.S., Instructor Vocational Education.
- Mary E. Murray, A.B., Instructor in French and English.
- Bernice Huff, Ph.B., Principal Junior High School.
- Blanche Howard, Junior High School Critic.
- James B. Palmer, B.S., Science and Mathematics.
- Frances Burchfield, Principal Elementary School.
- Gladys Harrison, B.S., Critic Teacher, 1st and 2nd Grades.
- Mary A. Fisher, Critic Teacher, Kindergarten.
- Jennie L. Alden, Critic Teacher, 4th and 5th Grades.

Maude Howard, Critic Teacher, 6th Grade.
 L. H. Van Houten, A.M., Director Erie Branch.
 Celestia J. Hershey, Supervisor.
 Ruth E. Campbell, Health Education.
 Nelle G. Hudson, Ph.M., Science.
 Mrs. Alice Corbin Sies, A.M., Primary Education.
 Lilley Young, A.B., Social Studies.
 Maud M. Patterson, A.B., Mathematics.
 Grace Eckman, B.S., Critic Teacher, 5th and 6th Grades.
 Grace Fenton, Critic Teacher, 1st Grade.
 Lillian Natalie Hottman, B.A., Critic Teacher, 4th, 5th and 6th Grades.
 Carrie Keever, Critic Teacher, 3rd and 4th Grades.
 Mary McCormick, Critic Teacher, Kindergarten (Assistant).
 Mary Jean Parkhouse, Critic Teacher, 3rd Grade.
 Mrs. Minnie S. Stump, B. of Ped., Critic Teacher, 5th and 6th Grades.
 Alice Sullivan, Critic Teacher, 2nd Grade.
 Elizabeth Spafford, Critic Teacher, Kindergarten.
 Anna Wilkins, Critic Teacher, 5th and 6th Grades.

* Resigned.

SPECIAL LECTURES ON PEDAGOGY

H. E. McConnell, Superintendent of Schools of Mercer County, Mercer, Pa.
 I. H. Russell, Superintendent of Schools of Erie County, North East, Pa.
 C. E. Carter, Superintendent of Schools, Franklin, Pa.
 A. Earle Hemstreet, Superintendent of Schools, Corry, Pa.
 M. H. Deardorff, Superintendent of Schools, Warren, Pa.
 W. W. Irwin, Superintendent of Schools, Meadville, Pa.
 Earle D. Bruner, Superintendent of George Junior Republic, Grove City, Pa.
 Henry S. Curtis, Oberlin, Ohio.



MR. W. A. WHEATLEY
Head of Department of Education

HISTORICAL SKETCH

The Edinboro State Normal School is sixty years old, its charter having been granted in 1861. Under the Normal School Act of 1857 it was possible to maintain a state-recognized normal school on a partially private basis, and Edinboro was thus operated until 1914 when it became a real state institution through the purchase by the state of the privately owned stock in the corporation.

Edinboro, the second oldest state normal school in Pennsylvania, has always stood well among the institutions of the Commonwealth. She has shown unusual foresight in adjusting herself to the changing conditions and demands of the past few years, and when the new uniform curriculum was introduced in the normal schools, Edinboro was perhaps the best prepared institution in the state for the radical changes involved in the new program. Edinboro recognizes one supremely important function—EDINBORO TRAINS TEACHERS.

LOCATION

Edinboro is a prosperous village on the south shore of Edinboro Lake, in the heart of the rich agricultural district of northwestern Pennsylvania. The village was founded about the end of the eighteenth century by New England people whose descendants constitute the chief element in the population today. Lying between the beautiful campus of the State Normal School and the charming lake once known by the Indian name "Conneautee," and with gentle slopes and forest clad hills to either side, Edinboro has a most delightful location.

The Northwestern Pennsylvania electric railway passes the Normal School campus. This road provides excellent service to Erie, twenty miles north, where it connects with the New York Central, the Pennsylvania, the Nickel Plate and the Bessemer roads. At Cambridge Springs, seven miles south of Edinboro, it connects with the Erie, and it connects with the Bessemer at Harmonsburg and Linesville, and at the latter point also with the Pennsylvania. When coming through Erie one should deliver baggage checks to the Erie Transfer Company, which will transfer baggage to the Northwestern Pennsylvania station. On reaching the campus, the student should go at once to the administrative offices in Normal Hall for registration.

EXPENSES

EXPENSES IN ALL DEPARTMENTS

NORMAL AND ARTS DEPARTMENTS

	<i>School Year 36 Weeks</i>	<i>First Semester 18 Weeks</i>	<i>Second Semester 18 Weeks</i>	<i>Summer Term 9 Weeks</i>
Board, Home and Laundry*.....	\$252.00	\$126.00	\$126.00	\$ 63.00
Registration Fee†	20.00	10.00	10.00	10.00
Laboratory—				
Agriculture‡	6.00	3.00	3.00	
Chemistry‡	6.00	3.00	3.00	
Cooking	10.00	5.00	5.00	
Arts and Crafts	6.00	3.00	3.00	

MUSIC—SPECIAL STUDENTS

Voice or any Instrument— \$1.00 per lesson.				
One lesson per week.....	36.00	18.00	18.00	9.00
Two lessons per week.....	72.00	36.00	36.00	18.00

INSTRUMENTS FOR PRACTICE

Piano—				
One hour daily, 30c per week.....	10.80	5.40	5.40	2.70
Organ—				
Two hours weekly, 30c per week.....	10.80	5.40	5.40	2.70

*Dormitory students are required to furnish their own towels, napkins, toilet articles, bed comforts and wash curtains, if desired.

Persons desiring to room alone must pay the full amount the room or rooms would cost if filled to capacity. An extra charge may be made for special services.

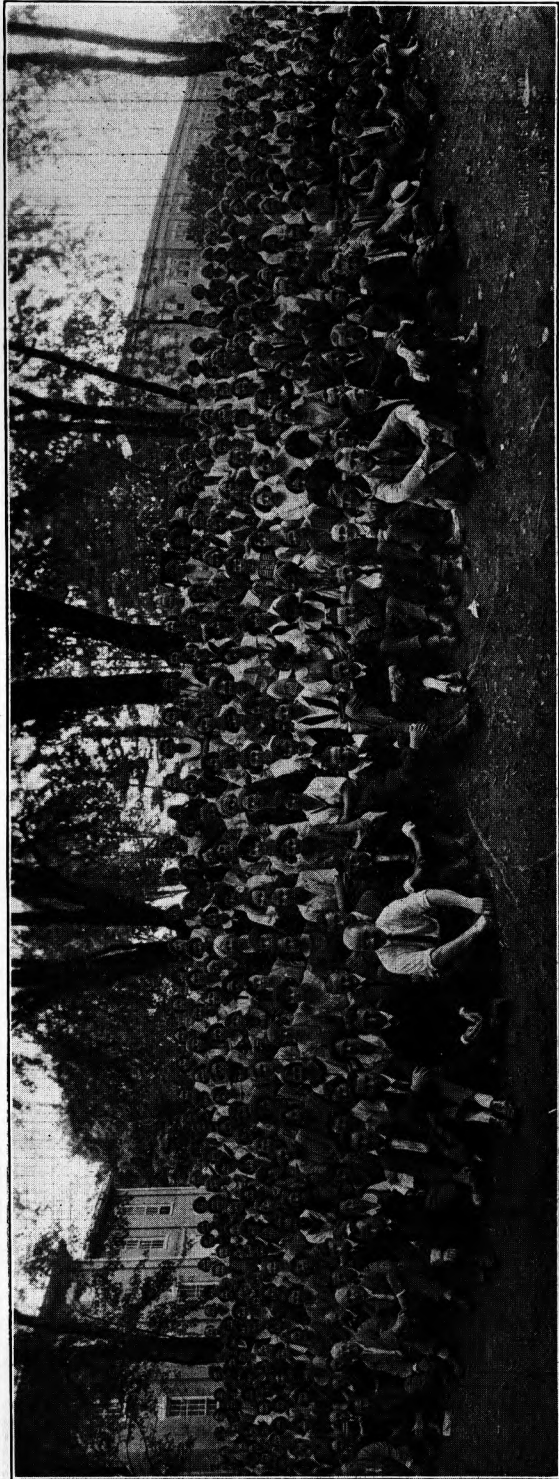
†The registration fee includes enrollment, athletic, and entertainment fees.

‡In addition, breakage of apparatus is charged at actual cost.

Advance reservation for rooms in the dormitories must be accompanied by a check for Ten Dollars (\$10.00). In case the person who made reservation is for reason unable to occupy the room and it is re-rented the reservation fee will be returned.

RATES FOR TRANSIENTS

Meals	50c
Lodging	75c



JUST A PART OF THE EDINBORO FAMILY, SUMMER SCHOOL, 1923

Photo by L. V. Kupper

CURRICULA

The Pennsylvania State Normal School Program of Studies as adopted by the Board of Normal School Principals on April 28, 1922, is divided into four groups as follows:

GROUP I.

Kindergarten and Primary (Grades 1 to 3)

First Semester:

Introduction to Teaching	* 3	† 3
English Fundamentals	3	3
English Composition	2	2
Oral Expression	2	2
Nature Study	2	2
Personal and School Hygiene	2	2
Art	3	3
Music	3	3
Physical Education	3	1
	23	21

Second Semester:

Psychology and Child Study	3	3
English Composition	2	2
Teaching of Primary Reading	3	3
Constructive Handwork	2	2
Music	2	2
Handwriting	2	1
Nature Study	1	1
Physical Education	3	1
Elective (For kindergarten in kindergarten theory, materials, methods, and observation; for primary in such subjects from the list of electives as are most needed)	5	5
	23	20

Third Semester:

Student-Teaching, including School Efficiency and Conferences	15	15
Teaching of Primary Subjects	3	3
Physical Education	3	1
	21	19

* Number of periods per week.

† Number of semester hours of credit.

Fourth Semester:

History and Principles of Education	3	3
Children's Literature and Story Telling	3	3
Educational Sociology	3	3
Art	2	2
Music	2	2
Physical Education	3	1
Health and Hygiene in the Elementary School	3	3
Elective	3	3
	<hr/>	<hr/>
Total of 80 Semester hours.	22	20

GROUP II.

Intermediate (Grades 4 to 6)

First Semester:

The same as for Group I.

Second Semester:

Psychology and Child Study	3	3
English Composition	2	2
Teaching of Arithmetic	3	3
Teaching of Geography	3	3
Teaching of Social Studies	3	3
Music	2	2
Art	2	2
Handwriting	2	1
Nature Study	1	1
Physical Education	3	1
	<hr/>	<hr/>
	24	21

Third Semester:

Student-Teaching, including School Efficiency and Conferences	15	15
Teaching of English	3	3
Physical Education	3	1
	<hr/>	<hr/>
	21	19

Fourth Semester:

History and Principles of Education	3	3
Juvenile Literature	3	3
Educational Sociology	3	3
Art	2	2
Music	2	2
Health and Hygiene in the Elementary School	3	3
Physical Education	3	1
Elective	2	2
	<hr/>	<hr/>
Total of 80 Semester hours.	21	19

GROUP III.

Junior High School (Grades 7 to 9)

First Semester:

The same as for Group I.

Second Semester:

Psychology "A"	3	3
English Composition	2	2
Oral Expression	2	2
Art	3	3
Music	3	3
Social and Industrial History of the U. S.	3	3
Economic Geography of the U. S.	3	3
Physical Education	3	1
	22	20

Third Semester:

Psychology "B"	3	3
World Problems in Geography	3	3
Physical Education	3	1
Elective--		
English	3-3 or 6-6	
Science I	3-3 or 6-6	
Social Studies I	6-6	
Mathematics I	6-6	
Foreign Language	6-6	12
	12	12
	21	19

One year of Algebra and one of Plane Geometry are required to specialize in Mathematics.

