

THE EDINBORO QUARTERLY



CATALOG NUMBER

JULY, 1924

Vol. XI

No. 3

EDINBORO TRAINS TEACHERS

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. XI

EDINBORO, PA., JULY, 1924

No. 3

Calendar, 1924-'25

Football Training Camp opens.....	Wednesday, September	3
First Semester begins.....	Monday, September	15
First Quarter ends.....	Friday, November	14
Thanksgiving Recess.....	Wednesday M., November	26
Christmas Recess.....	Wednesday M., Dec. 24, to Monday, Jan.	5
First Semester ends.....	Friday, January	23
Second Semester begins.....	Monday, January	26
Third Quarter ends.....	Friday, March	27
Easter Recess.....	Thursday, April 9, to Monday, April	20
Second Semester Work ends.....	Thursday, May	28
Baccalaureate Sermon.....	Sunday, May	31
Commencement.....	Tuesday, June	2
Summer Term begins.....	Monday, June	22

EDINBORO TRAINS TEACHERS

BOARD OF TRUSTEES

Term expires first Monday in July, 1923

C. C. HILL, President *North East*
 GEORGE S. CRISWELL *Franklin*
 H. E. McCONNELL *Mercer*

Term expires first Monday of July, 1924

MISS ELLA SKAFF *Edinboro*
 MISS C. ELIZABETH BATTLES *Girard*
 A. A. CULBERTSON *Erie*

Term expires first Monday of July, 1925

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

* 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

1924-'25

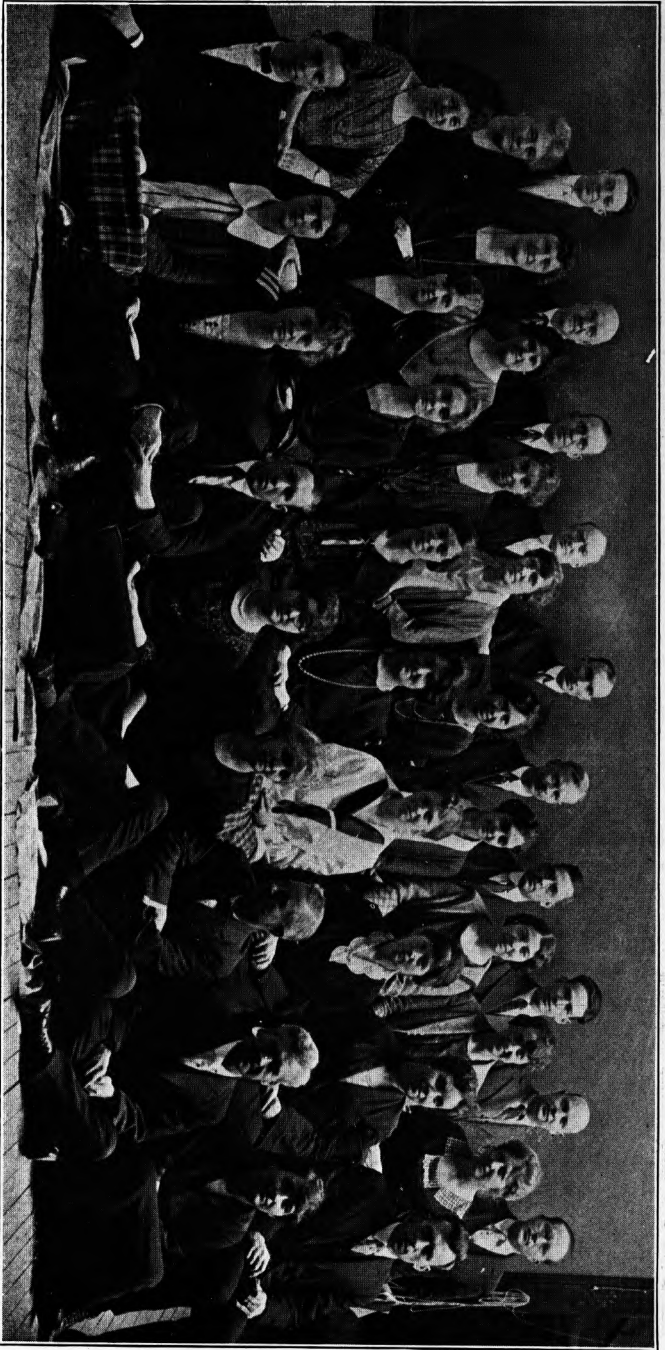
Clarence C. Crawford, Ph.B.	Principal
James J. Palmer, A.B.	Supervisor of Teachers' Training
Mary M. Haecker, A.M.	Director of Primary Group
Hermon Sackett, A.M.	Teacher of Social Studies
Wallace J. Snyder, Sc.B.	Biology and Physical Science
W. A. Wheatley, A.M.	Introduction to Teaching
Florence May Kunkel, A.M.	Psychology
Bena K. Hansen, A.M.	Psychology
Neal Billings, A.M.	Modern Tendencies in Education
Waldo F. Bates, Jr.	Dean of Department of Arts and Crafts
Aime H. Doucette	Instructor in Art
Russell McCommons	Mechanical Drawing
Mrs. Ruth Pope Turner	Instructor in Art
Blance Barnes	Instructor in Art
S. Gordon Emery	Head of Music Department
Gladys Feidler	Instructor in Voice, Piano and Public School Music
Catherine A. C. Martin	Instructor in Music
Joseph A. Leeder, B.S.	Instructor in Music
B. Regis Harrison	Boys' Health Education
Mrs. Eleanor M. Skelton	Girls' Health Education
Gertrude E. Herzog, B.S.	Girls' Health Education
Iven E. Case	Librarian
Mildred Forness	Assistant Librarian
Hazel Anne Coburn	Assistant Librarian
E. Grace Graham, A.B.	Teacher of Foreign Language and English
Glenn R. Barr, A.B.	Teach of Foreign Language and English
W. Vern Zahniser, Ph.B.	Oral Expression and Literature
F. S. Heinaman, A. B.	Mathematics
Mrs. Marion S. Hillyer	English and Mathematics
Nelle H. Hudson, Ph.M.	Science
Hazel Mae Ketcham, Ph.B.	Nature Study
M. H. Deardorff, A.M.	Educational Sociology
H. L. Kriner, A.B.	Teaching of Social Studies
C. E. Carter, A.B.	Europe since 1870
Mrs. Minnie S. Stump, B.E.	Teacher of Handwriting
Martha E. Boyer, A.M.	Teaching Primary Subjects
Mary M. Baker, A.M.	Teaching Primary Reading
L. H. Van Houten, A.M.	Director Erie Branch

TRAINING SCHOOL FACULTY AT EDINBORO

J. Russell Bowman, A.B.	Principal Senior High School
Glenn R. Barr, A.B.	English and French
Helen A. Scott, A.B.	Social Studies
H. Frances Pitt, A.B.	Social Studies
H. W. McNees, A. B.	Science
Mellie E. Clevenger, A.B.	Mathematics
Mary E. Blevins, A.B.	Latin
Bernice Huff, Ph.B.	Principal Junior High School
James B. Palmer, B.S.	Vocational Director for Boys
Martha L. Kinne, B.S.	Vocational Director for Girls
Blanche Howard	Junior High School Critic
Nina L. Gleeton	Art Education
Frances Burchfield	Principal Elementary School and Critic Teacher Fifth Grade
Maude Howard	Critic Teacher Sixth Grade
Mrs. Mary R. Philp, L.B.	Critic Teacher Third and Fourth Grades
Mary M. Haecker, A.M.	Critic Teacher First and Second Grades

TRAINING SCHOOL FACULTY AT ERIE BRANCH

Emma L. Miller	Principal Washington School
Minnie S. Stump, B.E.	Critic Teacher Sixth Grade and Instructor Handwriting
Anna L. Wilkins	Critic Teacher Sixth Grade
Gretchen I. Disbrow	Critic Teacher Fifth Grade
Lenore Walker	Critic Teacher Fifth Grade
Carrie R. Keever	Critic Teacher Fourth Grade
Mary Jean Parkhouse	Critic Teacher Third Grade
Alice E. Sullivan	Critic Teacher Second Grade
Inez E. Sackett	Critic Teacher First Grade
Elizabeth Spafford	Critic Teacher Kindergarten
Mary McCormick	Critic Teacher Kindergarten



A part of that most humane group,
The Edinboro State Normal School Faculty.

PHOTO BY I. V. KUPPER

HISTORICAL SKETCH

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 "Conneauttee," 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 town 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.

