

COLLEGE ARCHIVES

**THE EDINBORO  
QUARTERLY**



**TRAINING SCHOOL  
NUMBER**

October, 1921

Vol. VIII

No. IV

# THE EDINBORO QUARTERLY

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

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Vol. VIII

EDINBORO, PA., OCTOBER, 1921

No. 4

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## CALENDAR, 1922

Second Semester begins.....	Monday, January 30
Holiday, Washington's Birthday.....	Wednesday, February 22
Third Quarter ends.....	Friday, March 31
Easter Recess.....	Friday, M., April 14 to Sunday, April 23
Holiday, Memorial Day.....	Tuesday, May 30
Second Semester, work ends.....	Friday, June 2
Baccalaureate Sermon.....	Sunday, June 4
Commencement.....	Wednesday, June 7
Summer Term begins.....	Monday, June 19
Summer Term ends.....	Saturday, August 19

## When Teaching Was Not a Profession

About ten years ago, a text-book, that was strongly recommended by county superintendents and others as a valuable aid in professional training read, "Teaching is telling." About the same time a prominent educator of "The Old School" said, "To teach is to explain, to explain, and to explain." "But", he added, "That is not enough—you must always keep in a good humor."

The above, given as good advice, might be helpful to any teacher. But we must draw the conclusion that the subject was considered paramount and the child secondary. The inference might also be that he who knows facts and has a pleasing and convincing address is equipped for teaching.

The time was, when facts were made the sole test of a candidate's fitness to teach. I mean facts of subject matter gleaned from text-books. Facts were sufficient, unless we consider physical prowess and sometimes vindictiveness.

Those were the days when teaching was not a profession. The days when the word, "professor", was in the making, and was earning the reputation that brings the blood-tinge to the cheek of the real teacher when used in connection with his name. Those were the days when the blacksmith, the butcher, or the undertaker could talk as intelligently and as fluently of school work as could the teacher. Those were the days when he had no professional vocabulary—none was needed, teaching was neither a science, an art, nor a profession. Those were the days when the best we had was opinion—opinion that men lavished profusely and recklessly. And the opinion of one was about as enlightening as the opinion of another.

## Teaching a Profession

The day of opinion is not gone, but it is going. When the superintendent meets his board tonight, he speaks not in terms of his opinion but of fact. The difference between opinion and fact is—opinion is what HE believes, and his board may agree or disagree; fact is what BOTH he and his board MUST believe.

The modern superintendent tells his board the per cent of children in the schools who are average, above, or below, in ability to do work. The per cent and also the names of those who are normal, accelerated, and retarded. He tells how the children in his schools compare in scholarship and progress with those in New York, Baltimore or San Francisco. He tells which grades in the same school are making the most commendable progress, and has a standard scale of achievement by which he may judge the work of his teachers.

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## The Contributions of the Last Decade

One encouraging difference that may be noticed in the present as opposed to the past—a difference that is manifest in the attitude of superintendent to school board, principal to teacher, and teacher to children—is a sureness of fact, that is to large extent attributable to what we may call The Four Great Contributions of the last decade. To be sure they are not new as to origin, but are in respect to use. The contributions are:

EDUCATIONAL TESTS AND MEASUREMENTS.

THE SOCIALIZED RECITATION.

THE PROJECT METHOD.

SUPERVISED STUDY.



**ADA EVELYN JONES**

**Director of Training School, and  
Supt. of Edinboro Public Schools**

Just as truly as the trained physician reads the scale of the thermometer, places the stethoscope to the heart, and determines the condition of health and amount of strength before he ministers to the physical welfare, so the trained teacher equipped with modern Educational Tests and Measurements and skilled in their use, may, with a fair degree of certainty, determine the child's ability to do work and also the results of work attempted.

The socialized recitation, the project method, and modern methods of supervised study have added much to the efficiency of school work; not only by increasing interest in work through motivation, but by reducing the best that the world knows of the art of teaching to a system that may be studied and can be acquired.