Three years of Latin, including Cicero, or two years of a modern foreign language, are required to specialize in a foreign language.

Fourth Semester:

Purpose, Organization, and Development of the Junior High School	3	3
Physical Education	3	1
Elective--		
English	3-3 or 6-6	
Science II	3-3 or 6-6	
Social Studies II	3-3 or 6-6	
Mathematics II	6-6	
Foreign Language II	6-6	15
	15	15
	21	19

These electives are only for those who have taken the corresponding courses in the Third Semester.

Fifth Semester:

Student-teaching, including School Efficiency and Conferences	15	15
Guidance	3	3
Physical Education	3	1
Free Elective	2	2
	<hr/>	<hr/>
	23	21

(Under "Free Elective" here and in the Sixth Semester not more than three semester hours of Art, Music, or Education may be offered by the School.)

Sixth Semester:

Educational Sociology	3	3
History and Principles of Education	3	3
Educational Measurements	3	3
Health and Hygiene in the Junior High School.....	3	3
Physical Education	3	1
Free Elective	7	7
	<hr/>	<hr/>
	22	20

Total of 120 Semester hours.

GROUP IV.

Rural.

First Semester:

The same as for Group I.

Second Semester:

Psychology and Child Study	3	3
English Composition	2	2
Teaching of Arithmetic	3	3
Teaching of Geography	3	3
Teaching of Social Studies	3	3
Music	2	2
Art	2	2
Handwriting	2	1
Physical Education	3	1
	<hr/>	<hr/>
	23	20

Third Semester:

Student-Teaching, including School Efficiency and Conferences	15	15
Teaching of Reading	3	3
Physical Education	3	1
	<hr/>	<hr/>
	21	19

Fourth Semester:

History and Principles of Education	3	3
Children's Literature and Story Telling	3	3
Agriculture	3	3
Rural Sociology	2	2
Art	2	2
Music	2	2
Health and Hygiene in the Rural School	3	3
Physical Education	3	1
Elective	3	3
	24	22

Total of 82 Semester hours.
Eighty required for graduation.



Photo by L. V. Kupper

WINTER SPORTS—A PART OF EDINBORO LIFE

ELECTIVES

Education:

Kindergarten Theory, Materials, Methods, and Observation	* 5	† 5
Educational Psychology	3	3
The Public School Curriculum	3	3

English:

English Authors and Literature	3	3
American Authors and Literature	3	3
Study of Prose Fiction	3	3
Teaching of English in the Junior High School.....	3	3

Mathematics:

Intermediate Algebra	3	3
Advanced Algebra	3	3
Plane Trigonometry	3	3
Teaching of Mathematics in the Junior High School....	3	3
(Beginning Algebra and Plane Geometry supposed to have been done in the high school)		

Science:

General Chemistry	4	6
Qualitative Analysis	6	3
Household Chemistry	6	3
General Physics	4	6
Biology	4	3
Physiography	3	3
General Science	4	3
Teaching of Science	3	3
Teaching of Geography in the Junior High School.....	3	3

Social Studies:

American History to 1840.....	3	3
American History since 1840	3	3
American Government	3	3
Modern European History	3	3
General Sociology	3	3
Economics	3	3
Teaching of History	3	3

Foreign Language:

Cicero	3	6
Vergil	3	6
French I	3	6
French II	3	6
Spanish I	3	6
Spanish II	3	6

(The first two years of Latin supposed to have been done in the high school.)

"Free Electives:

Any subjects not listed above but agreed upon by faculty and student They permit additional work in chosen fields to qualify for teaching in Senior High Schools.

REQUIREMENTS FOR ADMISSION

ADOPTED MARCH 23, 1920

1. Candidates of approved secondary schools who can present evidence of having completed fifteen units of high school work will be admitted as regular students to the State Normal Schools.

2. A unit shall consist of not less than thirty-six weeks of work requiring at least four periods a week of not less than forty minutes a period or its time equivalent. Subjects not requiring out-of-class preparation or study shall require double time in estimating the units.

3. Credentials of all students entering the state normal schools shall be received and evaluated by the normal schools. Blanks for this purpose should be secured from the normal school on or before August 1, as they have to be filled out in detail, signed by the high school principal or other responsible official, and received and approved as stated above before the student can be officially enrolled.

4. Adequate knowledge of the subject matter in the elementary subjects will be presupposed on the part of all students admitted to the normal schools.

5. Required units for admission:

English	3 units
Mathematics	1 unit
Science	1 unit
Social Studies	1 unit, after September, 1923, 2 units
Elective	9 units, after September, 1923, 8 units

Total.....15 units

6. To holders of permanent and professional certificates will be given one unit credit toward admission as regular students to the normal schools for each subject of high school grade written on the certificate.

7. Advanced credit will be given for equivalent courses in approved teacher-training institutions.



Photo by L. V. Kupper

NORMAL HALL, WHERE TRADITIONS CLUSTER

ENTRANCE AND ADVANCED CREDIT FOR TEACHERS IN SERVICE

ADOPTED BY STATE DEPARTMENT OF PUBLIC INSTRUCTION

The following conditions apply only to those persons who have taught in Pennsylvania Public Schools and for teaching done prior to July 1, 1922:

1. "The fifteen units of high school work required for entrance to the state normal schools may be earned:—

- In approved high schools,
- In summer schools,
- In extension classes,
- By correspondence study,
- By tutoring under approved conditions.

CREDIT FOR ENTRANCE MAY ALSO BE SECURED BY TEACHING EXPERIENCE IN PENNSYLVANIA PUBLIC SCHOOLS PRIOR TO JULY 1, 1922, AT THE RATE OF THREE STANDARD HIGH SCHOOL UNITS FOR EACH YEAR OF SUCCESSFUL TEACHING.

2. "Whenever a teacher has earned the credits necessary for entrance to a state normal school in any of the above ways or by a combination of them, four semester hours of credit on a regular state normal school curriculum may be granted for each year of teaching experience in Pennsylvania with a rating of "middle or better", subsequent to meeting the entrance conditions, up to a maximum of thirty-two semester hours, provided, however, that all credit thus given shall be conditional until the teacher shall have proved his ability to do the work of the state normal school curriculum in a creditable manner."

3. "In all cases in which normal school credit is given for teaching experience the work remaining to be done shall be selected by the authorities of the normal school to secure the best development of the student in teaching power."

4. "A minimum of one semester resident study shall be required of all candidates for graduation who are credited for teaching experience as outlined above."

5. "Entrance and normal school credits based on teaching experience as outlined above will not be granted after September 1, 1927."

DESCRIPTION OF WORK

EDUCATION

Introduction to Teaching:

The primary purpose of this course is to aid students in selecting a specific curriculum at the end of the first semester, and to imbue them with a strong professional spirit and high standards of professional ethics. It includes consideration of the different types of teaching service, the general aims of the public schools, and, more specifically, the work to be accomplished by the primary, intermediate, junior high and rural schools respectively, a brief sketch of the characteristics of children in these different types of schools and the qualifications required of teachers to meet the needs of children at the different age levels in these different types of schools. The broad social aims of each type of school and its relation to the state are emphasized.

The instruction in this course is closely correlated with frequent visits of observation in the training school.

Psychology and Child Study:

This is an elementary course in general psychology and the general psychological principles which underlie teaching and class management. It forms the basis of the more specific courses in educational theory and practice. The chief topics, treated are—consciousness and conduct, behavior and learning, the nervous system, sensation, perception, imagination, memory, association, economy in learning, and the higher thought processes.

Psychology "A":

The work here is the same as that in "Psychology and Child Study".

Psychology "B":

This is a somewhat intensive study of the meaning and the physiological and psychological characteristics of the period of adolescence. The work is related as closely as possible to teaching and management in the Junior High School. Students taking this course should have had "Psychology and Child Study", "Psychology 'A'", or the equivalent.

Educational Psychology:

This course aims to present the best of what is known about the psychology of learning. It takes up such things as—the nature of learning, the learning curve, economy in learning, retention of experience, the nature of learning capacity, transfer and interference,

fatigue and learning, and inborn nature and learning. It deals also with individual differences and measurements of intelligence. The course is somewhat advanced and should be taken only by students who have had "Psychology and Child Study", "Psychology 'A'", or the equivalent.

Educational Measurements:

Only measures of achievement are treated here. Measures of intelligence are taken up in "Educational Psychology". This course is a study of the standardized tests and scales of most value in determining progress in the different subjects of the elementary and junior high schools, especially the latter. Such elementary treatment of statistics is included as is necessary to enable students to interpret tests and to judge their reliability. Students in this work should have had "Psychology and Child Study", "Psychology 'A'", or the equivalent.

History and Principles of Education:

This is an integrating course and aims to leave the student with a systematic knowledge of the evolution of education and a unified body of educational doctrine. It traces the origin and development of education as a social process from primitive to modern times with attention given principally to ideals, materials, methods, institutions, and leaders. Special emphasis is placed upon the evolution of the public educational system of the United States and upon present practices and tendencies.

Educational Sociology:

This course is a general study of social conditions for the purpose of finding out what demands they make upon education—especially upon that of elementary and junior high school grade. The work passes to a consideration of how far these demands are met through the typical public school, schools for defectives and other exceptional classes, general and special education, scouting, playgrounds, etc., and of the improvements in education which ought to be made.

The Public School Curriculum:

This course is a somewhat intensive study of the subject-matter of the public schools, especially the elementary and junior high schools. The present curriculum is taken up in detail, subject by subject, and criticized in the light of sound objectives to determine in what respects it is defective and how it can be improved.

Kindergarten Theory, Materials, Methods, and Observation:

This course deals primarily with kindergarten aims, purposes, technique, and equipment. Special attention is given to the underly-

ing principles and objectives in modern kindergarten practice, with a consideration of such topics as: (1) playlife in the first eight years; (2) the use of play in childhood education; (3) the kindergarten curriculum; (4) the use of song, story, music and game in the kindergarten; (5) the constructive occupations; (6) the relation of the kindergarten to the primary grades.

Observation and participation in the training school is a prominent feature of the course.

Teaching of the Primary Subjects:

All the subjects taught in the primary school are taken up and each one is treated, as far as the time permits, as to principal aims, material, and methods. Special attention is given to—sources of material, use of environmental materials, examination of courses of study, and observation and evaluation of class-room exercises. Practice-teaching parallels the other work of the course.

Purpose, Organization, and Development of the Junior High School:

This course deals with the causes of the dissatisfaction with the present organization of schools, definitions and history of the junior high schools, forms of indifferent parts of the country, buildings and equipment, the teaching staff, comparative costs, provisions for individual differences, articulation with lower and higher schools, curricula and courses of study, social life, etc.

Guidance:

The work here deals with the problems and methods of vocational guidance especially as related to the junior high school. It emphasizes the importance of finding out as early as possible what work in the world one is best fitted for and of letting special training for that work begin in some degree as early as possible. It traces the development of vocational guidance from the superstitious methods of primitive times to the increasingly scientific methods of the present and tries to give through analysis of the requirements of different kinds of work and the abilities of different individuals a basic conception of what vocational guidance means and something of its method.

ENGLISH

English Composition:

This course includes a thorough study of the forms of English prose composition together with much practice in writing. The four types of English prose: narration, description, exposition, and argumentation are carefully studied and analyzed with reference to form, content and technique. Special attention is given to the essay and the short story as media of prose expression and students are required to write frequent themes illustrative of the various prose forms discussed. These are made the subject of class criticism and discussion. The teacher in charge of the class meets the students from time to time for personal consultation.