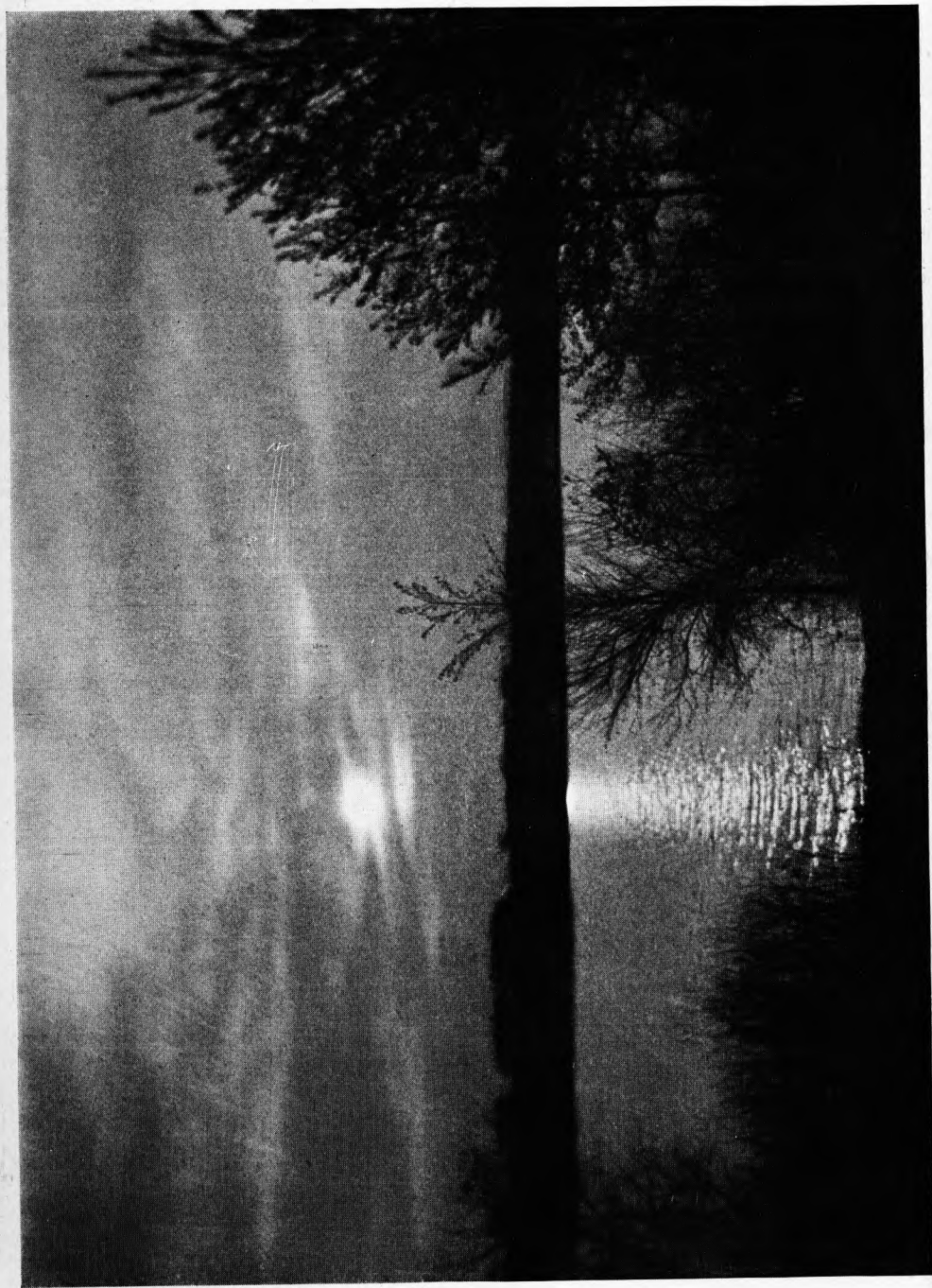
†The registration fee includes enrollment, athletic, and entertainment fees.

‡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) for each student. In case the person who made reservation is for reason unable to occupy the room and we are notified in writing at least one week before the date on which the term begins, the reservation fee will be returned.

RATES FOR TRANSIENTS

Meals	50c
Lodging	75c



The silver light with quivering glance,
Flickered for the moment, till darkness

PHOTO BY L. V. KUPPER

REQUIREMENTS FOR ADMISSION

Adopted March 23, 1923, Revised Nov. 26, 1923

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

A unit shall consist of not less than one hundred twenty hours of work. Subjects not requiring out-of-class preparation or study shall require double time in estimating the units. (Until September 1, 1927, high school work completed prior to July 1, 1924, will be accepted on the ninety-six hour basis.)

2. The following units are required for admission:

English	3 units
Mathematics	1 units
Science	1 units
Social Studies*	2 units
Elective	8 units

Total 15 units

*Social Studies include history, civics, economics, sociology, problems of democracy, etc.

3. Credentials of all students entering the state normal schools shall be received and evaluated by the normal schools and kept on file for inspection by the State Departments of Public Instruction.

4. Credit will be given for equivalent courses in approved teacher training institutions but no such students may obtain a normal school certificate without a minimum residence of one year.

No credit toward graduation from the normal school will be given for any work completed in high school.

5. For the present the normal schools shall, when necessary, conduct a secondary department of first class high school grade for those students for whom their home communities do not provide the required fifteen units, and who desire to become teachers.

Mature adult students who desire to become teachers will be admitted to the secondary department.

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.

First Semester:

Kindergarten and Primary (Grades 1 to 3)

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
	22	20

Total of 80 Semester hours.

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
	24	21

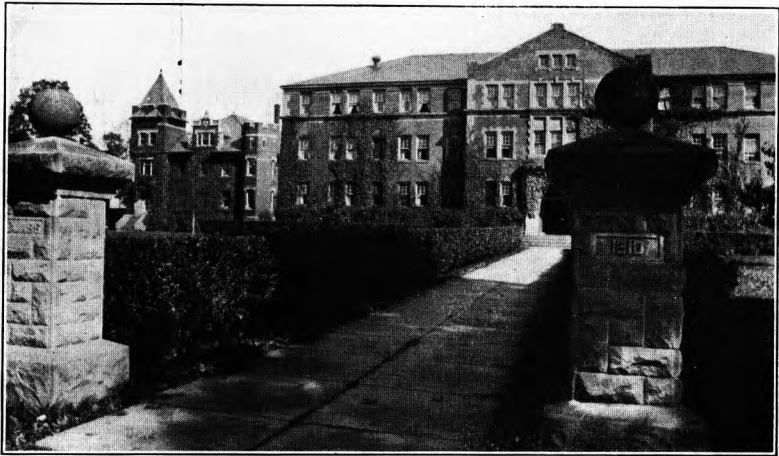
Third Semester:

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

Fourth Semester:

History and Principles of Education.....	3	3
Juvenile Literature	3	3
Educational Sociology	3	3
Music	2	2
Art	2	2
Health and Hygiene in the Elementary School.....	3	3
Physical Education	3	1
Elective	2	2
	21	19

Total of 80 Semester hours.



These gates are open wide—welcome!

PHOTO BY L. V. KUPPER

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
	21	19

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

Three years at 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
			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
			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
			23	20

Third Semester:

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

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
	<u>24</u>	<u>22</u>

Total of 82 Semester hours.
Eighty required for graduation.

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

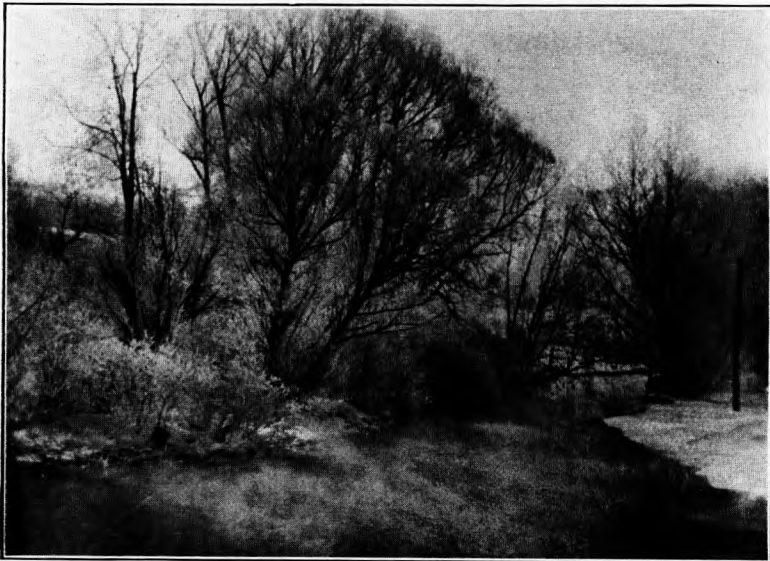
Foreign Language:

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.