## What the Superintendent Looks For in the Schools of Edinboro

### I. Buildings—

Flags displayed each morning—taken in at sunset.

Walks and grounds kept orderly.

Disposal of wraps, over shoes, umbrellas, lunches.

Room conditions—ventilation, sanitation, heating, lighting, seating.

Fire drill regulations.

Buildings free from children after 4:30.



**CHARLES M. LARCOMB**  
Principal Senior High School

### II. Appearance of rooms—

(a) Janitor's responsibility.

(b) Principal's responsibility.

(c) Teacher's responsibility.

A place for everything and everything in its place.

Entire lack of slovenly and careless direction of both materials and pupils.

Dismissal from the building and the spirit of the playground.

Enough work displayed to show at a glance the activities of the room, correlation of subjects, and progress of the pupils. These to be changed often.

Program for recitations and study in evidence; apparent value placed on time.

Seating chart on teacher's desk.

Daily plans always ready for inspection.



**EDNA J. HAZEN**

**Principal Junior High School**

III. Teacher—

1. Personality—

Appearance—appropriateness of attire.

Quality of Voice—rate of speech—enunciation.

Power—health, vigor, initiative, command.

Power to stimulate ambitions of pupils.

Power to control with minimum effort.

Character—tact, kindness, optimism, sense of humor, justice, morality, success in overcoming obstacles.

Cooperation—sympathy, cheerfulness, loyalty, willingness to undertake any necessary tasks, cordial working relations with pupils, colleagues, authorities.

2. Preparation for teaching.

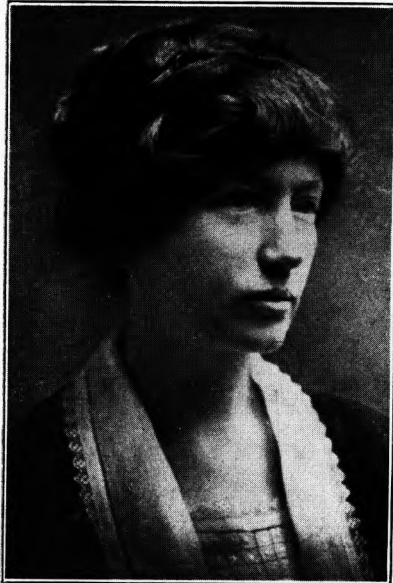
Command of English.

Specific knowledge of subject matter—ability to adapt subject to learner.

General scholarship—breadth of information, sense of relative values, power of logical thinking, knowledge of current educational theories and practice.

Professional equipment and attitude—attempt at professional self-improvement, growth with experience.

Citizenship—sense of civic responsibility. Effort to develop in children self-control and moral tone.



**FRANCES BURCHFIELD**  
Principal Elementary School  
Grades—1-6

IV. Technique of the lesson.

Selection and organization of subject matter.

Ability to judge relative values.

Resourcefulness.

Motivation.

Conclusiveness.

V. Pupil reaction.

1. Efficient functioning of habits and skills.

Skill in the arts.

Promptness, regularity, good conduct.

Respect for self and school authorities.

The manner of the pupils in the school room and upon the street so far as they reflect interest and the life of the school room.

2. Command of subject matter—

Good lesson preparation.  
Accuracy of statement.

3. Thinking ability—

Wealth of association.  
Recall and selection of significant facts.  
Coherence of ideas—continuity from day to day.  
Ability to draw sound conclusions.



**WALDO F. BATES, Jr.**

**Head of Arts and Crafts Department**

4. Expression—

Clearness.  
Precision and conciseness in use of English.  
Good vocalization and bodily attitude.  
Development of taste, appreciations, and ideals.

5. Application of knowledge.

Utility in every day living.

VI. Training teacher to give—

Constructive criticisms and suggestions.  
Encouragement in all undertakings.