Handwriting:

This course aims to secure legibility, speed, and ease in handwriting and to give preparation for teaching it. The work includes a great variety of drills and exercises and some study of the hygiene, psychology and pedagogy of the subject.

Teaching of Primary Reading:

This course presents the most approved methods of teaching reading in the first three grades. It includes a brief study of the history of primary reading methods; teaching beginning reading; the formation of right reading habits; the importance of and methods of conducting silent and oral reading classes; the value of and development of phonics in the lower grades; choice and selection of text-books; and the use of standardized primary reading scales. Demonstration lessons are observed in each of the primary grades after which a limited number of lessons are planned and taught by the students.

English Fundamentals:

The purpose of this course is to train students to recognize and to use correct oral and written expression. To this end about a third of the time is devoted to the study of English grammar, particularly to those principals that function largely in speech and writing. The principles not only of grammar but of pronunciation, etymology, and spelling are studied and constantly applied to the student's use of language. Practice in oral and written composition is afforded throughout the course.

Children's Literature and Story Telling:

This course aims to give the student comprehensive knowledge of material available in the field of children's literature, and to develop power to select from this material the best for use in the classroom.

Taste, appreciation, and discriminating judgment in selecting are developed. Students are taught to choose those things that have a strong appeal to children as well as literary value. The study of folk tales and fairy stories is included in the course.

The course in story telling covers the principles involved in telling stories to children. It involves also the application of the principles of child psychology and voice training to the telling of stories.

Juvenile Literature:

This course includes the literature suitable for children of intermediate and junior high school grades, and aims to give students control over the technique of silent reading. Students become familiar with the standard measurements of silent reading.

Students are required to do wide reading in the field of juvenile literature, and are trained to select that which has a strong appeal to children. Selections are analyzed with a view to determining wherein that appeal lies. Magazines and current literature are read and selections made from these sources.

Oral Expression:

The purpose of this course is to develop power to speak efficiently in such situations as appear in everyday life. To this end students are trained in voice control as well as in thought-getting and in organization of ideas. Training is given in clear enunciation and correct pronunciation.

English Authors and Literature:

This is a survey course, the purpose of which is to make students familiar with the main facts in the development of English literature, to teach types and tendencies which prevailed in various periods in the course of its development, to give training in establishing right literary standards, and to make students familiar with the men who have made our literature.

American Authors and Literature:

The course "Introduction to English Literature" is a prerequisite to this course, the purpose of which is to teach the development of American literature from colonial times to the present. The course includes wide reading in the various forms of American literature, and trains the student in the principles of evaluation which should operate in the selection of good reading from American authors for use in teaching.

Teaching of English:

The work of this course is planned to correlate the subject matter of group two with modern methods and with the work of the public school.

Teaching of English in Junior High School:

The aim of this course is to systematize subject matter,—mechanics of language,—oral and written composition and classics on the basis of the model plan. The work is closely grooved with the public school as to interests, motives, problems and projects.

Study of Prose Fiction:

This course presents a study of the short story, and covers the most significant work of Stevenson, Kipling, Irving, Poe and others. The course attempts to give students right standards and to train judgment in selecting prose fiction of value.

MATHEMATICS

Intermediate Algebra:

This course includes a review of first year algebra with more difficult problems of each topic, fractional and negative exponents, evolution, radicals, complete solution of quadratics including simultaneous quadratics, graphs, and binomial theorem. Prerequisite: First year algebra.

Advanced Algebra:

This course includes a short review of work in intermediate algebra with emphasis on algebraic and graphical solution of quadratics, variables, functions, theory of equations, solution of equations of degree higher than quadratic, determinants, mathematical induction, progressions, logarithms, permutations and combinations. Prerequisite: Year and a half of algebra.

Plane Trigonometry:

This course includes measurements of angles, trigonometric functions, solution of right and oblique triangles by means of natural functions and logarithms and practical applications.

Teaching of Junior High School Mathematics:

The following topics are studied in this course: aims; selection and organization of subject matter; management of class; modes of instruction; methods of teaching specific topics such as percentage and its applications, mensuration, intuitive geometry and elementary algebra; use of standard tests; observation of teaching in the training school and practice teaching.

Teaching of Arithmetic:

This course is designed to meet the needs of grades four, five and six. The topics considered include aims; selection of subject matter; management of class; modes of instruction; methods of teaching fundamentals with integers, fractions and decimals, denominate numbers, and solution of problems; use of standard tests; observation of teaching in the training school and practice teaching. This course presupposes a fair knowledge of subject matter.

SCIENCE**General Chemistry:**

This is a fundamental course dealing with the laws and elementary principles of chemistry. The application of chemistry to the arts and industries is an important part of the course. The work is covered by text book, supplementary reading and laboratory exercises.

Qualitative Analysis:

A laboratory course in which the project method is fully utilized. The group system of separation is learned with the use of pure chemicals of known composition. The student is then required to apply the principles by working out substances of unknown composition. Individual observation and proficiency are required.

Household Chemistry:

A laboratory course in the study of household materials, laundry preparations, textile fabrics, dyes and dyeing, food preservatives, milk and milk products, water purification, etc.

General Physics:

A course in practical physics with special emphasis on manipulation of apparatus for demonstration purposes. Projects relating the

laws and principles of the subject involved in the use of labor saving devices in the home and shop will be required as laboratory exercises. A knowledge of elementary mathematics is required.

Biology:

A general course covering the fundamental principles of the subject. Laboratory work, including dissection of a number of types, will be required.

General Science:

A course designed for those who will teach the subject in the training school. Laboratory work will give special attention to the handling of apparatus for demonstration purposes. A large number of problems and their solution will be considered.

Agriculture:

A course prepared to give a better understanding of agriculture as the greatest of all basic industries. It is not planned for the purpose of making farmers but rather for the purpose of stopping the unmaking of them. A study of the problems of agriculture viewed as producers and consumers.

Nature Study:

A course planned to obtain a knowledge of nature by actual contact and observation. Projects requiring first-hand information for their solution will form a large part of the course. Abundant material for collection and study is obtained locally.

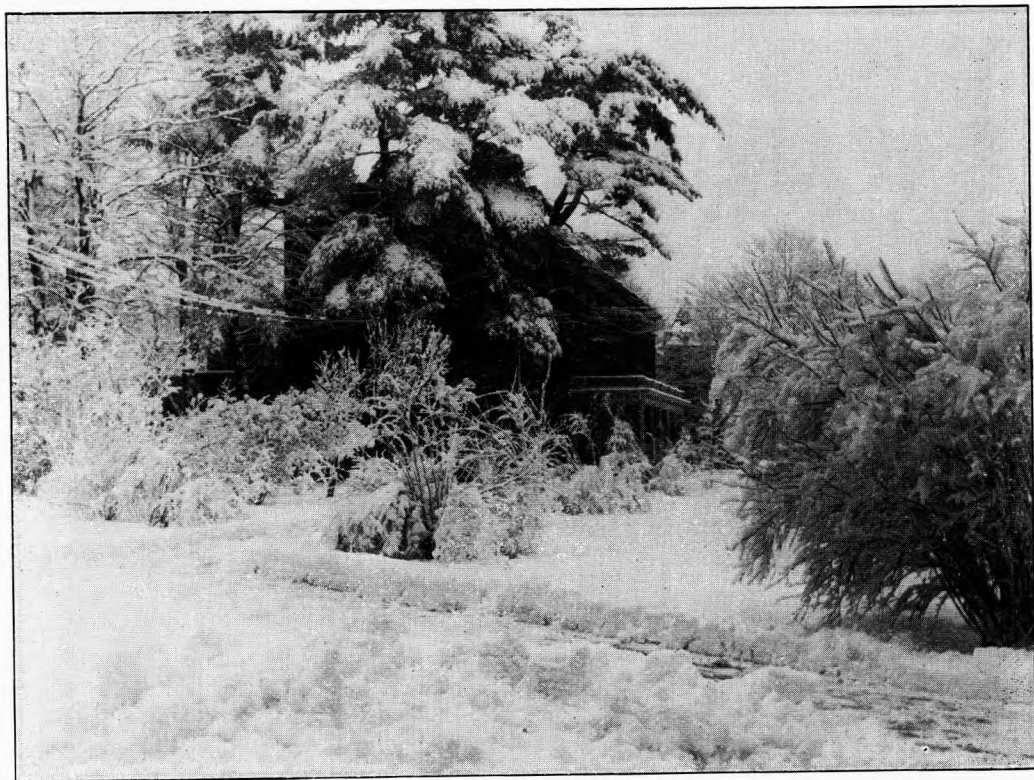
The Teaching of Science:

A course in methods, ways and means. Discussion and criticism of demonstration lessons will form a large part of this course.

GEOGRAPHY

Principles of Human Geography:

A study of how the ways of working and living throughout the world is influenced by such things as the character of the lands, whether the place is near an ocean or far from an ocean, near the



O EDINBORO, THOU ART FAIR!

Photo by L. V. Kupper

equator or near the poles, by the extent, character and utilization of the soil and other resources, by racial characteristics, national policies, ideals and ambitions, by international hatreds.

Economic Geography of the United States:

A study of how the distribution, transportation, manufacture, and marketing of the raw materials of industry are influenced by physical factors, racial characteristics, and political conditions, and of how industrial development is influenced by geographic factors.

World Problem in Geography:

The purpose of this course is to assist teachers of geography in junior high schools to think with an international viewpoint, to read current news with intelligent interest, and to teach their pupils to have an intelligent interest in the affairs of the world with which we are increasingly concerned.

The Teaching of Geography:

A study by examples of how the fundamental geographic factors, mathematical, physical and political help to determine the distribution and modes of life of the world's population; a study of the various so-called methods that are commonly used in teaching geography, including something of their historical development, of the more apparent advantages and disadvantages of each with special emphasis on the use of problems; the uses of geographic materials.

The Teaching of Geography in Junior High Schools:

A study of selected portions of the subject matter of junior high school geography to trace relationships between life activities and the geographic factors concerned and to illustrate the various methods of approach and treatment.

SOCIAL STUDIES

American History to 1840:

This course is mainly narrative, emphasizing those features which are generally regarded as most important. Its purpose is both to broaden the resources of prospective teachers of American history, and to supply a foundation for intensive study of special periods of American development. The work is based on a text book and collateral reading.

American History Since 1840:

Similar to "American History to 1840" but dealing with the later period.

American Government:

A study of the machinery of our national, state and local government, political parties, American governmental ideals and practices.

Social and Industrial History of the United States:

A study of social and industrial conditions and their relation to ideals and to governmental action: the effects of inventions, the westward movement, the slavery problem, equal suffrage and prohibition movements, industrial revolutions, etc.

Modern European History:

A survey of the political, social and economic conditions of the leading European countries. Stress is placed on situations preceding World War. Modern problems are studied. Illustrated lectures used frequently.

General Sociology:

This is a study of the general principles of sociology. It considers people in the mass, examining their relations to environment, their groupings, beliefs, customs, institutions, activities, tendencies, etc. The study includes some investigation of social problems of the time and the various solutions suggested. A text book forms the basis of the course.

Rural Sociology:

The primary aim of this course is the inculcation in the minds of the students of a love for and just appreciation of the importance of a healthy country life, and includes consideration of such topics as: defects of present day country life, treated constructively; the lack of rural pride and rural cooperation; land tenantry; migration from the country to the city and its causes; cooperative buying and selling; the need for scientific agriculture; the country home; the country church; good roads; and the country school as an agent in intellectualizing, socializing, and spiritualizing country life.

Economics:

A study of the general principles of political economy, including factors and methods of production, methods of distribution, wealth, value, money, economic problems, etc. Designed to aid those who must teach the rudiments in simpler form and those who wish to pursue a more detailed study in economics.