Art project—Jack Frost

PHOTO BY L. V. KUPPER

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 experi-

ence, 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.



The most beautiful School Dining Room in the East.

PHOTO BY L. V. KUPPER

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 underlying 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 schools 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, vari-

ables, 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.



"The world is bathed in beauty"

PHOTO BY L. V. KUPPER

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 students 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 or 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 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.



Under a blanket of white at early morn

PHOTO BY L. V. KUPPER

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.

**The Proposed Course Offered by the Department of Geography
and Nature Study****Principles of Geography:**

Course 1. A study of fundamental principles of human adjustment to geographic environment. A practical application of the study is made in laboratory and field work. The latter involves a study of home environment and an interpretation of its influences on life. The course gives a treatment that tends towards scholarship closely relevant to the work of the public school teacher. One aim is to use material that is of aid to the teacher in his work in any grade and in the teaching of geography in any country; another aim is to give the student the necessary geographic basis for the intelligent teaching of this subject. This course should be taken by all students expecting to take methods or other courses in geography.

Regional Geography of North America:

Course 2. This course is an application of the principles taught in Geography I to the study of a continent. As such it is designed to serve as a type for the study and teaching of the other continents as well as to give adequate knowledge of one. The course deals with the location, size, form, relief, soils, natural resources, and climates of each country. Emphasis is placed on their relation to the industries of man and to the present and future development of each country. The course is so conducted that familiarity with the political geography is also secured.

Economic Geography:

Course 3. This course is designed to give a world viewpoint. It shows the inter-relationships existing among nations; the interdependence of people and an appreciation of how they may live together well in a social organization such as ours. The fundamental needs and wants of modern man form the basis of the subject. The significance of food, minerals, and other material resources in national prosperity and international relations is emphasized. Selected phases of economic geography are treated in considerable fullness to give adequate knowledge, a method of attack, and technique in teaching.



Primary Sunday School Class Easter Project.—Art carries over outside the walls of the classroom.

PHOTO BY L. V. KUPPER

Geography of World Problems:

Course 4. The work of this course is based on current book and magazine articles dealing with the great nations and their problems. Only such phases as are geographic will be dwelt upon. Topics such as follows illustrate the trend of the course:

Geography of national and international questions with which the United States is involved; Expansion of Europe; Conflicting claims in the Mediterranean and Near East; Geography and problems of the major nations of Europe; Problems in the Far East; etc.

Geographic Influences in American History:

Course 5. A study of the geographic factors which have influenced the development of the American nation and therefore its history. It deals with explorations; colonization; expansion of settlements westward; distribution and development of cities, industries, and transportation systems; the growth of the United States to a continental and world power.

Prerequisite—Course I in geography and a course of college grade in American History.

The Teaching of Geography:

Course 6. This course is a general one designed to co-ordinate fundamental geographic principles and existing life responses. It is primarily a methods course and therefore presupposes a knowledge of the subject matter. Students are trained in the selection, organization and presentation of geographic data in the light of modern and up-to-date methods. They are shown how to find, choose, prepare, and use maps, graphs, diagrams, pictures, and other sorts of illustrative materials. Regional geography, starting with local environment, will be stressed and utilized. Prospective teachers will be taught how to use the standard educational tests in geography. Systematic observation and discussion of grade classes in geography will be required.

Conservation of Natural Resources:

Course 7. Minerals, forests, waters, and soils are the great natural resources upon which man depends for existence. Therefore these natural advantages should be so used by the present generation that they may serve the next. A close study of these resources in the United States will be made in connection with their legitimate use.

New Europe:

Course 8. The world war has so changed the map of Europe that one can scarcely recognize it. New countries have been born and

the boundaries of old ones changed so much that it becomes necessary to relearn the political divisions. Such conditions for Europe means reconstruction and construction. This brings up problems that involve international relations that are of vital interest to us all. Such questions will be discussed in-so-far as they are geographical.

Physiography:

Course 10. A course of college grade designed to make one familiar with the physical environment and therefore a fitting background for the geographer. Such topics as relief, drainage, soil, minerals, rocks, waters of the land, oceans, and the great forces that make for constant change on the earth will be studied. Climatic factors such as temperature, moisture, and air movements will be discussed as to causes and consequences.

Nature Study:

Course 1. This is essentially a course in subject matter underlying Nature Study and is not a methods course. It will be organized so as to bring out the relationship existing between the physical and natural environments. Such topics as trees, wild and cultivated flowers, fruits, birds, moths, butterflies, and other insects will be treated. Studies will also be made of the common rocks, minerals, and soils, as well as simple natural phenomena.

Nature Study and Geography for the First Three Grades:

Course 2. The purpose of this course is to give careful guidance in the choice and presentation of subject matter suitable to these grades. The various topics are treated from two standpoints—i. e. subject matter and methods of teaching. Frequent field trips are taken to study plants and animals in their natural environment and to learn where material may be collected. This work is supplemented by laboratory studies of materials indoors. Special attention is given to seasonal changes, pets, fruits, vegetables, and the common wild plants and animals. Subject matter sources are also given and discussed.

Methods in the Teaching of Nature Study:

Course 3. This course is planned primarily for those who expect to teach the subject in the intermediate grades. Much emphasis will be placed upon choice of subject materials and how they should be taught. Since this is essentially a methods course not much time can be given to the subject matter underlying Nature Study. Hence it is expected that students registering for the course shall have had, at least, Nature Study I.

General Biology:

This course selects material from Botany, Zoology, and Human Biology that will bring out the essential facts of life which are of interest to us all. The primary emphasis in the whole course is placed on the many relations of biology to human welfare. Type groups will be selected for intensive study that will show the natural order of development in the organic world. Principles will be stressed rather than factual details. Such a course hinges naturally on to psychology and is therefore a fitting background for the teacher. Laboratory work will be required.

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.



Work may be as fascinating as play

PHOTO BY L. V. KUPPER

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 distinctive 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, graduation 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 football, basketball, baseball, tennis, volleyball, 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 inducted 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 class room 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.



The children believe it

PHOTO BY L. V. KUPPER

EDINBORO FORMULA

Work = Existence

Play = Existence

Work + Play = Living

EDINBORO TRAINS TEACHERS

THE ART DEPARTMENT

In 1920 the Department of Public Instruction established at Edinboro a Normal Art Department and designated the Edinboro State Normal School as the State School to specialize in the training of art teachers and supervisors.

With the finest studios and equipment for art work to be found in any of the State Normal Schools and with competent instructors, the department has grown to its present efficient size and has proved itself thoroughly capable of training teachers and supervisors of art from the schools of the Commonwealth.

The same requirements for admission apply to art students as to students in the regular courses, except that they must show a marked ability for draftmanship and above all a love for the beautiful and a sincere desire to impart that love to the children with whom they will eventually come in contact. The Art department trains teachers of art only and is not a school of commercial art.

The course is open to any resident of the state in any section of the state, and the tuition of the student is paid by the state. The only expense to the student being for room and board, which should be somewhat less than \$300 per year, a registration fee of \$10 and the necessary money for art supplies, which should not exceed \$10 per semester. A full four year high school course must be completed before entering the art course.

Full credit is given by the school for all post-high school art work done in any other accredited art school. The course covers a period of three regular school years of two semesters each, but the time may be shortened by including the work of the summer sessions, one of which equals one-half a regular semester of eighteen weeks.

The following is the course as taken up by years and semesters. One hundred and twenty semester hours credit is necessary to complete the course. The student is advised to take the course in the regular manner, using the summer periods for rest and recreation. It will be noted that enough academic subjects are included to give the graduate a well rounded education.

		FIRST YEAR		Sem. Hrs.
First Semester:	Weeks	Hours	Credit	
Introduction to Teaching	18	3	3	3
Public School Drawing	18	10	5	5
*Junior Art	18	3	3	3
English	18	3	3	3
Oral Expression	18	2	2	2
Nature Study	18	2	2	2
Physical Education	18	3	1	1
Studio	18	5	1	1
		31	20	

	Weeks	Hours	Sem. Hrs. Credit
Second Semester:			
*Constructive Handwork, I	18	2	2
*Constructive Handwork, II	18	2	2
*Junior High School Art, III	18	3	3
Constructive Handwork	18	3	2
Various Media	18	5	2
English	18	2	2
Physical Education	18	3	1
Educational Psychology	18	3	3
Studio	18	5	3
		28	20

* Required of all regular Normal students.