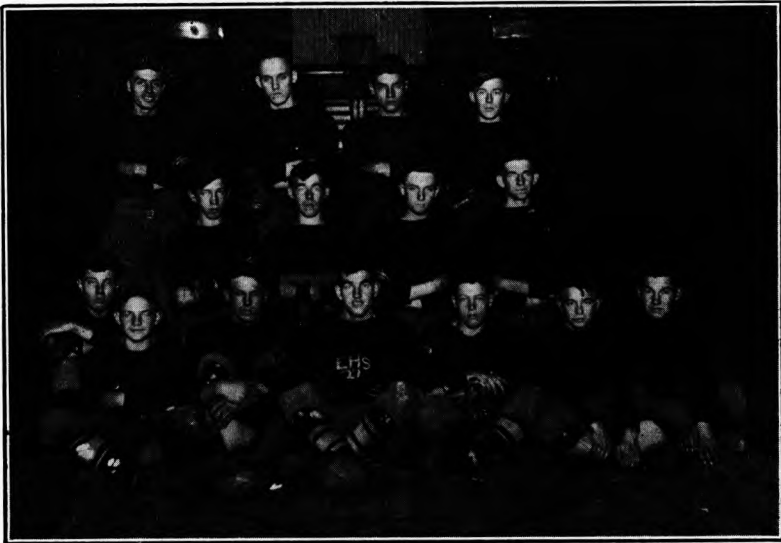


Commendation.  
Sources of information.  
Work for new plans.

VII. Summary—

Buildings.  
Equipment.  
Teacher.  
Discipline.  
Scholarship.  
Plan for recitation.  
Care shown toward study periods.  
Skill in instruction.  
Reaction of teacher on pupil.

“A teacher's efficiency is measured by the assistance she gives toward the management of the whole school.” To do only what you are told is not sufficient.—Ada Evelyn Jones, Superintendent of Public Schools and Director of Training.



HIGH SCHOOL VARSITY, 1921

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EDINBORO TRAINS TEACHERS

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## EDINBORO'S TRAINING PLAN

The training school is the heart of the normal school. It is the consummating application of all the theory and science taught in the other classrooms. It is the laboratory for acquiring the necessary skill in teaching. It is the testing room in which students and faculty test the newer theories to ascertain the facts. A student desiring to be trained as an automobile driver or an air pilot would investigate with care the facilities for actual practice in driving or flying. A person desiring to learn to swim would investigate not only the opportunities for studying theory and science, but more carefully the facilities for practice. The medical student selecting a school in which to learn the science and acquire the skill required in modern surgery, looks carefully at the facilities offered in clinic and hospital. The prospective teacher will likewise do well to select a training school which offers both reliable instruction and sufficient and satisfactory facilities for apprentice teaching.

### The Pennsylvania Plan

The Pennsylvania plan for student teaching requires that 15 hours each week, in the third semester of the four-semester curricula, shall be devoted directly to teaching. It provides that part of this time shall be given to observation of good teaching and to conferences in which the exercise the class may have observed may be discussed. The ideal arrangement for one desiring to acquire skill in teaching is one in which the introduction to the actual teaching was made gradually, accompanied by vigorous and careful study of the theory and culminated in an experience in which the student teacher carries the full load of a school day. It has bothered colleges of education and normal schools to provide this simple arrangement for a large group of students. There are many mechanical difficulties of administration in the way. The rights of the children in the training school must be conserved and their training improved. They must not be divided into too many small groups or given too frequent change of teachers. Not all seniors in any group are ready to undertake actual teaching at the same time or to the same degree. The introduction should differ for different individuals. The length of the time required for one student to become reasonably skillful in the teaching process may be much shorter than for others in the same group. At Edinboro, the Pennsylvania plan has been put into operation with such modifications as realize an almost ideal arrangement.

## The Application at Edinboro

The student teachers are divided into four groups, in accordance with the State curricula. One group is preparing to teach the primary grades, a second group is preparing to teach in the intermediate grades, a third group is preparing for the junior high school positions and the fourth group aims to become rural teachers. We will follow the primary group in describing the Edinboro plan. The director of this group is also the supervisor of the primary departments in the training school. The director is also instructor in most of the classes dealing with the technique of the teaching in primary grades.