Teaching of History:

This is a study of the development of school instruction in history with emphasis upon what is best at present in the way of objectives, materials, methods, courses of study, etc. The work is as closely related as possible to the work of the elementary and junior high schools.

Teaching of Social Studies:

The work here aims especially at a selection of such elementary subject-matter from civics, sociology, economics, and other distinctively social subjects as can and ought to be taught in the elementary and junior high schools in the interests of good citizenship. Methods of teaching—as concrete and practical as possible—are studied.

FOREIGN LANGUAGE**Cicero:**

The course includes the translation of six orations of Cicero, a study of the political and social situation of his day, and the writing of Latin prose after the model of the text.

Virgil:

The course includes the translation of the first six books of the *Aeneid*, a study of the content and significance of the poem, and a study of the meter.

French I:

The leading principles of French grammar are presented with much drill to fix them; from 100 to 150 pages of easy graduated texts are read with practice in turning into French easy variations of the reading; dictation is given and conversation, with regard both to pronunciation and to fluency, is practiced.

French II:

From 250 to 400 pages of French stories, plays, historical and biographical matter are read; oral and written abstracts of the reading are required; dictation, conversation, and drill in grammar are continued.

Spanish I:

The first year is devoted to the mastery of essentials of Spanish grammar and the acquirement of a varied vocabulary on everyday matters. Spanish is used as much as possible in the class room. Con-

stant practice in composition and in dictation is given. From 100 to 150 pages of easy texts, illustrative of Spanish life and customs, are read and furnish a basis for simple conversation.

Spanish II:

From 250 to 400 pages of Spanish stories, plays, historical and biographical matter are read; oral and written abstracts of the reading are required; dictation, conversation, and drill in grammar with applications in composition are continued.

MUSIC

The work aims to secure ability in sight reading, singing of rote songs, musical dictation, and appreciation. In a general way it follows the lines recommended for the public schools by the state department.

ART

This work gives the student a collection of things drawn in the grades and a working knowledge of the various mediums used. It gives the prospective teacher the ability to draw and to use drawing in connection with every subject taught. It gives the modern methods of presenting the subject in the grades as required by the State Department of Education. It furnishes the grade teacher, who otherwise might be afraid of this most valuable means of expression, a language that will greatly increase his or her teaching efficiency. It works also toward the big aim of art appreciation.

CONSTRUCTIVE HANDWORK

This gives the student a number of practical problems in handwork which may be used in the grades. Most of these problems may be worked out with materials to be found in the rural home or community, without special or costly equipment. Aside from its immediate coordination of eye, mind and hand the constructive handwork problem, if properly taught, has an immense cultural and practical value and teaches the child to respect and appreciate things well designed and executed.

PERSONAL AND SCHOOL HYGIENE

Such topics as the following are studied: care of the body, proper clothing, food habits, health habits, posture, hygiene of the home, construction of school buildings, school-room sanitation, industrial hygiene, and correlation with other subjects.

HEALTH AND HYGIENE

The following topics are treated with such variation as is needed to meet the needs of students preparing for different grades of school work: importance of health education, growth and development of the school child, records of physical and mental development, gradation and progression, and health interests, and responsibilities at various ages. Opportunity is provided for practice-teaching and participation in concrete civic activities.

PHYSICAL EDUCATION

The work consists of a graded course of physical exercises and games arranged to meet the needs of children at various stages of development, corrective exercises and postural games, marching, calisthenics, mass athletics and rhythmic work including clubs, wands, and folk dancing; simple gymnastic games, relays, and drills suitable for use in the school-room; and foot-ball, basket-ball, base-ball, tennis, volley-ball, field-hockey, skating, etc.

IMPROVED TRAINING SCHOOL FACILITIES

In the Edinboro Quarterly of October, 1921, announcement was made of the new plan for student teaching. This plan has been in operation for two full years and its success has been noteworthy. The most optimistic hopes have been realized.

Edinboro uses three training schools. The one at Edinboro consists of grades one to twelve, including all of the Edinboro Public Schools. During the summer session this school also includes a kindergarten. The high school department is officially approved as a first class state high school. The training school at McLane is a rural two-room village school presenting normal rural school conditions. In Erie, the Normal School joins with the School District of the City of Erie in operating a training school consisting of a kindergarten and the first six grades. In addition to these three training schools, each of which gives its own peculiar type of work, Edinboro seniors are given a final apprenticeship in the Erie City schools. All of the schools of the City of Erie are open to Edinboro students for observation. These three training schools give an opportunity for actual teaching experience to Edinboro students in a typical borough school, a rural school and a highly organized and efficient city school.

By modification of the arrangement of class periods in the Pennsylvania curricula, Edinboro divides its seniors into divisions so that not more than half of them are engaged at any one time in practice teaching. This distributes the demands upon the training schools more evenly throughout the year. The class work of each teaching group is so arranged that for the first eleven weeks of the teaching semester the students are free for observation and teaching from nine in the morning till four in the afternoon. This makes available the entire range of a day's school activities without annoying conflicts with other classes. During the last seven weeks of the semester the students may be freed from all other class work and can devote the entire day to apprentice teaching. It is during this last period that the student-teachers are placed as apprentice teachers in the faculty of Erie City schools.

The teaching division is further divided in accordance with the different curricula, into primary, intermediate, junior high school and rural school groups. Each group may have its own supervisor who is free to arrange conferences, observation and practice periods for the group as a whole or for individuals. In general, during the early part of the semester, conferences with the supervisor will be frequent, both preceding and following periods of observation. One by one students will be assigned simple teaching duties in the training school. The more mature, more capable or more experienced students will be in-

ducted into actual teaching earlier than pupils less ready to assume such duties. Before the close of the first eleven weeks, each senior will be assigned teaching duties involving not less than a full half day's school program.

It is this free program which realizes the ideal of gradual induction of students to full teaching responsibility. From study of theory the student proceeds to conferences and observation of expert teaching, from observation to simple teaching duties and finally full classroom responsibility. If the student be confronted with the whole complex situation which is involved in the care and management of a school room and the instruction in a full program of studies, the difficulties will submerge him. If the introduction to such complex situation can be made gradually; the simpler factors isolated and attacked singly, the path becomes easier and the problems less confusing.

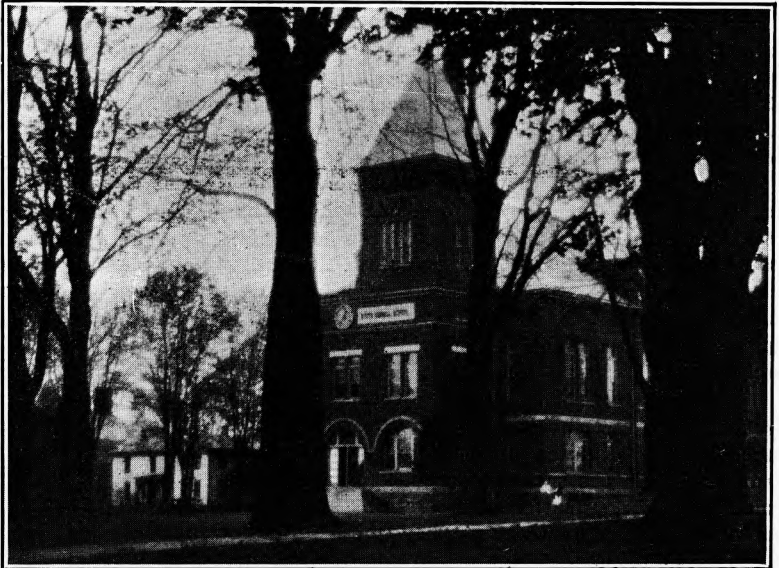
At the close of the first period of training, the student is ready for final apprenticeship in the schools of Erie. The student-teachers are distributed throughout the schools of Erie and assigned as temporary members of the faculty of each school. Each student is placed fully under the control and direction of the principal of the public school, becoming, for the time, a true member of that school faculty. The duties assigned to these apprentices are varied and during the month or six weeks of work give the students valuable experience.

Reports made by the Erie principals to the Normal School upon the work of these helpers show conclusively that the previous training had already brought the students to a high state of efficiency. School superintendents often complain that normal school graduates do not understand the full round of school duties as their training has been restricted to little fragments of the day's work. Edinboro's plan meets this defect by providing a final and full experience of school room duties.

The training school is the pivotal point of all the work of the school. It functions as the laboratory for other departments of the school and articulates with peculiar intimacy with the department of education. In the training school are worked out the experiments in method and organization. The training school presents demonstrations of new problems in teaching, new methods of instruction and at all times aims to present high examples of expert craftsmanship. Demonstration lessons are planned carefully by the training teachers in conference with the principals of the elementary, junior and senior high schools, supervisors of practice and heads of departments. Edinboro aims to center the work of instruction around the training school. Edinboro provides for nearly double the amount of actual teaching required by the Pennsylvania curricula.

The results of this year have been excellent and it is believed that future experience of Edinboro graduates will prove the great value of

this laboratory and field experience. If one must learn to swim by swimming, to sing by singing, so one must learn to teach by teaching. Adequate training school facilities are to a normal school what a well equipped hospital and clinic are to a medical school or laboratories and shops to an engineering college. Those who desire practical experience and training in skill under the most favorable conditions will do well to select a normal school that has thorough and adequate facilities for student teaching.



EDINBORO TRAINS TEACHERS

THE ERIE BRANCH

For several years prior to the school year of 1921-22 the City of Erie provided teacher training in a normal school which was a part of the city school system. This institution performed a valuable service during its existence but, in accordance with the trend of the times for the state to assume full responsibility for training its teachers, it was felt that the time had come for its work to be taken over by the state. The granting of state certificates permitting graduates to teach in any Pennsylvania school is one of the advantages accruing from the change. The Erie City Normal School passed into history and became the Erie Branch of the Edinboro State Normal School upon the execution of a contract between the Erie Board of Education and the Board of Trustees of the Normal School.

The agreement which took effect with the beginning of the 1921-22 year, provides that quarters and stationary equipment be furnished by the City of Erie and that the state furnish the teaching force and such items of equipment as library books, maps, globes, etc. The school has been adequately housed in the Washington building at 21st and Sassafras streets. Practically the entire third floor of this modern fireproof building is used. In addition a two-story dwelling on 20th street and a two-story brick building on the school grounds, which were formerly used as vocational centers, have been occupied as needs demanded. Gymnasium and swimming pool facilities have been provided in the magnificent new Academy High School. Ample room is provided for satisfactory work in all departments.

Demonstration teaching has been cared for by the employment of six critic teachers in the grades at Washington school. Special attention was given in their selection to ability to do demonstration work and direct practice teaching.

Gradual introduction to actual teaching is given in the demonstration school. The entire city system is open to practice teaching which gives students an unusual advantage in seeing a large city system in actual operation. Students are thus enabled to work as nearly as possible under conditions which they will meet after graduation.

Enrollment is open to all residents of Erie and those of the vicinity who commute, no dormitory facilities being provided.

EXTENSION DIVISION

The school year of 1922-23 proved the popularity of extension service for the Edinboro State Normal School. Teachers in service in the territory of Edinboro were enabled to receive many courses of instruction without taking time from their regular duties and at a low cost. Cooperative arrangements were made with Pennsylvania State College whereby certain courses were approved for credit at that institution. Other courses received credit only at Edinboro in the regular normal curricula.

Classes were conducted in Warren, Corry, Erie, Farrell, Franklin, Meadville, Sharon. Very extensive work was done in Erie where thirteen courses were given to public school teachers. Other classes were held at the Villa Maria and St. Stanislaus schools.