SECOND YEAR

First Semester:			
Design and Color	18	10	10
Modeling	18	5	3
Art Education, Theory	18	4	4
Physical Education	18	3	1
Studio	18	5	2
		27	20

Second Semester:			
Student Teaching, including School Ef- ficiency and Conferences	9		6
Mechanical Drawing	9	10	3
Art History and Appreciation	9	6	3
Advanced Representation	9	10	5
Social and Industrial History	9	6	3
		32	20

THIRD YEAR

First Semester:			
Rural School Outline	18	5	5
Costume Design and Home Decoration	18	5	5
Arts and Crafts Projects	18	5	5
History of Education	18	3	3
Physical Education	18	3	1
Studio	18		1
		21	20

Second Semester:			
Theory and Practice	18	5	5
Outline Making and Illustrating, Grades I— VI, Junior High School Grades VII—IX, Senior High School Grades X—XII	18	10	8
Supervision	18	5	3
Economics Civics	18	3	3
Physical Education	18	3	1
		26	20

ART IN THE REGULAR NORMAL COURSE

The students who attend Edinboro for the regular Normal course are fortunate in being able to use the fine studios and equipment and in having the services of the faculty of the Normal Art Department because of the fact that Edinboro is the State School chosen to specialize in the teaching of art.

The following courses are required of students of the designated groups:—

Junior Art:

Is required of all Normal students of all groups and is the same in content as the Public School Art of the summer session. The work in Junior Art includes the graphic vocabulary, design, representation, methods, appreciation, theory and elementary handwork. It is a three hour subject of the first semester of eighteen weeks and gives three semester hours credit. The summer course is six hours for nine weeks, with the same credit.

Constructive Handwork I

Is required of all Group I students. It is a second semester subject and consists in practice and theory of handwork in the primary grades together with a series of practical problems which may be worked out in the school with minimum equipment.

Constructive Handwork II

Is required of all students of group II. It is a second semester subject. Its content includes the theory and practice of handwork in Grades IV to VI and a series of more advanced problems in handwork for schools having a minimum equipment.

Group III Art

Is required of all Junior High students in their second semester. The course consists of constructive drawing and advanced problems in design, representation and the arts and industries.

Senior Art Education

Is required of all seniors of Groups I and II. The course includes advanced representation, design, appreciation, methods, lesson plans and requires a complete, original art outline for eight grades from every student.

For further information concerning the Art Course, address the secretary of the school or write a personal letter to Waldo F. Bates, Jr., Head of the Art Department.



Seat work—Student teachers in charge

PHOTO BY L. V. KUPPER

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

demand. 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 years of 1922-24 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, Union City, Oil City, North East. 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 1924-25 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 September. Those interested can obtain copies by writing to the Principal, Edinboro, Pa.

LIVING CONDITIONS AT EDINBORO

The school offers three 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

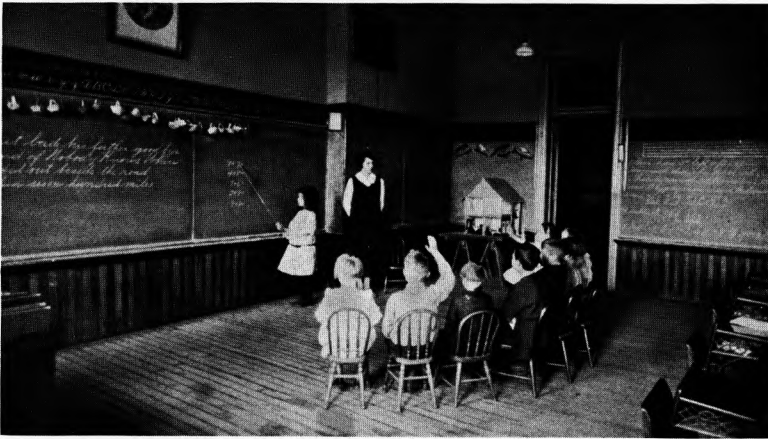
The dining room is the most beautiful school dining room in the state, the kitchen modern, and the food excellent. The school raises fresh vegetables for use in season and cans and preserves for winter

use. The system of self service instituted three years 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.



Good teaching is the meeting of the intellect of the teacher and of the taught

PHOTO BY L. V. KUPPER

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 Educational 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, 1923

Name	Home Address
Addicott, Nellie	Sharon, R. D. 57
Agnew, Eva	Conneautville
Alcorn, Blanche	Titusville, R. D. 5
Allen, Gladys	West Middlesex
Allen, Grace Anna	Waterford
Allen, John B.	Waterford
Allen, Leah Gladys	Waterford
Allen, Marguerite F.	Erie, R. D. 8
Anderson, Alice Marie	Brookston
Andrews, Florence	Franklin, 707 15th St.
Armagost, Thelma	Venango
Armagost, Iona Mae	Venango
Armburger, Annie	Guys Mills
Armour, Vance	Atlantic
Armstrong, Mildred	Corry
Arnold, Verna	Kane
Arters, Gertrude M.	Cooperstown
Artman, Beryle	Westford
Bailey, Lucile Phillis	Greenville, R. D. 45
Bailey, Myrtle Caroline	Pleasantville
Bair, Dorothy	Kane
Baker, Ralph R.	Sandy Lake
Balliet, Harriet M.	Saegerstown
Barbour, Pearl A.	Kennard
Barnes, Blanche	Waterford
Barrows, Thelma	Greenville, R. D. 43
Bartholomew, Wesley Lorenzo	Conneautville
Barton, Audrey I.	Townville
Bateman, Bertha	West Middlesex
Bauer, Leona	Warren, 57 Hemlock
Baughner, Edna	Hydetown
Baughner, Eva	Hydetown
Baumgardner, Margaret	Stoneboro
Bausman, Jacob	Meadville, R. D. 6
Bausman, Olive	Meadville, R. D. 6
Beatty, Genevieve	Onoville, N. Y.
Bedford, Geraldine	Franklin, 410 Grant St.
Behrens, Ethel Fern	Tionesta
Bell, Kenneth	Cochranton
Benner, Margery May	Fredonia
Benner, Ruth Alice	Fredonia
Benson, Ellen	Warren, 207 Walnut St.
Bertram, W. Kenton	Cambridge Springs
Bidwell, Marian Elizabeth	Cambridge Springs
Biers, Hilma	Erie, 937 W. 31st
Birchard, Mrs. Icel F.	Cambridge Springs, R. D. 6
Bishop, Esther Mae	Springboro
Blair, Alice Marie	Westford



O beautiful gift of the skies unto man,
Thou comest, blest symbol of peace and of love.

PHOTO BY L. V. KUPPER

Name	Home Address
Blair, Caroline	Girard
Blanchard, Evelyn	Meadville, 370 Davis
Bloomster, Marian	Smethport
Boggs, Lelia	Meadville, R. D. 2
Bole, Marjorie	Venango
Borland, Georgia B.	Sandy Lake
Boughner, Geraldine	Utica, R. D. 2
Boughner, Mildred	Utica
Bowman, Byron O.	North Girard
Bowman, Clayton S.	Girard
Boyle, Millard	Titusville, 521 W. Spruce
Brace, Alice M.	Dallas, R. D. 1
Bradshaw, Gladys	Meadville, R. D. 8
Breen, Agnes M.	Conneautville
Bristol, Ruth	West Springfield
Brown, Bertha	Jamestown
Brown, Edythe	Erie, 116 E. 26th
Brown, Lillian Durfee	Townville
Bumpus, Nellie Marie	Cooperstown, R. D. 1
Burchfield, Ruth	Franklin, R. D. 2
Burdick, Irene	Titusville, 806 E. Main
Burns, Elizabeth	Sharon, 14 Taylor
Burns, Ruth	Bradford
Caldwell, Helen	Titusville, 304 W. Main
Calvin, Fay	Kennard
Calvin, Pearl	Atlantic
Camp, Malissa Elizabeth	Conneautville, R. D. 3
Canaan, Mary	Marionville
Cantrell, Madge Nora	North East, R. D. 6
Capron, Leah H.	Union City
Carey, Anna B.	Sandy Lake
Carlson, Cecelia M.	Brookston
Carroll, Fred	Conneaut Lake
Carrol, William C.	Union City
Carson, Annis Lavina	Pleasantville
Carson, Josephine Charlotte	Pleasantville
Carson, Winifred Mae	Pleasantville
Carter, Hazel C.	Titusville, R. D. 4
Casler, Lois	Union City, R. D. 7
Cassidy, Bertha	Polk
Chapin, Helen M.	Cranesville
Chapin, Irene M.	Harbor Creek
Chapman, Carlene	Spring Creek
Chapman, Mrs. Mary MacFayden	Springboro
Chenoweth, Ivan	Sheakleyville
Chisholm, Dorothy	Pittsburgh, 1603 Westfield St.
Chisholm, Ella	McKean
Clark, Guertha	Corry
Clarke, Isabel	West Middlesex
Clark, Mildred M.	West Middlesex
Clary, Florence	Saegerstown
Cochran, Mary	South Oil City, Box 43
Cole, Beba	Warren, 9 Nesmith Place
Cole, Charlotte	Conneautville
Cole, Doris	Venango