During the first part of the teaching semester, a class in primary theory meets regularly before nine o'clock each morning. From nine till four, the day is left entirely free for apprentice teaching, observation and resulting conferences. At the close of the eleventh week, the morning class in the theory is finished and the entire day, with the exception of a physical education class three days a week, late in the afternoon, is open for teaching engagements.

At the beginning of the semester, the director of the primary group will select some simple teaching exercise and arrange for her group of students to observe it. This will be preceded by conferences in which the director will stress the things that she wishes attended to, and the observation period may be followed by other conferences in which the exercise is discussed. Such conferences will necessarily be very numerous during the first part of the semester. The observation exercise may be any in the entire training school which the director wishes the group to see. Gradually, however, the work will be more and more confined to the three lower grades. As the class grows in proficiency, the observation periods will increase and the conferences decrease.

The director, watching individual students, will place them one by one in actual teaching positions. Their duties may be simple at first becoming more complex and more difficult as the student grows in experience. Those most mature, better gifted, or possessing some teaching experience will be the first to assume the larger teaching responsibilities. This teaching is given in the training school connected with the normal school. All teachers in the Edinboro training school are specially trained and qualified to act as training school teachers, or, as they were formerly called critic teachers. The work of the critic teacher is directed by the group supervisor so that the initial training experiences of the young student teachers are given under controlled situations. The

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**JUNIOR ARTS AND CRAFTS**  
**Required of All Normal School Students**

constant endeavor of training teachers, supervisors and training school superintendent is to present to the student superior teaching in all exercises. The old term model school teaching expressed this purpose. Though the teaching cannot always merit the characterization of model, yet it is superior in quality and method.

At the close of this experience in the training school, which will extend through eleven weeks, or longer if necessary, the young student teacher is ready for a final field experience. The field experience differs from the training school experience in that it is given in a school room in which the situations are controlled not by normal school supervisors but by superintendents, principals and teachers in an actual public school system. All field experience will be under conditions similar to those the students will actually find in their grade positions. Edinboro has the very fortunate opportunity, in this field work, of placing her student teachers in the public schools of Erie. Edinboro is but an hour's ride from Erie on the trolley line and the students will commute from Edinboro during the period of field experience. It is planned to assign but one cadet at a time to any teacher. This cadet will act in the relation of an apprentice, gradually assuming a larger share in the work of the master teacher. Before the field experience is completed, the cadet will be placed on the list of substitute teachers in the schools of Erie. As such, many of them will be given full responsibility of a complete public school position. The excellence of the public schools of Erie with their complete grading and modern methods will enrich this final experience. The training, under controlled situation at Edinboro, is in the borough schools and presents typical Pennsylvania village and borough conditions. This year, graduates will thus have had a gradual introduction to the problems of actual teaching in the controlled situation, typical of Pennsylvania's rural villages and finishing with field experiences in a strong system of city school.

Those who are fitting themselves for positions in consolidated rural schools will have the initial experience in the training school at Edinboro and their final field experience in the consolidated rural school at McLane, with which the normal school maintains co-operative relations.

The introduction of the apprentice to the school room has been gradual through the simpler exercises to the more complex, through short periods to a complete day's program. The program has been so arranged as to permit observation and experience in any of the school exercises which occur during the regular school day. All conflicting class engagements have been eliminated. The apprentice teaching has been placed upon an individual basis and final experience has been under actual field conditions. The amount of time required by the Pennsylvania curriculum



**CORRELATED PROJECT WORK—"PLYMOUTH 1620-'21"**

**Chairman, Miles Pulling; Ardys Raymond, Lillian Reese, Elva Reither, Harry Rhodes, Grace Rohleder, Clarence Ryan, Martha Sackett, Gertrude Shively, Lenora Shader**

is 15 hours per week. The Edinboro plan makes available 30 hours per week and will probably use fully 20 hours of this time, or a total of 360 hours during the semester for the all-important work of apprentice teaching.