The following courses were given:

- Child Psychology.
- Educational Measurements.
- Educational Psychology.
- Blackboard Illustration.
- Teaching of Art.
- Teaching of English.
- Teaching of Geography.
- Teaching of Language.
- Teaching of Mathematics.
- Teaching of Nature Study.
- Teaching of Penmanship.
- Teaching of Reading and Language.
- Teaching of Social Studies.
- Economic Geography.
- English—19th Century.
- Public School Music.
- Penmanship.
- Problems in Present Day Education.

Instructors for the courses were members of the Normal School faculty with the addition of a few members of the Erie teaching force.

For the year 1923-24 the opportunities for extension study will be greatly improved and extended. Any course in the Normal School curricula will be taught wherever a class can be organized within reach of Edinboro. In general a class should number not less than twenty students, each enrolled for two semester hours of work. A semester hour of work in extension study is one hour per week for sixteen weeks. A two semester hour course will meet for two consecutive hours each week.

As there are no state funds for the maintenance of extension instruction the courses must be entirely supported by fees. The fee for a course carrying one semester hour of credit at Edinboro is five dollars, making the standard two-semester course cost the student ten dollars. For the partnership course conducted by State College and Edinboro the fee is seven dollars per credit or fourteen dollars for the standard two-semester hour course. These fees are payable in advance at the opening of the course and are not subject to refund.

All credits earned are accepted towards the normal school diploma at Edinboro and the credits earned in partnership course receive credit towards the degree of Bachelor of Arts in education at State College. These credits are also accepted by the State Department of Public Instruction for the satisfaction of teachers' license requirements.

A circular giving the detailed announcements of the extension study opportunities will be ready for mailing in August. Those interested can obtain copies by writing to the Principal, Edinboro, Pa.

LIVING CONDITIONS AT EDINBORO

The school offers two dormitories for the use of students. These are conveniently located amidst beautiful surroundings of the campus. The rooms are large, well ventilated, every room having not less than two windows, electric lights and steam heat. Bath rooms on every floor.

The dining room is the most beautiful school dining room in the state, the kitchen modern, and the food excellent. The school raises fresh vegetables for use in season and cans and preserves for winter use. The system of self service instituted a year ago in the dining room has proved successful and will be continued.

The school provides all linen for the beds. Students need to furnish only an extra blanket or comfort and such personal linen as towels and table napkins and any room decorations, wash curtains and table covers which they may desire to use in their rooms.

The system of student government allows opportunity for the development of self control and as much liberty as is consistent with the culture and refinement which every teacher desires to possess and express.

A graduate nurse lives in the dormitory and watches over students and cares for them whenever necessary. Her skillful and prompt attention keeps the students in good physical condition.

WARDROBE LIST

The following list includes the special wardrobe requirements for young women, with some suggestions as to further needs.

REQUIRED*For practice teaching*

Business one-piece dress or tailored blouse and skirt.
Low heeled oxfords or shoes (heels not higher than one-half inch).

For gymnasium work

All white middy blouse.
White tennis shoes.
Black bloomers (pleated).
Black ties.
Black stockings.
(All gymnasium equipment may be ordered through the Health Education Department of the School.)

SUGGESTED*For hiking, picnics, and sports wear*

Pleated or full skirt.
Sweater.
Cap or tam.
Heavy-soled, flat-heeled, broad-toed shoes.

Miscellaneous

Table napkins.
Towels and wash cloths.
Curtains and room decorations.
One comfortable or wool blanket.
Tennis racquet.
Bathing suit and rubber cap.
Skates.
Skis, snow-shoes, etc.
Kimona.
Bed-room slippers.

Edinboro State Normal School

SUMMER SESSION, 1922

Name	Home Address
Agnew, Eva E.	Conneautville
Ainsworth, Bessie F.	Corry
Alcorn, Nina	Corry
Aley, Ellen	Sandy Lake
Allen, Edith	West Middlesex
Allen, Ethel Mae	West Middlesex
Allen, Gladys	West Middlesex
Allen, Grace	Waterford
Allen, John B.	Waterford
Allen, Leah G.	Waterford
Anderson, Bernice	Mercer
Anderson, Gretchen	Ridgway
Anderson, Myrtle	Mercer
Anderson, Ruth Agnes	Pittsfield
Andrews, Zelpha	Conneaut Lake
Armagost, Iona M.	Venango
Armagost, Thelma	Venango
Armour, Vance Leo	Atlantic
Armstrong, Bertha	Townville
Armstrong, Mildred	Columbus
Arnold, Verna M.	Kane
Arters, Gertrude Marion	Cooperstown
Artman, Esther Matilda	Jamestown
Baccus, Allene	Corry
Bacon, Elizabeth A.	Meadville
Bacon, Myrtle	Meadville
Bailey, Donna L.	Bear Lake
Bailey, Lucile	Greenville
Bair, Andrew K. L.	Kinzua
Baker, Ralph R.	Sandy Lake
Baker, Sara	Mercer
Balliet, Harriet	Saegerstown
Barbour, Pearl	Kennard
Bartlett, Carrie	Edinboro
Barnes, Blanche	Waterford
Barrows, Thelma	Greenville
Bartholomew, Wesley L.	Conneautville
Bateman, Bertha	West Middlesex
Bauer, Leona	Warren
Baugher, Edna	Hydetown
Baugher, Eva	Hydetown
Bausman, Jacob	Meadville
Bausman, Olive	Meadville
Bayle, Mrs. Edith May	Tilghman
Bedford, Ida Geraldine	Franklin
Beggs, Mary	Sandy Lake
Behrens, Ethel	Tionesta
Bell, Kenneth L.	Cochranton
Benedict, Florence M.	Cambridge Springs



Photo by L. V. Kupper
"WHERE THE LIGHT LINGERS LONG AFTER THE SUN HAS SET"

Name	Home Address
Benner, Margery	Frendonia
Benner, Ruth	Fredonia
Benson, Ellen	Warren
Bertram, Kenton	Cambridge
Bevier, Fern	Ridgway
Bidwell, Marian	Mill Village
Bishop, Esther M.	Springboro
Black, Florence	Mercer
Blackman, Mrs. Anna	Harbor Creek
Blair, Alice M.	Westford
Blair, Lillian	Meadville
Blakeslee, Mrs. Inez	Corry
Blanchard, Barbara	Union City
Blanchard, Evelyn	Meadville
Blood, Roland	Conneaut, O.
Borland, Georgia B.	Sandy Lake
Boughner, Geraldine A.	Utica
Boughner, Mildred A.	Utica
Bowen, Alice	Albion
Bowman, Byron O.	North Girard
Bowman, Clayton	North Girard
Bowman, Wilma	Springboro
Boyce, Mrs. Minnie	Springboro
Bradshaw, Gladys	Meadville
Breed, Catherine	Union City
Brewer, Gertrude A.	North East
Bristol, C. Ruth	West Springfield
Brown, Mrs. Charlotte F.	Cambridge Springs
Brown, Nettie H.	Fairview
Brown, Otto C.	Cambridge Springs
Bruce, Marjorie	Conneaut Lake
Burchard, Wilma	Guys Mills
Burchfield, Ruth	Franklin
Burgett, Georgia	Russell
Busch, Vera G.	Fairview
Caldwell, N. Helen	Titusville
Camp, Malissa	Conneautville
Campbell, Lawrence	Kinzua
Campbell, Lucille	Albion
Canon, Hazel	West Middlesex
Capron, S. Leah	Union City
Carey, Anna B.	Sandy Lake
Carman, Mrs. Hazel Howland	Edinboro
Carman, Melvin B.	Venango
Carroll, D. A.	Farrell
Carroll, Fred R.	Conneaut Lake
Carroll, Wm.	Union City
Carson, Josephine	Pleasantville
Carson, Winifred	Pleasantville
Carter, Lyle	Bear Lake
Chaffee, Olive Hannah	Wattsburg
Chapin, Helen M.	Cranesville
Chapin, Irene	Harbor Creek

Name	Home Address
Chapman, Carolene	Spring Creek
Chisholm, Ella	McKean
Clark, Guertha	Erie
Clark, Mrs. Nettie	Conneaut Lake
Cochran, Mary	South Oil City
Cole, Doris T.	Venango
Cole, Ruth	Greenville
Colton, Mary M.	Carlton
Conklin, Alice	Erie
Conlin, Tressa N.	Pittsburgh
Consedine, Clare	Cranesville
Cook, Arlene	Platea
Cook, Margaret	New Castle
Cottrell, Louella M. (Mrs.)	Union City
Coughlan, H. M.	Conneaut, Ohio
Cousins, Elsie	Mercer
Crawford, Nina	Townville
Crim, Mattie	North East
Cross, Mrs. Theo.	Lawrence Park
Cullis, Mary Ellen	Oil City
Cummings, Ethel D.	Erie
Cutshall, Vada E.	Meadville
Dahlstrand, Ruth	Corry
Dallas, Mary	Sharpsville
Dalrymple, Genevieve	North Warren
Danner, Dudley H.	Mill Village
Danner, Mabel	Centerville
Darrow, Arlene	Edinboro
Davids, A. Paul	Union City
Davies, Alice C.	North East
Davison, Anna	Franklin
Dean, Esther	Carlton
Dean, Leon A.	Carlton
Dell, Phyllis M.	Mercer
Dice, Carrie B.	New Castle
Dietz, Mildred C.	Wattsburg
Donaldson, Esther	Linesville
Donladson, Mildred A.	Tidioute
Donnell, Mildred	Waterford
Doyle, Mary	Mt. Jewett
Drake, Dorothea Mae	Cambridge Springs
Drury, Helen I.	Girard
Drury, Mary A.	Girard
Duffy, Florence	Erie
Duffy, Josephine	Corry
Dunlap, Nell B.	Warren
Dunn, Winifred	Cochran
Edestrand, Irene	Russell
Ediburn, Iva	West Middlesex
English, Louise	Kinzua
Enterline, Anna	Jamestown
Escobar, Louise	Warren
Evans, Belle	Jackson Center

Name	Home Address
Evans, Elizabeth	Erie
Evans, Emma B.	Erie
Evans, Grace E.	Braddock
Evans, Mary	Erie
Everett, Doris	East Springfield
Eyres, Mabel	Erie
Fair, Anna	Volant
Fair, Ethel	Volant
Fair, Hazel	Volant
Fairchild, Clarence	Springboro
Falvey, Ellen	Erie
Faust, Helen	Conneaut Lake
Faust, Marian	Pittsfield
Ferrell, Helen E.	Pulaski
Filegar, Fred W.	North East
Filley, Guertha C.	Wesleyville
Finn, Florence	North East
First, Mary Irene	Oil City
Firth, Mildred	Sugar Grove
Flagg, Charles	Conneautville
Flasher, Mrs. W. S.	Erie
Fleischman, Madeline	Oil City
Fleming, Gertrude	Youngsville
Flynn, Doris	Edinboro
Follett, Cecil	Corry
Fonner, Mildred	Westford
Forsberg, Eva C.	Russell
Foster, Alice	Conneautville
Foster, Boyd	Franklin
Foster, Margaret	Conneautville
Foster, Richard	Franklin
Foulk, Gladys	Atlantic
Fox, Lucile I.	Fairview
Free, Beryl	Hadley
Freed, Mrs. Ethel	Erie
Freeman, Edythe	Cranesville
Freeman, James E.	Conneautville
Freund, Katherine	Meadville
Frew, Gladys F.	Corry
Frodelius, Mary E.	Sugar Grove
Frost, Frances D.	Stoneboro
Gallagher, Helen	Sandy Lake
Gardner, Marion	Edinboro
Garrett, Mrs. Maude	West Middlesex
Gates, Helen E.	Emlenton
Gavin, Mildred	Oil City
Gearhart, Genevieve	Pulaski
Geer, Dewey	Centerville
Gifford, Adaline	East Springfield
Gillespie, Mildred	Edinboro
Girard, Abigail E.	Emlenton
Gleeson, Dorothy	Erie
Gleason, Helen F.	Meadville