Name	Home Address
Colton, Margaret Gladys	Carlton
Cook, Arlene	Platea
Cook, Margaret Helen	New Castle
Cooney, Elaine Blanden	Edinboro
Cooper, Dorothy	Edinboro
Cottrell, Louella Marvilla	Union City
Courtney, Eleanor	Mercer, R. D. 6
Cousins, Elsie	Mercer, R. D. 6
Coulter, Leslie R.	Atlantic
Covell, Mrs. Lottie May	Torpedo, R. D.
Covley, Dorothy	Bradford, 19 Allison
Cramer, Viola Isabel	Harbor Creek, R. D. 1
Crawford, Isabel	Edinboro
Crawford, Lula	Townville
Crawford, Nina	Townville
Cross, Mrs. Theo.	Lawrence Park, 43 Rankin
Crouch, Eva V.	Stickney
Curry, Kenneth	Titusville, 516 Eouth Perry
Cutshall, Vada E.	Meadville
Dalrymple, Genevieve	North Warren
Dana, Katie May	Albion
Dauids, Paul A.	Union City, R. D. 7
Davidson, Beatrice	Ludlow
Davies, Alice Clementine	Washington, 322 Duncan Ave.
Davis, Caroline	North East, 255 Pearl
Davis, Genevieve	Oil City
Dean, Esther	Carlton
Dell, Phyllis M.	Mercer
DeWalt, Frances	Oil City, R. D. 1
Dodd, Ava	Corry, R. D. 7
Donaldson, Mildred A.	Tidioute
Donovan, Margaret	Erie, 518 E. 4th
Donnell, Mary I.	Greenville
Double, Mildred	Butler, R. D. 8
Doyle, Mary Agnes	Mt. Jewett
Drake, DeEtta E.	Cambridge Springs
Drake, Dorothea Mae	Cambridge Springs
Dugan, Frances M.	Pittsburgh, 53 Hazelwood
Duncan, Anna L.	Aspinwall, 327 First
Duncombe, Francis L.	Waterford
Dunlap, Mary Betty	Cambridge Springs
Dunlap, Nell B.	Warren, 107 Seventh
Dunn, Winifred	Cochranon
DuPont, Elnora	Meadville, R. D. 6
Earll, Thora Margaret	Union City
Edestrand, Irene	Russell
Ediburn, Iva	West Middlesex
Elliott, Neva Leonne	Warren, 331 Park
Emery, Kathreen	Mercer
Engel, Ruth	North East
English, Louise	Kinzua
Eschobar, Louise Manuela	Warren, 6 Elm
Evans, Elizabeth	Erie, 134 E. 5th
Evans, Margaret	Turtle Point

Name	Home Address
Everett, Doris Mary	East Springfield
Faber, Ethel May	Erie, 231 W. 17th
Fagley, Teresa	Warren, R. D. 1
Fails, Charles S.	Conneautville
Fair, Anne Frances	Volant
Fair, Ethel	Volant
Fair, Hazel Viola	Volant
Farquhar, Mrs. Elizabeth H.	Donora, 667 McKean
Farquhar, Virginia	Donora
Faust, Marian D.	Pittsfield
Faust, Helen	Conneaut Lake
Ferrell, Helen	West Middlesex
Field, Myrle I.	Hazelhurst
Filley, Guthera	Wesleyville
Finn, Florence	North East
Flasher, Mrs. W. S.	Erie, R. D. 7
Flemming, Gertrude	Youngsville
Flynn, Doris	Edinboro
Forsberg, Eva Caroline	Jamestown, N. Y., 41 Frink Ave.
Foster, Alice A.	Conneautville
Foster, Boyd	Franklin, R. D. 5
Foster, Katherine Amelia	Franklin, R. D. 5
Foster, Mabel	Franklin
Foster, Margaret L.	Conneautville
Foster, Richard	Franklin, R. D. 5
Foster, Ruth	Conneautville
Foulis, Marguerite	Union City, R. D. 4
Fox, Elva	Cranesville
France, Agnes	Edinboro, R. D. 5
Freeman, Edith	Cranesville
Frew, Gladys	Corry, 708 W. Main
Frost, Frances	Stoneboro
Gallagher, Helen	Sandy Lake
Gane, Mrs. Clara Martin	Albion
Garrett, Maude	West Middlesex
Gates, Gladys	Corry, R. D. 3
Gates, Helen Etheda	Emlenton
Gavin, Mildred	Oil City
Ghering, Kenneth	Tryonville, R. D. 2
Gifford, Adaline Helen	Edinboro
Gilliland, Mamie	Pulaski
Gleason, Helen	Meadville
Gleason, Thelma	West Springfield
Glenn, Dorothy	Albion
Goggin, Rose M.	Sugar Grove
Gordon, Florence Jeanne	Conneautville
Gorman Gladys	Union City
Gorndt, Helen	North East
Grant, Katherine	Titusville, 319 First
Graves, Mildred Bernice	Girard, R. D. 2
Gray, Ruth Auden	Tidioute
Green, Erma	Cambridge Springs
Greenfield, DeLora M.	Springboro
Greenfield, Mabel	Linesville

Name	Home Address
Greer, Martha	Centerville
Griffen, Florence Elenor	Edinboro
Groscost, Nellie	Sharpsville
Gross, Mrs. Marian	Warren, R. D. 3
Grove, Blanche Mary	Cranesville
Grove, Evelyn	Geneva
Grove, Helen	Oil City, 20 Spruce
Gruber, Mary Salome	Greenville, R. D. 48
Hain, Marcella	Erie, 428 E. 8th
Hamm, Milly B.	Jamestown
Hancox, Rhenda	Titusville, R. D 5
Hansen, Mrs. Crystel	Chandlers Valley
Harman, Lelia Fern	Saegerstown
Harned, Donna B.	Cambridge Springs
Harrison, Ethel	Stoneboro
Harrison, Margie A.	Stoneboro
Hart, Phoebe Eula	Cochranton
Harvey, Mary L.	West Springfield
Hawkey, Helen A.	Tidioute
Hawkins, Edith E.	Bear Lake
Hawkins, Ethel	Bear Lake
Hawley, Vera May	Wattsburg, R. D. 2
Hayes, Clarinda	Espyville Sta.
Heald, Lena	Venango
Heath, Helen	Cochranton
Hecker, Ida L.	Edinboro
Hedrich, Helen	Sharon, R. D. 58
Henderson, Robert	Stoneboro
Henning, Mildred	Youngsville
Henry, Carrie	Rimersburg
Henry, Samuel	Townville
Hetz, Mildred Luetta	Fairview
Hewitt, Hollis H.	Conneautville, R. D.
Higgins, Alice	Corry, 347 W. Wayne
Hillyer, Anna Frances	Union City
Hillyer, Harriet	Edinboro
Himrod, Celia	Waterford
Hoffman, Josiah G.	Cochranton, R. D. 5
Hogue, Eunice E.	South Oil City
Hogue, Mildred	Edinboro
Hollabaugh, Mildred	Townville
Hollenbeck, Alberta Rose	Edinboro
Hollenbeck, Donald	Edinboro
Holt, Doris Irene	Youngsville
Hoover, Agatha S.	Erie, 940 E. 26th
Horst, Dillon	Edinboro
Hotchkiss, Edna	Springboro
Hough, Florence	Edinboro, R. D. 4
Howard, Dorothy	Cranesville
Howe, Albert C.	Edinboro
Howell, Zelda M.	Franklin, 12½ Gilfillan
Howland, Irma	Edinboro
Hoyt, Donald	Albion
Huddleson, Louise	Tionesta

Name	Home Address
Hull, Amelia S.	Waterford
Hunter, Augusta	Warren, 309 Lincoln
Hutchison, Esther	Cooperstown
Huyck, Bernice	Edinboro
Hyatt, Inez M.	Erie, 4018 Main, Lawrence Park
Irvine, G. Morgan	Tidioute
Johnson, Alice E.	Spring Creek
Johnson, Alma Helena	Sheffield
Johnson, Edith S.	Fairview
Johnson, Edna	Fairview
Johnson, Ellen	Mill Village



PHOTO BY L. V. KUPPER

Where is it whiter in winter,
 Where is it greener in spring,
 More joyous in autumn or summer?
 This is the song that we sing.