This is the first year for the operation of the Edinboro plan and it is still too early to know final results. The first few months of the plan have been most gratifying. It is believed that Edinboro graduates will find themselves particularly fortunate in the vital experience of teacher training through practice and will be able to look back upon the normal school career as training which gave them practical application and developing power in the art of teaching, combining scientific fact, theory and application in one harmonious whole worthy the name of the art of teaching, one of the highest and most difficult of crafts, as it is one of the most important.



## Requirements for Admission

**Adopted March 23, 1920**

1. Candidates of approved secondary schools who can present evidence of having completed fifteen units of high school work will be admitted as regular students to the State Normal Schools.
2. A unit shall consist of not less than thirty-six weeks of work requiring at least four periods a week of not less than forty minutes a period or its time equivalent. Subjects not requiring out-of-class preparation or study shall require double time in estimating the units.
3. Credentials of all students entering the state normal schools shall be received and evaluated by the normal schools and submitted to the State Department of Public Instruction for approval. Blanks for this purpose should be secured from the normal school on or before August 1, as they have to be filled out in detail, signed by the high school principal or other responsible official, and received and approved as stated above before the student can be officially enrolled.
4. Adequate knowledge of the subject matter in the elementary subjects will be presupposed on the part of all students admitted to the normal schools.

### Required Units for Admission

English .....	3 units
Mathematics .....	1 unit
Science .....	1 unit
Social Studies.....	1 unit, after September, 1923, 2 units
Elective.....	9 units, after September, 1923, 8 units
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Total.....	15 units,

6. To holders of permanent and professional certificates will be given one unit credit toward admission as regular students to the normal schools for each subject of high school grade written on the certificate.
7. Advanced credit will be given for equivalent courses in approved teacher-training institutions, but no student may obtain a normal school certificate without a minimum residence of one-half year.
8. For the present the normal schools shall, when necessary, conduct a secondary department of **first class high school grade** for those students who do not have similar high school facilities available in their home communities.





**CURRICULUM FOR GROUP II**

**Grades 4 to 6**

Semester  I	Introduction to Teaching.....	4*		3†	
	English Fundamentals .....	3		3	
	English Composition .....	2		2	
	Nature Study .....	3		2	
	Art .....	3		1½	
	Music .....	2		1	
	Personal and School Hygiene.....	2		2	
	Health Education .....	3		1½	
	Electives—Arith., Biology, Geog., History .....	3		3	
		25	25	19	19
II	Psychology and Child Study.....	3		3	
	Oral Expression .....	2		2	
	English Composition .....	2		2	
	The Teaching of Arithmetic.....	3		3	
	The Teaching of Geography.....	3		3	
	The Teaching of History.....	3		3	
	Handwriting .....	2		1	
	Music .....	2		1	
	Health Education .....	3		1½	
		23	23	19½	19½
III	Student Teaching including School Efficiency and Con- ferences .....	15		15	
	The Teaching of English.....	3		3	
	Health Education .....	3		1½	
			21	21	19½
IV	History and Principles of Educa- tion .....	3		3	
	Juvenile Literature .....	3		3	
	Educational Sociology .....	3		3	
	Art Education .....	4		3	
	Music .....	2		1	
	Health Education .....	3		1½	
	Elective .....	3		3	
			21	21	17½
			90		75½

Electives of three semester hours' credit may be offered in each semester for capable students.

\*Number of sixty minute periods a week.

†Number of semester hours of credit.