Name	Home Address
Gleeten, Nina L.	Edinboro
Glenn, Dorothy	Albion
Godell, Vivian	Trumans
Goodrich, Helen	Albion
Gorndt, Helen A.	North East
Goroney, Clara	Mercer
Gray, Ruth A.	Tidioute
Green, Erma	Cambridge Springs
Greenawalt, Bernice	Conneaut Lake
Greenfield, Mabel	Linesville
Gerrer, Martha	Centerville
Griffin, Florence	Edinboro
Groscost, Frances H.	Sharpsville
Gross, Hazel	Edinboro
Gross, Mrs. Marion	Warren
Grove, Helen	Oil City
Gruber, Mrs. Florence S.	Erie
Gruber, Mary	Greenville
Gwin, Ethel	Hillsville
Hagerty, Irene	Oil City
Hain, Marcella	Erie
Halfast, Mildred	Spartansburg
Hall, Mrs. Adelle R.	Albion
Hall, Ellen	Columbus
Hancox, Rhenda	Titusville
Hanna, Marie	Kinzua
Hanson, Crystal S.	Chandlers Valley
Hanson, Virene	Edinboro
Harned, Donna Beatrice	Cambridge Springs
Harrington, Marie	Akeley
Harrison, Ethel	Stoneboro
Harrison, Margie	Stoneboro
Harsh, Helen	Fredonia
Harsh, Mildred Irene	Fredonia
Harshaw, Marian	Grove City
Hart, Mary	Cochranton
Hartley, Arthur	North East
Hartwell, Cecile M.	Seneca
Hauch, Katherine C.	Johnstown
Haugh, Mary	Waterford
Hawkins, Ethel	Bear Lake
Hayes, Genevieve	Irvine
Hayes, Adelbert R.	Edinboro
Hayes, Stella	Edinboro
Haylett, Hazel	Utica
Headrick, Geo. L.	Saegerstown
Heasley, Madge M.	Sandy Lake
Heath, Helen	Cochranton
Hegg, Dorothy M.	Russell
Heilig, Kathryn L.	Sharpsville
Heintz, Cecile	Cranesville
Heltzel, Velda E.	Cochranton
Henderson, Robert G.	Stoneboro

Name	Home Address
Henning, Mildred	Youngsville
Henton, Dorothy	Titusville
Hewitt, Hollis	Conneautville
Higgins, Alice M.	Corry
Hill, Luella	Hadley
Hillyer, Anna	Union City
Hillyer, Harriet	Edinboro
Himrod, Celia	Waterford
Himrod, Louise	Waterford
Hinds, Lena	Girard
Hoffman, Josiah	Cochranton
Hogue, Eunice	South Oil City
Hogue, Mildred	Edinboro
Hollabaugh, Isabel	Tidioute
Hollenbeck, Alberta	Edinboro
Hollenbeck, Donald	Edinboro
Hollenbeck, Velma	Edinboro
Holt, Doris I.	Youngsville
Hopkins, Mary Ethel	Coudersport
Horst, Dillon	Edinboro
Hotchkiss, Earl	Conneautville
Hotchkiss, Edna	Springboro
Hovis, Mildred	Polk
Howard, Dorothy	Cranesville
Howard, Hazel	East Springfield
Howell, M. Zelda	Franklin
Howland, Irma B.	Edinboro
Hoyt, Donald	Albion
Huckelbry, Hazel	Guys Mills
Hull, Amelia	Waterford
Hunter, Augusta	Warren
Hunter, Archie N.	Warren
Hutchinson, Esther	Cooperstown
Huyck, Bernece	Edinboro
Jeffords, Grace	Edinboro
Johnson, Alice	Spring Creek
Johnson, Emily	Conneautville
Johnson, Ila K.	Jamestown
Johnson, Margery	Irvine
Joiner, N. Belle	Springboro
Joiner, Marion	East Springfield
Jones, Bessie	Jamestown
Jones, Mabelle	Centerville
Jones, Texie	Franklin
Jordan, Bereniece	Garland
Joseph, Harold A.	Warren
Karns, Jennie C.	Cooperstown
Keas, Dorothy	Cooperstown
Kellison, Loleta	Union City
Kelly, Edith A.	Centerville
Kerr, F. Aliene	Titusville
Kerr, Blanche M.	Polk
Kerschner, Marian	Greenville

Name	Home Address
Kifer, Lela	Kinzua
King, Norma W.	Jamestown
Kline, Dorothy	Edinboro
Knupp, Inez M.	Warren
Kramer, Nellie	Cochranton
Krichbaum, Thelma	Shenango
Kroell, Mary A.	Stoneboro
Ladner, Harold M.	Conneaut, Ohio
Lang, Freda M.	West Middlesex
Lansdowne, Mrs. Anna	West Middlesex
Lathrope, Ferne M.	North East
Latt, Effie W.	Sugar Grove
Laughery, Ruth	Union City
Lavelly, Katherine	Guys Mills
Lea, Mrs. Netty Burgess	North East
Leary, Velma	Cambridge Springs
Leacock, Rose A.	Edinboro
Leavitt, Lily F.	Emporium
Lemon, Mildred	Mildred
Leonard, A. Rheba	Fairchance
Leonard, Winifred	Fairchance
Lewis, Anna E.	Jamestown
Lewis, Helen J.	Edinboro
Lewis, Hilda M.	Emlenton
Limber, Helen	Meadville
Lindquist, Josephine	Tidioute
Lindquist, Mable	Grand Valley
Lindsay, Pearl	Espyville
Lobough, Lola	Union City
Lupean, Doris	Albion
Lyntz, Iva	East Springfield
Madison, Ruth	Aiken
Magnuson, Evaline L.	Sugar Grove
Mahan, Lulu	Waterford
Main, Gertrude O.	Albion
Maloney, Margaret	Erie
Manwarren, Bernice	Corry
Marsh, Lloyd	McKean
Marsteller, Rose	Clarks Mills
Martin, Eleanor M.	Meadville
Martin, Mrs. Eva	Cranesville
Matter, Dorothy	Greenville
Maxson, Georgia	Fairview
Mays, Myrna	Emlenton
Meabon, June	Edinboro
Mead, Wilber B.	Pittsfield
Messner, Paul O.	Cooperstown
Middleton, Elizabeth	Erie
Middleton, Marjorie	Union City
Miller, Bess A.	Franklin
Miller, Clara	Jamestown
Miller, K. DeWitt	Mercer
Miller, Maud V.	Corry

Name	Home Address
Miller, Nellie E.	Guys Mills
Miller, Ruth	Fairview
Minnick, Mildred	Utica
Mitchell, Ruth	Spring Creek
Mixer, Ruth O.	Corry
Morgan, Burton	Wattsburg
Mosier, Inez	Saegerstown
Murphy, Margaret E.	Albion
Murray, J. Alvin	Pleasantville
Myers, Raymond	Titusville
MacFayden, Flora	Conneautville
McAvoy, Lillian	Kellettville
McBride, Edward P.	Edinboro
McCartney, Edna	Guys Mills
McClaghry, Mildred	Townville
McClimans, Hazel	Greenville
McCracken, Arden A.	Cochran
McCracken, Minnie	Hadley
McCray, Ethel L.	Corry
McCray, E. Belta	Corry
McCray, Nellie	Corry
McDowell, Sara	Kennerdell
McDowell, Mary	Sheakleyville
McElhaney, Kenneth K.	Jamestown
McGarvey, Flora M.	Greenville
McGarr, Gladys	Sandy Lake
McGill, Florence E.	Saegerstown
McGrath, Mary	Fredonia
McKean, Mrs. Evata	Geneva
McKittrick, Phyllis A.	Bradford
McLallen, Ethel	Waterford
McLallen, Nina	Cambridge Springs
McMillen, Donald	Conneautville
Neuhard, Harley R.	Springboro
Newton, Kirke S.	Shinglehouse
Nichols, Mrs. Lucinda	Centerville
Nichols, Clare B.	Conneautville
Nickerson, Urda	Greenville
North, Gladys E.	Jamestown
Oakes, Hazel	Guys Mills
Obert, Philip	Union City
O'Brien, Marion	Saegerstown
Ognibene, Mary M.	North East
Olson, Thyra	Kane
Osborne, Erma	Franklin
Osborne, Mrs. Rose	Atlantic
Owens, Mabel	Sandy Lake
Parker, Leona	Wattsburg
Parkin, C. W.	Union City
Parkin, Marie	Union City
Parsons, Georgia	Warren
Patterson, Mildred L.	Polk
Patterson, Milton H.	Mercer

Name	Home Address
Patton, Nelle	Meadville
Payne, Mellie	Cranesville
Peebles, Thelma	Titusville
Peffer, Theresa	McKean
Perrine, Erma J.	Jackson Center
Peterson, Katherine	Union City
Peterson, Leon	Cochrannton
Peterson Lithner	Sugar Grove
Pfahl, Alma E.	Albion
Phillips, Ellena I.	Wattsburg
Phillips, Mrs. H. Gertrude	North East
Piel, Margaret	Sandy Lake
Pierson, Ruth	Meadville
Pittaway, Ethel	North East
Platz, Hazel	Fairview
Platz, Helen	Fairview
Polley, J. Prescott	Transfer
Porter, Mrs. Ruth	Union City
Post, Iva	North East
Pratt, Anna K.	Girard
Prenatt, Elizabeth	Meadville
Price, Coral E.	Kellettville
Racop, Velma	Cambridge Springs
Randall, Florence	Geneva
Rankin, Mrs. Calla	Wattsburg
Ray, Ida M.	Titusville
Rayomnd, E. Ronald	Albion
Redding, Naomi	Ridgway
Redmond, Dorothy	Pleasantville
Reese, Edna G.	Meadville
Reither, Ruth E.	Stoneboro
Rendall, Mabel	Titusville
Renner, Andrew L	Wattsburg
Reynolds, Ernest	Harbor Creek
Reynolds, Isma Mrs.	Union City
Reynolds, Minnie	Rouseville
Reynolds, Ora	Rouseville
Rhodes, Harry K.	Edinboro
Rice, Julius	Union City
Richey, Katherine	Franklin
Rickard, Marjorie	Guys Mills
Rickenbrode, Mrs. Anna	Union City
Ringer, Edna	Fredonia
Rodgers, Frances	Jamestown
Rodgers, Hazel	Cooperstown
Ross, Gladys	Columbus
Rough, Glenn	Utica
Rough, Mabel L.	Utica
Rouse, Rachel	Union City
Ruhling, Ethyl	Erie
Runniger, Elizabeth Mrs.	Franklin
Russell, Mildred E.	Erie
Ryan, Irene I.	Erie