Where do they train as fine teachers,
 Can friendships so lasting be found,
 Are pleasures with work so well blended,
 In schools that our love has not crowned?

Where do our hearts turn in thinking,
 Of places that we have called home,
 What spot do we cherish and love so,
 As dear Edinboro, our own?

—EVELYN RENO, '24.

Name	Home Address
Johnson, Hazel	Warren, R. D. 1
Joiner, Belle	Springboro
Joiner, Marion	East Springfield
Jones, Mable A.	Centerville
Jones, Sarah M.	Polk
Jones, Texie	Franklin, 613 Liberty
Joseph, Harold	East Warren, 420 Penn Ave.
Kane, Bridget H.	Tryonville
Kellison, Lolita	Union City, 20 Gillette
Kellogg, Elmer	Cambridge Springs
Kelley, Elizabeth Sarah	Cambridge Springs
Kelly, Gladys Pauline	Cambridge Springs
Kelly, Velma	Shenango
Kerschner, Marian	Greenville, 10 Plum St.
King, Clair	Tidioute
Kline, Dorothy	Edinboro
Knauf, Anna	Greenville
Knupp, Inez	Warren, R. D. 3
Koehler, Mildred Henriette	Albion, R. D. 2
Kramer, Nellie	Cochrannton
Krautter, Ernestine	Edinboro, R. D. 4
Kreider, John	Harborcreek
Kreider, Katherine	Harborcreek
Kreitz, Harriet	Cambridge Springs
Krichbaum, Thelma	Shenango
Kuti, Mary	Sharon, 532 New Castle St.
Ladner, Harold	Conneaut, O., 538 Harbor St.
Lansdowne, Mrs. Anna	West Middlesex
Larson, Mary	Kane, R. D. 1
Latt, Effie W.	Sugar Grove, R. D. 3
Laughery, Ruth Louise	Union City
LaVigne, Josephine	Warren, R. D. 3
Laving, Esther A.	Johnsonburg
Lawrence, Virginia	Linesville, R. D.
Leet, Melba	Wilkinsburg, 725 Whitney Ave.
Lesnett, Elizabeth	Mercer, R. D. 2
Leube, Roy	McKean
Lindell, Ethel C.	Warren, R. D. 2
Lindquist, Mabel	Grand Valley
Lloyd, Dorothy	Erie
Long, Carl W.	Salesville, O.
Lounsbury, Viola	Russell
Lovelace, Mrs. Pearl C.	Edinboro
Luce, Aldora A.	McKean
Luke, Louise	North East, 82 Granville
Lupean, Doris	Albion
Lupher, Helen	Townville
Lyons, Grace E.	Farrell, 1005 Fruit
McAvoy, Lillian L.	Kinzua
McCarrier, Daisy	West Sunbury
McCartney, Edna	Guys Mills
McClellan, Alice	Tidioute
McCommons, Russell	Edinboro
McConnell, Bernice	Pulaski

Name	Home Address
McCracken, Arden A.	Cochranton
McCracken, Robert	Cochranton
McCullough, Anna G.	Meadville, 599 Arch
McCurdy, Edna M.	Titusville, R. D. 1
McDowell, Sara M.	Kennerdell
McElhaney, Kenneth K.	Jamestown
MacFayden, Flora	Conneautville
McGary, Floy	Greenville, R. D. 45
McGill, Florence E.	Saegerstown
McGranahan, Louise	Greenville, R. D. 43
McGrath, Mary	Fredonia
McKenzie, Argyl	Diamond
McKinney, Harriet	Youngsville
McKittrick, Phyllis	Bradford, 275 South Ave.
McLallen, Ethel Naomi	Waterford
McLallen, Nina	Cambridge Springs
McLaughlin, Helen M. H.	McKean
McLaughlin, Mildred	Cooperstown
McMillen, Leola Gertrude	Kinzua
McMillin, Mildred E.	Cochranton
McMurray, Robert	Franklin, 415 Grant
McNamara, Agnes	Erie, 1203 W. 28th
Madison, Ruth	Aiken
Manross, Renne	Waterford
Mansfield, Rosella M.	Tidioute
Marsh, Lloyd	McKean
Martin, Mrs. Eva	Cranesville
Mason, Katherine I.	Warren, 205 Jackson
Matter, Anna	Greenville, R. D. 45
Maxson, Georgia	Fairview
Mays, Hilda	Marienville
Mays, Lula B.	Marienville
Mays, Myrna	Emlenton
Meabon, Hubert	Bear Lake
Meehan, Agnes	Erie, 1121 W. 27
Messner, Paul	Cooperstown
Middleton, Marjorie	Union City
Miller, Clara I.	Jamestown
Miller, Eleanor	Cranesville
Miller, Maud V.	Corry
Mills, Hazel	Atlantic
Mills, Mildred	Girard
Mitchell, Alice E.	Cooperstown
Mitchell, Ruth	Spring Creek
Mizner, Dorothy	Greenville, R. D. 45
Morgan, Burton	Wattsburg
Morgan, Martha	Wesleyville, 2021 Willow
Morrison, Josephine	Meadville, 533 Randolph
Morrow, Park Theron	Erie, R. D. 3
Mosier, Inez A.	Saegerstown
Mulkin, Anna M.	Stoneboro
Muntz, Mrs. Ruth	North Warren
Murphy, Margaret	Albion, R. D. 3
Myers, Raymond J.	Titusville, 326 Brook

Name	Home Address
Naylor, Jewell M.	Corry
Neely, Tone	Oil City, R. D. 1
Neil, Mary	North Girard
Neil, Roy A.	Townville, R. D. 2
Nelson, Mabel M.	Youngsville
Nickerson, Uarda A.	Greenville, 117 F. Main
Nicholls, Clare	Springboro
Noel, Marian	Franklin
North, Gladys	Jamestown
Ognibene, Grace	North East
Ognibene, Mary M.	North East, 43 Main
Osborne, Verna	Franklin, Rocky Grove
Owens, Ruth Eleanor	Smethport
Paddock, Minnie T.	Erie, 2020 Cherry
Pancoast, Grace J.	Oberlin, 130 N. Main
Parker, Ethel B.	North East
Parker, Kenneth	Grand Valley
Parker, Charles W.	Union City, R. D. 5
Parsons, Georgia	Warren, 411 W. 5th
Patterson, Mildred	Polk, R. D. 1
Patton, Naomi	Grove City, 526 Craig
Peebles, Thelma M.	Titusville, R. D. 4
Peffer, Theresa	McKean
Pequignot, Clair	East Hickory
Perkins, Mrs. Wave M.	Corry, 236 Franklin
Perkins, Mabel E.	Conneaut, O.
Perrine, Glenn	Sandy Lake
Peterson, Katherine M.	Union City
Peterson, Mabel	Union City, R. D. 6
Pfahl, Alma E.	Albion
Phanco, Bernice	North East
Phillips, Mrs. Gertrude H.	North East
Philp, Mrs. Mary R.	Edinboro
Pickens, Frances G.	Saegerstown
Piel, Margaret	Sandy Lake
Pieper, Florence D.	Edinboro, R. D. 4
Porter, Albert J.	Atlantic
Porter, Mary	Warren, R. D. 3
Post, Ivah	North East
Pratt, Anna	Girard
Prenatt, Elizabeth	Meadville, 785 Garden
Pringle, Dana	Franklin, 546 Grant
Proctor, Ola	Corry, R. D. 4
Prue, Sydney Dulcie	Corydon
Pulling, Pamalia	Edinboro, R. D. 2
Racop, Velma	Cambridge Springs
Randall, Florence	Geneva
Rasmussen, Lola	Erie
Raymond, E. Ronald	Albion, R. D. 3
Rea, J. Esther	Edinboro
Redmond, Dorothy	Stoneboro
Reither, Ruth	Stoneboro
Rendell, Mabel Agnes	Centerville
Renner, Andrew	Wattsburg