## CURRICULUM FOR GROUP III

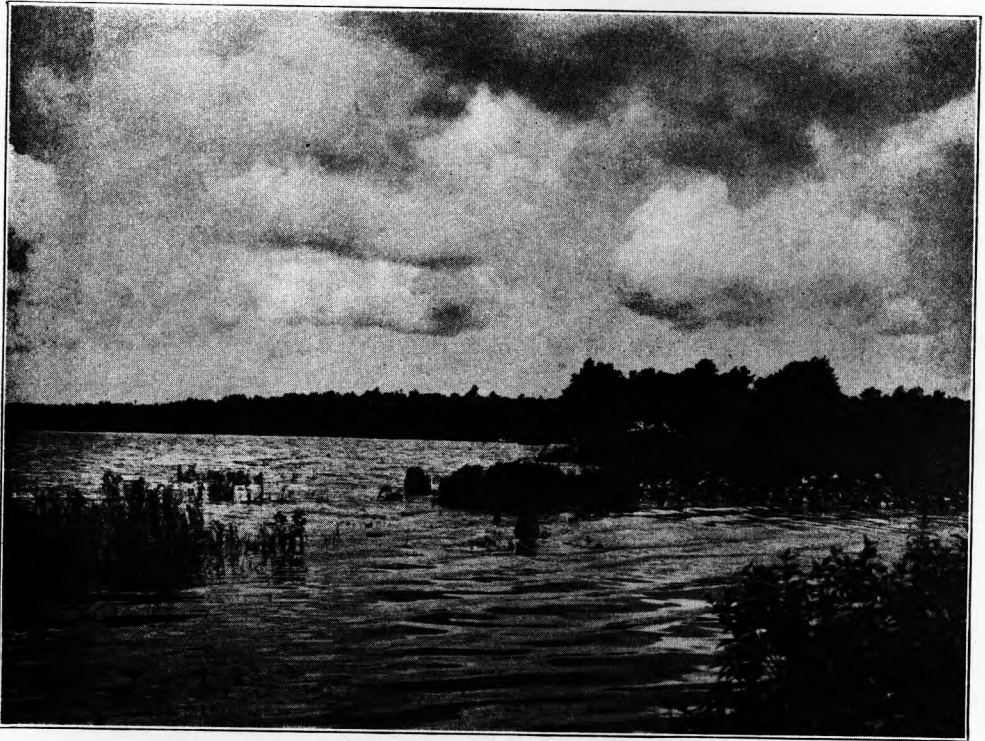
## Grades 7 to 9

I	Introduction to Teaching.....	4*	3†		
	English Fundamentals .....	3	3		
	English Composition .....	2	2		
	Nature Study .....	3	2		
	Art .....	3	1½		
	Music .....	2	1		
	Personal and School Hygiene.....	2	2		
	Health Education .....	3	1½		
	Electives—Arith., Biology, Geog., History .....	3	3		
		<u>25</u>	<u>25</u>	<u>19</u>	19
II	Psychology and Adolescence.....	3	3		
	English Composition .....	2	2		
	Oral Expression .....	2	2		
	Health Education .....	3	1½		
	Elective—Major Group .....	6	6		
	Minor Subjects .....	6	6		
	<u>22</u>	<u>22</u>	<u>20½</u>	20½	
III	Student Teaching including School Efficiency and Con- ferences .....	15	15		
	Health Education .....	3	1½		
	Elective Major Group.....	3	3		
		<u>21</u>	<u>21</u>	<u>19½</u>	19½
IV	History and Principles of Educa- tion .....	3	3		
	Educational Sociology .....	3	3		
	Health Education .....	3	1½		
	Elective .....	3	3		
	Elective Major Group.....	6	6		
	Elective—Minor Subjects .....	3	3		
		<u>21</u>	<u>21</u>	<u>19½</u>	19½
		<u>89</u>	<u>78½</u>	78½	

Electives of three semester hours' credit may be offered in each semester for capable students.

\*Number of sixty minute periods a week.

†Number of semester hours of credit.