Name	Home Address
Ryan, Julia	Meadville
Salsbury, Nina	Albion
Sampson, Marcella R.	Tidioute
Sanders, Muriel	Union City
Sands, Doris	Franklin
Sawdy, Fern	North Girard
Schade, Charles F.	New Sheffield
Schaible, Mollie	Fredonia
Schlosser, Charles	Saegertown
Scholton, Olive	Columbus
Schwab, June	Venus
Schwedhelm, Kathryn	Oil City
Scott, Marguerite	Erie
Selander, Ellen	Warren
Shaffer, Mabel	Townville
Shallenberger, George	Waterford
Shartle, Mildred	Hartstown
Shay, Elizabeth	Cochranton
Sheldon, Eleanor	Erie
Sheldon, Jessamine	Springboro
Shelgrin, Virginia	Bradford
Shellito, Gladys	Springboro
Shepard, Ruth	Kennard
Shilling, Doris	Wheatland
Shine, Lillian K.	Kinzua
Shufelt, Milton	Albion
Simons, Dorothy	Jamestown
Skelly, Lelah F.	Titusville
Slingluff, Florence	Meadville
Small, Marie	Warren
Smith, Carl Reid	Cochranton
Smith, Elvirda	Fredonia
Smith, Grace S.	Erie
Smith, Iris J.	Cambridge Springs
Smith, Laban	Guys Mills
Smith, Ruby	Sugar Grove
Snarburg, Gertrude	North Warren
Snyder, Ruth T.	Oil City
Snyder, Sylvester	Edinboro
Southworth, Irene Ethel	Cambridge Springs
Sparks, Charles	Mercer
Spence, Marie	Fairview
Spencer, Irene	Hubbard
Squire, Mary	Corry
Stallsmith, Mary	Cochranton
Stanley, Florence	South Oil City
Stanley, Waneta	South Oil City
Steffee, Kathryn C.	Linesville
Stevens, Leta P.	Linesville
Stevenson, Lucas L.	Greenville
St. John, Eldredge	Union City
Stowell, Addie L.	Corry
Straub, Dorothy M.	Titusville

Name	Home Address
Strucker, Bertha	Fairview
Stull, M. Irene	Saegerstown
Styer, Anna M.	Meadville
Summerton, Evangeline	Edinboro
Summerton, E. H.	Edinboro
Sutter, Rose	Cambridge Springs
Sutton, Nellie G.	Torpedo
Sweeney, Ellen	Russell
Swift, Wynona	Franklin
Sybrant, Maude	Edinboro
Taber, Doris	Edinboro
Tait, Mary Elizabeth	Mercer
Taylor, Alfred	Greenville
Taylor, Ralph D.	Corry
Teed, Warren B.	Guys Mills
Thacker, Lucile M.	Erie
Theuret, Arthur	Cochranton
Thomas, Norman W.	Cambridge Springs
Thomas, A. Dorthy	Waterford
Thompson, Dorothy	Albion
Thompson, Frances M.	Pittsfield
Thompson, Mrs. John	Pittsfield
Thompson, Thelma E.	New Castle
Thompson, Vinette	Pittsfield
Thornton, Ethel B.	North East
Tubbs, Viola E.	Centerville
Turner, Frank A.	Cambridge Springs
Turner, Geraldine	Cambridge Springs
Turner, Mary Jane	Waterford
Turner, Ruth	Cambridge Springs
Turner, Wilbert	Hadley
Tuttle, Irene	Oil City
Tuttle, Marye	Oil City
Unger, Hazel	McKean
Urey, Arthur	Sandy Lake
Vaughn, Helen	Hadley
Venen, Meriba	Springboro
Vogan, Roland	Sandy Lake
Wade, Lucille	Greenville
Wagoner, Anna Belle	Cochranton
Wallen, Eleanor	Oil City
Walter, Dorothy V.	Rockland
Walters, Thelma	Franklin
Walton, Martha B.	Columbus
Walts, Margaret	Cranesville
Ward, Evelyn	Linesville
Warner, Grace	Edinboro
Watson, Mrs. Teresa	Meadville
Webb, Mildred G.	Corry
Webb, Winifred	Corry
Weed, Clare C.	Harbor Creek
Weinman, Amelia M.	Beaver
Weller, F. Edward	Mercer

Name	Home Address
Wellmon, Durward	Centerville
West, Helen	South Oil City
Wetsell, Eva	Edinboro
Wetzel, Gladys C.	North East
Wheeler, Mildred L.	Erie
Wheeling, Cleora	Cochranon
Whipple, Mable E.	Edinboro
White, Basil H.	Akeley
Wiesen, Martha	Sharon
Wilder, Hazel	Conneautville
Wilkinson, Burton	North East
Williams, Maebelle S.	Union City
Williams, Frank K.	Georgetown
Williams, Marjorie E.	Cochranon
Winans, Marie	Townville
Winkler, Marjorie	Ludlow
Winton, March	Townville
Wolfe, Mildred	Spring Creek
Wolff, Wanita	Meadville
Wood, Grace	Union City
Woodard, Lois	Youngsville
Woodring, Ruth	Columbus
Worden, Frances	Springboro
Wright, Mildred	North Girard
Wykoff, Gladys	Cambridge Springs
Wykoff, Hazel	Cambridge Springs
Wykoff, Irma	Erie
Yeager, Louise	Girard
Young, Adda	Cranesville
Young, Marie	Conneautville

CANDIDATES FOR GRADUATION

1923

Name	Home Address
Adsit, Eleanor M.	Conenaut Lake
Ainsworth, Bessie	Corry, R. D. 2
Allen, Frances	Conneaut Lake
Anderson, Mary	Parkers Landing, R. D. 67
Armagost, Thelma	Venango
Bacon, Iva	Springboro, R. D. 1
Baker, Ralph R.	New Castle
Bell, Grace	Tidioute
Blake, Daphne	Erie
Blystone, Ellen	Cambridge Springs
Borger, Agnes	Saegerstown
Borger, Pearl	Saegerstown
Boyer, May	Sharon, 126 W. State
Breed, Catherine	Union City
Brown, Edythe	Erie
Brown, Mary	Jamestown
Buchanan, Rosabel	Centerville, R. D. 3
Burchard, Wilma	Guys Mills
Burgett, Marjorie	Sugar Grove, R. D. 4
Burns, Mary	Erie
Calabrese, Celia	Erie
Calkins, Edna	North East, 63 Robinson
Campbell, Martha	Erie
Campbell, Mary Alma	North East
Cantrell, N. Madge	North East
Carey, Gertrude	Sandy Lake
Carney, Ellen	Erie
Coburn, Hazel Anne	North East
Cole, Beba	Warren, 9 Nesmith Place
Colton, Mary M.	Carlton
Cook, Margaret	New Castle
Cooley, Evelyn	Conneaut Lake
Courtney, Adelaide	Guys Mills
Crossley, Margaret	Erie
Cuthbert, Helen	Erie
Dallas, Mary	Sharpsville
Darrow, Ruth	Edinboro
Deimel, Margaret	Erie
Doffart, Helen	Erie
Donaldson, Esther Marian	Linesville
Donovan, Margaret	Erie
Doyle, Mary	Mt. Jewett
Drake, Dorothy	Cambridge Springs
Dugan, Mary	Erie
Dunn, Ruth	Erie
Eiler, Ethel	Meadville
Eiler, Helen	Meadville
English, Louise	Kinzua
Everett, Doris	East Springfield
Faulkner, Adella	Erie
Flinn, Morris	Erie

Name	Home Address
Friendel, Clara	Erie
Fullerton, Frances	Edenburg, R. D. 2
Garber, Isabel	Clarendon
Gifford, Florence	Erie
Gillespie, Wynne	Erie
Gleeson, Dorothy	Erie, 717 W. Second
Greenwood, Ruth	Erie
Groscoast, Frances	Sharpsville, R. D. 54
Groser, Amanda	Oil City, 313 Petroleum
Gruber, Mrs. Florence	Erie
Hague, Ethelyn E.	Conneautville, R. D.
Hanson, Virene Ruth	Edinboro
Harned, Thelma L.	Cambridge Springs
Harsh, Helen	Fredonia
Harsh, Mildred Irene	Fredonia
Heasley, Margaret	West Middlesex
Heckman, Dorothy	Erie
Hegg, Dorothy M.	Russell
Henck, LaVerta	Erie
Hendrickson, Helga	Erie
Hetz, Mildred	Erie
Hillyer, Thomas E.	Edinboro
Hinckley, Lulu	Bear Lake
Hoffman, Lois	Erie
Hood, Iva Belle	Meadville, R. D. 4-
Hosbach, Grace	Erie
Jackson, Florence	Warren
Jenness, Rebecca	Cranesville, R. D. 1
Johnson, Alma	Sheffield
Jolly, Louise	Pittsville
Jones, Margaret	Sandy Lake, R. D. 23
Kaltenhauser, Gladys	Erie
Kearney, Ruth	Erie
Kelleher, Mary	Erie
Kress, Laura	Hydetown
Landers, Merritt M.	Edinboro
Lea, Mrs. Nettie Burgess	North East
Livermore, Lytie	Shinglehouse, R. D.
Lloyd, Dorothy	Erie
Lovelace, Mrs. Pearl Cease	Cambridge Springs
Lyon, Thora	Cranesville
McClimans, Hazel	Greenville
McCrea, Helen	Eagle Rock
McDowell, Sara	Kennerdell
McGahen, Thomas Rea	Edinboro
McKay, Blanche	Conneaut Lake
McLaughlin, Evelyn	Erie
McLaughlin, Mary	Erie
McNamara, Agnes	Erie, 1203 W. 28th
McVicker, Carl G.	Clarks Mills
Miller, Frank	Jamestown
Miller, Marian Rebecca	Conneaut Lake
Mooney, Ellen	Erie

Name	Home Address
Moreland, Mary Elizabeth	Jamestown
Morris, Helen	Bradford, R. D. 1
Mulkin, Anna M.	Stoneboro
Nickerson, Uarda	Greenville, 117 W. Main
O'Brien, Marian	Saegerstown
Paige, Violet	Spring Creek
Paulson, Helga	Mt. Jewett
Peterson, Margaret	Erie
Porter, Ruth L.	Erie
Purtle, Ellen Mary	Erie
Rasmussen, Lola	Erie
Raymond, Ardys	Albion
Rea, Esther J.	Edinboro
Reese, Lillian	Sharon
Reynolds, Mrs. Isma	Union City
Rhodes, Harry K.	Edinboro
Rooney, Geraldine	Erie
Rosin, Ruth	Erie
Ruhling, Ethel	Erie
Ryan, Clarence	Erie
Sackett, Martha	Utica
Salsbury, Nina	Albion
Schiefferle, Lucile	Erie
Schuetz, Mrs. Irma Paddock	Erie, 2020 Cherry
Schutte, Violet	Erie
Schwartz, Zora	Erie
Scott, Marguerite	Erie, 1055 W. 10th
Shader, Lenora	Conneautville
Sheldon, Eleanor	Erie, 956 W. 26th
Shepard, Ruth	Kennard
Shine, Lillian K.	Kinzua
Shively, Gertrude	Emlenton, R. D. 2
Shreve, Audine	Erie
Siple, Carroll	Erie
Small, Marie	Warren, 209 Madison
Smith, Florence	Oil City, 23½ W. 5th
Smith, Iris	Cambridge Springs
Snyder, Sylvester	Edinboro
Springer, Elizabeth	Oil City, 17 W. 7th
Stuart, Mildred	Sharon, 144 Penn and Silver
Sullivan, Ruth	Duke Center
Tarbell, Joseph	Edinboro
TeWinkle, Helen	Clymer, N. Y.
Thomas, Joseph Clare	Linesville
Thomas, Virginia	Erie
Thompson, Melva	Sheakleyville
Titus, Ila	Spartansburg
Tower, Ruby	Springboro, R. D.
Tracy, Maybelle	Albion
Twentier, Hilda	Evans City
Villock, Theresa	Degolia
Voettner, Edna	Erie
Volk, Mrs. Frances	Erie

Name	Home Address
Wadsworth, Luvilla	Erie
Walton, Donald	Meadville, R. D.
Waterhouse, Wilmina	Cambridge Springs
Weschler, Florence	Erie
Whitfield, Mary May	Cambridge Springs
Wieson, Martha	Sharon, R. D. 58
Wilson, Sarah	Union City
Winans, Marie	Bradford, Star Route
Winkler, Marjorie	Ludlow
Winton, March	Townville
Wyatt, Grace	Meadville, 779 Cottage
Zeller, Esther	Erie