Name	Home Address
Reno, Evelyn	Edinboro
Reynolds, Mrs. Clemme H.	Edinboro
Reynolds, Ernest P.	Harbor Creek
Reynolds, Mrs. Irma	Union City
Reynolds, Minnie A.	Rouseville
Reynolds, Ora	Rouseville
Rhodes, Harry K.	Edinboro
Richard, Hazel	Cochranon
Rickard, Marjorie	Guys Mills
Richey, Catherine	Franklin, 33 Center
Rogers, Hazel E.	Cooperstown
Rogers, Marie	Oil City, 101 East 6th
Rogers, Nellie Marie	Cranesville
Roessing, Twila V.	McKeesport, 216 Erie
Rosin, Ruth	Erie, 1319 Parade
Ross, Glayds Lenora	Corry, R. D. 8
Roswell, Edith	Titusville
Rough, Glenn	Utica
Rough, Mabel Lena	Utica
Rounds, Neil Howard	Youngsville
Ruhling, Ethel	Erie, 1822 Loessel
Runniger, Mrs. Elizabeth	Franklin, 1438 Chestnut
Russell, Ethel J.	Cambridge Springs
Russell, Mildred E.	Erie, R. D. 8
Russell, Vera I.	Oil City
Ryan, Clarence	Cambridge Springs
Ryan, Irene	Erie, 1023 E. 34
Salsburg, Nina R.	Albion
Samkowski, Mrs. Florence	Union City
Sampson, Marcella Ruth	Tidioute



Nature Study Project—Save the Birds

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Name	Home Address
Schaffer, Mabel Leona	Townville
Schlosser, Charles	Saegerstown
Scholton, Olive M.	Corry, R. D. 7
Schossor, Christena M.	Stoneboro
Schuetz, Mrs. Irma Paddock	Erie, 2020 Cherry
Schuster, Ruth	Girard
Scott, Marguerite	Erie, 1055 West 10th
Selander, Ellen	Warren, 608 Prospect
Seneff, Elmer H.	Conneautville
Sexton, Florence C.	Elgin
Shallenberger, George	Waterford
Shannon, Pearl	Mercer, R. D. 1
Shartle, Mildred	Hartstown
Sheets, Gertrude	Roslyn Farms, Carnegie
Sheldon, Eleanor	Erie, 956 W. 26th
Shelgren, Virginia	Bradford, 13 Edna Ave.
Shellito, Gladys	Springboro
Shepard, Ruth	Kennard
Shilling, Doris	Wheatland
Shipe, Bertha A.	Marienville
Shipe, Mabel G.	Marienville
Simmons, Dorothy	Jamestown
Sipps, Dewey	Edinboro, R. D.
Skinner, Zora	Corry, 216 Northwest St.
Small, Marie	Warren, 209 Madison
Smith, Florence	Meadville, R. D. 3
Smith, Iris J.	Cambridge Springs
Smith, Leona L.	Cochranton
Smith, Ruby Winifred	Sugar Grove
Smith, Thelma Joy	Cambridge Springs
Snodgrass, Methy	Westford
Snyder, Ellen M.	Edinboro, R. D. 3
Snyder, Sylvester J.	Edinboro
Songer, Ellen	Marienville
Southworth, Irene	Cambridge Springs
Spence, Marie Charlotte	Fairview
Spencer, Irene	Hubbard, O.
Spires, Annabell E.	Erie, R. D. 3
Stallsmith, Mary	Cochranton
Stanley, Wanita	South Oil City
Stanton, Ida	Russell
Steffee, Catherine	Linesville
Sterrett, Lynn N.	McKean
Stevens, Leta	Linesville
Stevenson, Bessie	Greenville
Stewart, Mildred	Sharon, 114 Penn and Silver
Strawbridge, Charles	Townville
Stull, Irene M.	Saegerstown
Stuve, Stella	Union City, 34 Willow
Styer, Anna	Meadville, R. D. 5
Summerton, Evangeline	Union City
Sutton, Nellie	Torpedo
Swanson, Hazel	Russell
Swaney, Mildred	Edinboro, R. D. 2

Name	Home Address
Sweeney, Ellen	Russell
Swift, Freda Katherine	Edinboro
Terrill, Blanche	Edinboro
Thomas, Dorothy	Waterford
Thomas, J. Clare	Linesville
Thompson, Dorothy Pearl	Albion
Thompson, Frances M.	Pittsfield
Thompson, Mrs. John	Pittsfield
Thompson, Thelma Elizabeth	New Castle, R. D. 3
Thompson, Vinnette	Pittsfield, R. D. 1
Thornton, Mrs. Blanche	Springboro
Timmons, Emma J.	Edinboro
Tobin, Mary Thresa	Edinboro, R. D. 2
Tom, Ida	Meadville, R. D. 1
Traut, Charles	Fairview
Travis, Genevieve	Youngsville
Turben, Lena R.	Corry
Turk, Hazel	Oil City, 1114 W. First
Turner, Geraldine E.	Cambridge Springs
Turner, Richard	Edinboro
Turner, Ruth A.	Cambridge Springs
Turner, Wilbert	Hadley
Tuttle, Abigail H.	Union City, 73 S St.
Unger, Hazel	McKean
Urey, Arthur	Sandy Lake
Van Cise, Blanche	Centerville
Van Orman, Anida	Betula
Vaughn, Helen	Hadley
Veithe, Grace E.	Fairview
Wagoner, Annabelle	Cochranon
Walden, Rosamond	Waterford
Walker, Pearl	Russell
Walter, Dorothy	Rockland
Walter, Helen	Russell
Walters, Florence	Cambridge Springs
Walters, Thelma	Franklin, 22 Nesbit
Walton, Donald	Meadville, R. D. 8
Walton, Martha	Columbus
Walts, Margaret	Cranesville, R. D. 1
Ward, Evelyn P.	Erie, 220 E. 22nd
Wasson, Clara	Meadville, R. D. 1
Weaver, Clementine Maud	Warren, 3 N. Carver
Webb, Winifred Sophia	Corry, R. D. 3
Webster, Hazel Mae	Stoneboro
Weingard, Esther Viola	Tionesta
Wellman, Durward V.	Centerville, R. D. 4
Wells, Edna Mae	Edinboro
Wetsell, Mrs. Eva B.	Meadville, 127 Race
Wheeler, Mildred L.	Erie, 1007 West 10th
Wheeling, Cleora M.	Cochranon
Wheelock, Bertha	North Warren
Whipple, Earl	Townville
White, Delma	Westford
Whitton, Edith May	Barnes

Name	Home Address
Wiard, E. Mildred	Springboro
Wilcox, Ella	North East, R. D. 3
Wilkinson, Helen	Erie, 2207 French
Williams, Marjorie E.	Cochranton
Williams, Maebelle E.	Union City, 20 Perry
Wilson, Levinia M.	Sharon, 474 Lafayette
Wilson, Rose	Marienville
Wilson, Sarah E.	Union City
Wing, Irene Isabelle	Albion
Wingert, Madolyn	Girard
Winkler, Marjorie E.	Ludlow
Winton, March	Townville
Wittman, Cecelia C.	St. Marys
Wolfe, Mildred	Spring Creek
Wolff, Mariam	Erie, 1228 Parade
Wolfe, Ruth Louise	Pleasantville, Box 82
Wood, Grace	Union City, R. D. 7
Wood, Ethel	Edinboro
Wood, Helen	Edinboro
Wood, Russell	Edinboro
Woodard, Lois	Youngsville
Worster, Dorothy	Edinboro
Wykoff, Irma	Erie, 907 E. 25
Young, Ada	Cranesville
Young, Marie	Conneautville
Young, Vera D.	Spartansburg
Yuhas, Susan D.	Freeland
Zeller, Esther	Erie, 2003 Whitley
Brown, Mrs.	Erie