## CURRICULUM FOR GROUP IV

## Rural

I	Introduction to Teaching.....	4*		3†	
	English Fundamentals .....	3		3	
	English Composition .....	2		2	
	Nature Study .....	3		2	
	Art .....	3		1½	
	Music .....	2		1	
	Personal and School Hygiene.....	2		2	
	Health Education .....	3		1½	
	Electives—Arith., Biology, Geog., History .....	3		3	
			25	25	19
II	Psychology and Child Study.....	3		3	
	English Composition .....	2		2	
	Oral Expression .....	2		2	
	The Teaching of Arithmetic.....	3		3	
	The Teaching of Geography.....	3		3	
	The Teaching of History.....	3		3	
	Handwriting .....	2		1	
	Music .....	2		1	
	Health Education .....	3		1½	
		23	23	19½	19½
III	Student Teaching including School Efficiency and Con- ferences .....	15		15	
	The Teaching of Reading.....	3		3	
	Health Education .....	3		1½	
			21	21	19½
IV	History and Principles of Educa- tion .....	3		3	
	Children's Literature and Story Telling .....	3		3	
	Agriculture .....	3		3	
	Rural Sociology .....	3		3	
	Art Education .....	4		3	
	Music .....	2		1	
	Health Education .....	3		1½	
	Elective .....	3		3	
		24	24	20½	20½
			93		78½

Electives of three semester hours' credit may be offered in each semester for capable students.

\*Number of sixty minute periods a week.

†Number of semester hours of credit.



THE ERIE BRANCH STAGES A PLAY

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EDINBORO TRAINS TEACHERS

## EXPENSES

## EXPENSES IN ALL DEPARTMENTS

## Normal and Arts Departments

	School Year 36 Weeks	First Semester 18 Weeks	Second Semester 18 Weeks	Summer Term 9 Weeks
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	3.00

## Music—Special Students

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

## Instruments for Practice

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

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

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

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

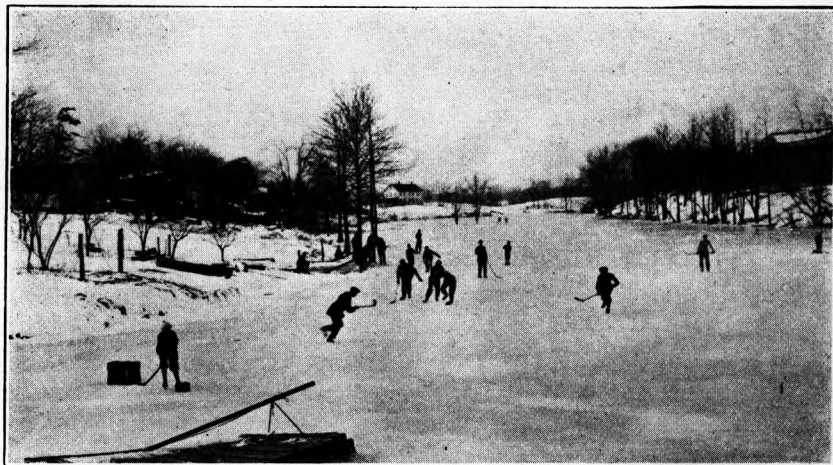
‡In addition, breakage of apparatus is charged at actual cost.

## Rates for Transients

Meals .....	50c
Lodging .....	75c

## OUR SLOGAN

The purpose of the Edinboro State Normal School is the training of teachers. In this single aim all other departments have been set aside. It is a school of specialization in the profession of greatest promise for the young people of this generation. To young men as well as to young women, the Edinboro State Normal School strives to give the vision and equipment for the task of shaping the destiny of the republic. EDINBORO TRAINS TEACHERS.



**SUFFICIENT PLAY—EFFICIENT WORK**



**E**DINBORO'S master work is to arouse a conscience for better teaching; to help you prepare for the largest place which you can fill; to assist you to find the place where you can serve best the boys and girls of this Commonwealth, and at the highest salary that you can earn.—C. C. Crawford

EDINBORO STATE NORMAL SCHOOL  
EDINBORO, PA.

ARTHUR G. CRANE, PRINCIPAL

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EDINBORO TRAINS TEACHERS