GRADUATES IN SPECIAL COURSE IN SUPERVISION OF ART

Bensinger, Gertrude	Franklin
Gleeten, Nina L.	Edinboro
Heile, Paul F.	Transfer
Schotte, Elsie A.	Erie, 1149 W. 9th
Turner, Mrs. Ruth Pope	Corry

JUNIORS, REGULAR NORMAL COURSE

Name	Home Address
Alfsen, Ruth	Ludlow
Allen, Elma	West Middlesex
Allen, Ruth	Edinboro
Amon, Martha	Polk
Anderson, Anton	Albion, R. F. D. 3
Anderson, Julia	Albion, R. F. D. 3
Athey, Olive	Farrell, 513 Bond St.
Bailey, Florence	Pleasantville
Bannister, Catherine	Erie, 324 E. 27th St.
Bannister, Gladys	Erie, 1325 W. 8th St.
Barnett, Herbert R.	Erinboro
Benson, Ruth	Oil City, 33 Plum St.
Berarducci, Mary	Erie, 446 Huron St.
Brennan, Lucy	Erie, 834 E. 21st St.
Brown, Retha	Cambridge Springs
Bruner, Leah	Franklin, 1317 Otter St.
Burgeson, Lillian	Ludlow
Burgwin, Gladys	Guys Mills
Burrows, Gladys	Erie, Lawrence Park, 863 Napier Pl.
Calkins, Florence	North East
Carlowe, Julia	Erie, 910 E. 21st
Carpino, Joseph	Farrell, 909 Negley St.
Chaffee, Nora	Wattsburg
Conway, Katherine	Erie, 2012 Peach St.
Cotterman, Anna	Cochranon
Coursen, Roberta	Linesville
Crandall, Florence	Edinboro

Name	Home Address
Crotty, Mary	Erie, 511 Parade St.
Crowell, Mabel	Corry, R. F. D. 2
Dahlstrand, Ruth	Corry, 817 E. Main St.
Davis, Ida	Union City
DeBell, Thelma	Erie, Lawrence Pk., 1035 Sill Ave.
Dennis, Florence	Conneaut Lake
Dodge, Margaret	Conneautville
Doolittle, Mildred	Erie, 136 E. 18th St.
Dorris, Anne	Erie, 448 E. 26th St.
Doubet, Leda	Erie, 153 W. 25th St.
Ervin, Valera	Guys Mills
Estock, Anna	Cranesville
Fatica, Grace	Erie, 1827 Liberty St.
Fellows, Max	Edinboro, R. F. D. 5
Foley, Helen	Erie, 2607 East Ave.
Ford, Gladys	North Girard
Forrester, Dorothy	Erie, 925 W. 24th St.
Fox, Pauline	Union City
Free, Jessie M.	Espyville Station
Free, Nyla	Espyville Station
Gallagher, Rachel	Sandy Lake
Gillette, Marian L.	Townville
Glass, Barbara	Erie, 341 W. 25th St.
Gleeten, Maude	Edinboro
Godell, George	Sheffield
Gordon, Florence	Conneautville
Gorman, Gladys	Union City
Graham, Luella	Conneaut Lake
Graney, Bernice	Erie, 308 W. 22nd St.
Griffin, Clarence	Edinboro
Hall, Grace	Edinboro
Handley, Ruby	Meadville, R. F. D. 8
Hanlin, Audrey	Union City
Hanna, Marie	Kinzua
Harmon, Carolyn E.	North Girard
Harrison, Dorothy	Edinboro, R. F. D.
Hayes, Ethna	Sheffield
Hayes, Stella	Edinboro
Heath, Lucile	Corry
Heydolph, Lillian	Meadville, R. F. D. 4
Hicks, Lucile	Edinboro
Hillyer, Harriet	Edinboro
Hogue, Eunice	South Oil City
Hogue, Mildred	Edinboro
Hollenbeck, Alberta	Edinboro
Hoon, Anna	Erie, 1022 W. 8th St.
Hornaman, Helen	Erie, 1611 Chestnut St.
Humes, Ruth	Union City, R. F. D. 3
Irons, Phylis	Linesville
Jackson, Alice	Erie, 924 W. 7th St.
Jenkins, Jessie	Erie, 443 E. 26th St.
Johnson, Evelyn	Sugar Grove
Johnson, Sara	Erie, 534½ E. 4th St.

Name	Home Address
Johnston, Thelma	Mercer, 117 W. Market St.
Jones, Texie	Franklin, 613 Liberty St.
Larkin, Agnes	Erie, 522 E. 4th St.
Larson, Marion	Ludlow
Lawson, Mildred	Warren, 806 Madison Ave.
Lerenman, Dorothy	Erie, 2918 Poplar St.
Loeffel, Harriet	Erie, R. F. D. 2
Lyons, Grace	Farrell, 1005 Fruit Ave.
Marshall, Wilda	Geneva
Mascharka, Leona	Erie, 502 Parade St.
Mason, Helen	Venango
Matthews, Marian	Erie, 929 W. 24th St.
Maynard, Ethel	Millport
Mays, Emma G.	Guys Mills
McClelland, Dorothy	Erie, 1433 Buffalo Rd.
Metzler, Gladys	Erie, R. F. D. 1
Meyer, Mildred	Erie, 33 E. 18th St.
Miller, Elma	Erie, 834 E. 29th St.
Miller, Mildred	Guys Mills
Miller, Ruth	Erie, 338 W. 25th St.
Miller, Winifred	North East, R. F. D. 4
Mills, Marjorie	Pleasantville
Monday, Frank	Tionesta
Mourton, Lulu	Corry, 127 Park St.
Murray, Margaret	Erie, 412 Holland St.
Mytinger, Margaret	Sharon, 130 Ormond Ave.
Nelson, Lizzie	Union City, R. F. D. 2
Nolan, Margaret	Erie, 905 W. 4th St.
O'Connor, Mame	Erie, 811 E. 21st St.
O'Farrell, Josephine	Erie, 920 W. 31st St.
Olmstead, Grace	Erie, 650 W. 10th St.
Osborne, Stella	Kennard
Ottaway, Wanda	Union City, 72 E. High St.
Paddock, Minnie	Erie, 2020 Cherry St.
Payne, Vivian	Girard
Peterson, Dorris	Bradford, 108 Clarence St.
Pittaway, Asenath I.	North Girard
Ploss, Alma	Erie, 501 State St.
Prouty, Mary	Edinboro
Rectenwald, Adelaide	Erie, 722 Parade St.
Reed, Helen	Pleasantville
Rosenkrans, Arbutus	Erie, 1209 W. 30th St.
Salsbury, Edna	Albion
Sanders, Margaret	Cambridge Springs, R. F. D. 5
Schwedhelm, Kathryn	Oil City, 57½ Grove Ave.
Senger, Leah A.	Warren, 26 Plum St.
Shenker, Mathilda	Erie, 918 E. 8th St.
Skelton, Glen Wayne	Edinboro
Smith, Claudine	Erie, 917 German St.
Smith, Nellie E.	Guys Mills
Stack, Helen	Bradford
Stolinski, Blanche	Erie, 616 E. 19th St.
Summerton, Mable	Union City, R. F. D. 6

Name	Home Address
Timmons, Mary	Edinboro, R. F. D. 3
Titus, Mabel	Cochranston
Virtue, Leda	Meadville, R. F. D. 9
Wallace, Frances	Erie, 1012 Chestnut St.
Wallace, Helen	Erie, 1857 E. Lake Rd.
Walters, Florence	Cambridge Springs
Ward, Helen	Erie, 310 Newman St.
Weigel, Irma M.	Erie, 1057 W. 9th St.
Weiss, Jessie H.	Erie, 1007 Reed St.
Wentz, Etta	Erie, 459 E. 25th St.
West, Bernice L.	South Oil City
White, Helen	Erie, 150 W. 18th St.
Will, Evelyn	Erie, R. F. D. 4
Wilson, Levinia	Sharon, 474 Lafayette St.
Woodcock, Hazel	Pleasantville
Zahn, Velma	Venango
Zieziulewicz, Sophia	Erie, 1312 Division St.

FIRST YEAR, JUNIOR HIGH SCHOOL GROUP

Adams, Rachel	Erie, 2110 Peach St.
Atkinson, Arthur	Edinboro
Babcock, Gilberta	Erie, 437 W. 4th St.
Barnett, Joseph	Edinboro
Cassidy, William	Erie, 409 Holland
Cheney, Georgia	Edinboro
Deriar, Edith L.	West Springfield
Dieter, Florence	Erie, 136 E. 21st St.
Dillon, Helen	Erie, Fern Cliff
Edeburn, Sarah	West Middlesex
Faber, Ethel	Erie, 231 W. 17th St.
Finnucan, Cornelius	Springboro
Goldstein, Gertrude	Erie, 726 Parade St.
Graf, Virginia	Erie, 3016 Liberty St.
Hatch, Millicent	Warren, 414 Hazel St.
Heintz, Sidney	Cranesville
Hendrickson, Bertha	Erie, 924 E. 29th St.
Hess, Henrietta	Erie, Gore Rd., R. F. D. 6
McLaughlin, Bernard	Erie, 1616 Chestnut St.
Miller, Virginia	Erie, 1016 W. 6th St.
Moore, Kathryn	Erie, 843 E. 2-st St.
Nason, Howard	Edinboro
Parker, Lucille	Erie, 460 W. 9th St.
Porter, Esther	Erie, 321 W. 20th St.
Reed, Elizabeth	Erie, R. F. D. 3
Regan, Mechtilde	Erie, 1006 Plum St.
Reno, Evelyn	Edinboro
Sands, Doris	Franklin, 1133 Liberty St.
Sullivan, Marjorie	Erie, 1028 W. 10th St.

SECOND YEAR, SPECIAL ART COURSE

Barnes, Blanche E.	Waterford
Morgan, Burton G.	Wattsburg
Townley, James D.	Jamestown, N. Y., 273 S. Main St.

EDINBORO TRAINS TEACHERS

FIRST YEAR, SPECIAL ART COURSE

Name	Home Address
Conner, Evelyn C.	Greenville, 7 Bessemer
Emery, Kathreen F.	Mercer
Harrison, Berniece	Edinboro
McCommons, Russell D.	Edinboro
Mansfield, Rosella	Tidioute
Nash, Esther I.	Erie
Porter, Edgar G.	Woodlawn, 613 Highland Ave.
Reimer, Mrs. Marion B.	Cambridge Springs
Rhodes, Mrs. E. D.	Edinboro
Stouffer, Joanna	DuBois, 504 S. Main St.
Summerton, Mrs. Nina	Union City
Waddle, Grant A.	Hadley, R. F. D. 34
Watwood, G. Alice	Erie, 622 Plum
Wheelock, Bertha	North Warren
Yuhas, Susan Doris	Freeland

SUMMARY OF ATTENDANCE

	Boys	Girls	Total
Seniors, Regular Normal Course	13	156	169
Seniors, Special Art Course.....	1	4	5
Juniors, Regular Normal Course.....	6	144	150
Juniors, Junior High School Group.....	7	22	29
Second, Year, Special Art Course.....	2	1	3
First Year, Special Art Course.....	3	12	15
Music Course	3	10	13
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Total, not including Summer Term.....	35	349	384
Names repeated			5
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Total Enrollment in Regular Courses.....			379
Summer Session, 1922.....	84	528	612
Enrollment in Extension Courses.....			1010
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Grand Total			2001