CANDIDATES FOR GRADUATION

1924

Name	Home Address
Alfsen, Ruth	Ludlow
Allen, Edith	West Middlesex
Allen, Elma	West Middlesex
Allen, John B.	Waterford
Amon, Martha Estella	Polk
Armagost, Iona Mae	Venango
Athey, Olive Carolyn	Farrell, 513 Bond St.
Bannister, Catherine	Erie, 324 E. 27th St.
Bannister, Gladys C.	Erie, 1325 W. 8th St.
Benson, Ruth Ingelborg	Oil City, 33 Plum St.
Berarducci, Mary	Erie, 446 Huron
Blanchard, Barbara	Union City, 6 Brown
Brennen, Lucy Marie	Erie, 834 E. 21 St.
Bristol, C. Ruth	West Springfield
Brown, Retha Harriet	Cambridge Springs
Bruner, Leah Henrietta	Franklin, 1317 Otter
Burgeson, Lillian Ingeborg	Ludlow
Burgwin, Gladys Enid	Guys Mills
Calkins, Florence Lubelia	North East, 63 Robinson
Carpino, Simon Felix	Farrell, 909 Negley St.
Chaffee, Nora	Wattsburg
Cheney, Georgia Phyllis	Meadville, 360 Chestnut
Condit, Ethel M.	Cochranon
Conway, Katherine I.	Erie, 2012 Peach
Cook, Arlene	Platea
Cook, Dorothy	Erie, 816 Cherry
Coursen, Roberta McKay	Linesville
Courtney, Eleanor	Mercer, R. D. 6
Crotty, Mary	Erie, 511 Parade
Crowell, Mabel	Corry, R. D. 2
Davis, Ida Geraldine	Union City, 66 High
Davison, Susan Anna	Franklin, R. D. 5
Dennis, Florence L.	Conneaut Lake
Dodge, Margaret Ina	Conneautville
Doolittle, Mildred	Erie, 3024 Peach St.
Dorris, Anne	Erie, 448 E. 26th St.
Doubett, Leda	Erie, 2620, Chestnut
Estock, Anna Elaine	Cranesville
Faber, Ethel	Erie, 231 W. 17th
Fatica, Grace	Erie, 1527 Liberty
Farquhar, Mrs. Elizabeth	Donora
Foley, Helen V.	Erie, 2607 East Ave.
Ford, Gladys Marguerite	North Girard
Fox, Pauline Lucille	Union City, 78 E. High
Free, Jessie Maye	Espyville Sta.
Free, Nyla Irene	Espyville Sta.
Gallagher, Rachael Alice	Sandy Lake, R. D. 27
Gillette, Marion Louise	Townville
Glass, Barbara Mary	Erie, 341 W. 25th
Gleaton, Maude Illene	Edinboro

Name	Home Address
Gorman, Gladys	Union City
Graham, Luella Sylvia	Conneaut Lake
Graney, Bernice Claire	Erie, 308 W. 22nd
Griffen, Clarence Lynn	Edinboro
Hall, Grace B.	Edinboro
Haney, Erma	Erie, 345 W. 8th St.
Harmon, Carolyn E.	North Girard
Harrison, Dorothy Ruth	Edinboro
Hayes, Ethna Ekas	Sheffield
Hawkins, Ethel F.	Bear Lake
Hayes, Estella E.	Edinboro, R. D. 4
Heath, Margaret Lucille	Corry, 109 Concord
Henry, Grace	Meadville, 992 Burns
Hendrickson, Bertha	Erie, 924 E. 29th
Hicks, Lucille Marguerite	Edinboro
Hilton, Albert	Erie, 1227 W. 20th
Hillyer, Harriet	Edinboro
Hogue, Mildred Viola	Edinboro
Hoon, Anna J.	Erie, West 8th
Hornaman, Helen	Erie, 1611 Chestnut
Howard, Dorothy Caroline	Erie, 302 E. 7th St.
Hull, Amelia S.	Waterford
Humes, Ruth Gwendolyn	Union City, R. D. 3
Irons, Phyllis Angeline	Linesville
Jenkins, Jessie Frances	Erie, 443 E. 26th St.
Johnson, Sara Katherine	Erie, 534½ E. 4th
Johnston, Thelma Mary	Mercer, 117 W. Market
Joiner, Belle	Springboro, R. D.
Jones, Mrs. Allene Baccus	Corry, R. D. 7
Jones, Sara	Carrick, 102 Main
Jones, Texie	Franklin, 613 Liberty
Kane, Mary	Farrell, 162 Shenango
Kee, Margaret Anna	Conneaut Lake
Kellberg, Ansee	Erie, 762 E. 9th St.
Kline, Dorothy Mae	Edinboro
Lang, Freda Marie	West Middlesex
Larkin, Agnes Cecelia	Erie, 522 E. 4th
Larson, Marian Edna	Ludlow
Lawson, Mildred	Warren, 806 Madison
Lerenman, Dorothy	Erie, 1131 W. 8th
Lewis, Anna Elizabeth	Jamestown
Loeffel, Harriet	Erie, 310 French
Lupean, Doris Mae	Albion
Lyons, Grace Elizabeth	Farrell, 1005 Fruit
McCartney, Edna	Guys Mills
McClenethan, Bertha	Erie, 1016 Poplar
Maynard, Ethel Mae	Millport
Metzler, Gladys	Erie, R. D. 1
Miller, Clara Irene	Jamestown
Miller, Elma Lucina	Erie, 834 E. 29th
Miller, Ruth	Erie, 338 W. 25th
Miller, Winifred Ella	North East
Mills, Marjorie Louise	Pleasantville
Morris, Lucy Anna	Spartansburg

Name	Home Address
Mosier, Inez	Saegerstown
Mourton, Lulu Catherine	Corry, 127 Park
Murphy, Margaret Elizabeth	Albion
Murray, Margaret Eileen	Erie, 422 Chestnut
Mytinger, Margaret Cordelia	Sharon, 58 State
Neuhard, Harley	Edinboro
Newton, Mrs. Eva L.	Edinboro
Nolan, Margaret	Erie, 905 W. Fourth
North, Gladys E.	Jamestown
O'Connor, Mame Clare	Erie, 811 E. 21st
O'Farrell, Josephine	Erie
Ognibene, Mary	North East, 102 Clay
Olmstead, Grace Hamilton	Erie, 650 W. 10th
Ottaway, Wanda Catheryn	Union City
Paddock, Minnie Thelma	Erie, 2020 Cherry
Parker, Leona	Wattsburg
Parkin, Rachel Marie	Union City, R. D. 5
Payne, Vivian	Girard
Peterson, Doris Genevieve	Bradford, 108 Clarence
Peterson, Katherine Mildred	Union City, R. D. 6
Pittaway, Asenath Isabell	North Girard
Ploss, Alma Mae	Erie, 501 State
Porter, Esther A.	North East, 91 E. Main
Rectenwald, Adelaide	Erie, 722 Parade
Reed, Helen J.	Pleasantville
Rich, Mary Isabel	New Wilmington
Rickard, Marjorie	Guys Mills
Rosenkrans, Arbutus	Erie, 309 W. 25th
Russell, Ethel	Cambridge Springs
Ryan, Julia Margaret	Meadville
Salsbury, Edna Belle	Albion
Sanders, Margaret Pauline	Cambridge Springs
Schwedhelm, Kathryn K.	Oil City, 57½ Grove
Selander, Ellen	Warren, 606 Prospect
Smith, Claudine Renata	Erie, 917 German
Smith, Lorena	Guys Mills
Smith, Mabel Genevieve	Guys Mills
Snyder, Ruth Therma	Oil City, 8 E. 6th
Stack, Helen	Bradford, R. D. 2
Steward, Emily Lucile	Lundys Lane
Summerton, Evangeline	Union City
Timmons, Mary Catherine	Edinboro
Titus, Mabel Lucetta	Cochranon
Tobin, Sara B.	McKeesport, 836 Huey
Turk, Hazel M.	Oil City, 1114 W. 1st St.
Tuttle, Irene Mae	Oil City, 12½ Church
Tyndall, Zelah	Union City, R. D. 2
Virtue, Leda	Meadville, Star Route
Wallace, Frances	Erie, 1012 Chestnut
Weigel, Irma Madeline	Erie, 1057 W. 9th St.
Weiss, Jessie	Erie, 1007 Reed
West, Bernice Loraine	South Oil City
Wiard, Esther Mildred	Springboro
Wilhelm, Lena	Sharon, R. D. 58

Name	Home Address
Wilson, Levinia Mabel	Sharon, 474 Lafayette
Woodcock, Hazel Mae	Pleasantville
Zahn, Velma Grace	Venango

GRADUATES IN JUNIOR HIGH SCHOOL COURSE

Mott, Gladys Mary	Cambridge Springs
Reno, Evelyn	Edinboro, R. D. 5

GRADUATES IN SPECIAL COURSE IN SUPERVISION OF ART

Barnes, Blanche E.	Waterford
Morgan, Burton G.	Wattsburg
Redding, Naomi E.	Ridgeway, 215 Monterey
Townley, James D.	Jamestown, N. Y., 93 Barker
Yuhas, Susan Doris	Freeland
Zinn, Mary C.	Hanover, 254 Locust



As the shadows lengthen

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