

**THE EDINBORO
QUARTERLY**



**EXTENSION
NUMBER**

OCTOBER, 1922

Vol. IX

No. 4

EDINBORO TRAINS TEACHERS

THE EDINBORO QUARTERLY

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Vol. IX

EDINBORO, PA., OCTOBER, 1922

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Edinboro State Normal School Extension Faculty

1921 - 1922

A. G. Crane, Ph.D.	Principal
S. Gordon Emery	Public School Music
Laura L. Remer, M.A.	Primary Teaching, Teaching of Language
L. H. Van Houten, M.A. ..	Director; Psychology, History of Education
Waldo F. Bates, Jr.	Blackboard Illustration
Clarence C. Crawford, Ph.B.	Teaching of Language
Alice Harmon, M.A.	Teaching of English, Literature
Gladys Harrison, B.S. ...	Child Psychology, Junior H. S. Mathematics
Thomas A. Hillyer, M.A.	Psychology, Project
Genevieve Kilty, M.A.	Latin, Algebra
Charles Larcomb, M.A.	Psychology
Maud M. Patterson, A.B.	Teaching of Arithmetic, Algebra
Rosa K. Wells, M.A.	Teaching of Geography
Lilley Young, A.B.	History
Zoe E. Hirt.	Tests and Measurements
James E. Russell.	Penmanship
George Erickson.	Teaching of Art
Elizabeth Carr.	Nature Study

EDINBORO TRAINS TEACHERS



L. A. VAN HOUTEN, M. A.
Director Erie Branch and Extension



WALDO F. BATES, JR.
Head of Art Department

EXTENSION DIVISION

The school year of 1921-22 marked the beginning of extension service for the Edinboro State Normal School. By this means 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 Corry, Erie, Farrell, Franklin, Meadville, Sharon. Very extensive work was done in Erie where thirteen courses were given to public school teachers. Other classes were held at the Villa Maria and St. Stanislaus schools.

For the year 1922-23 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.

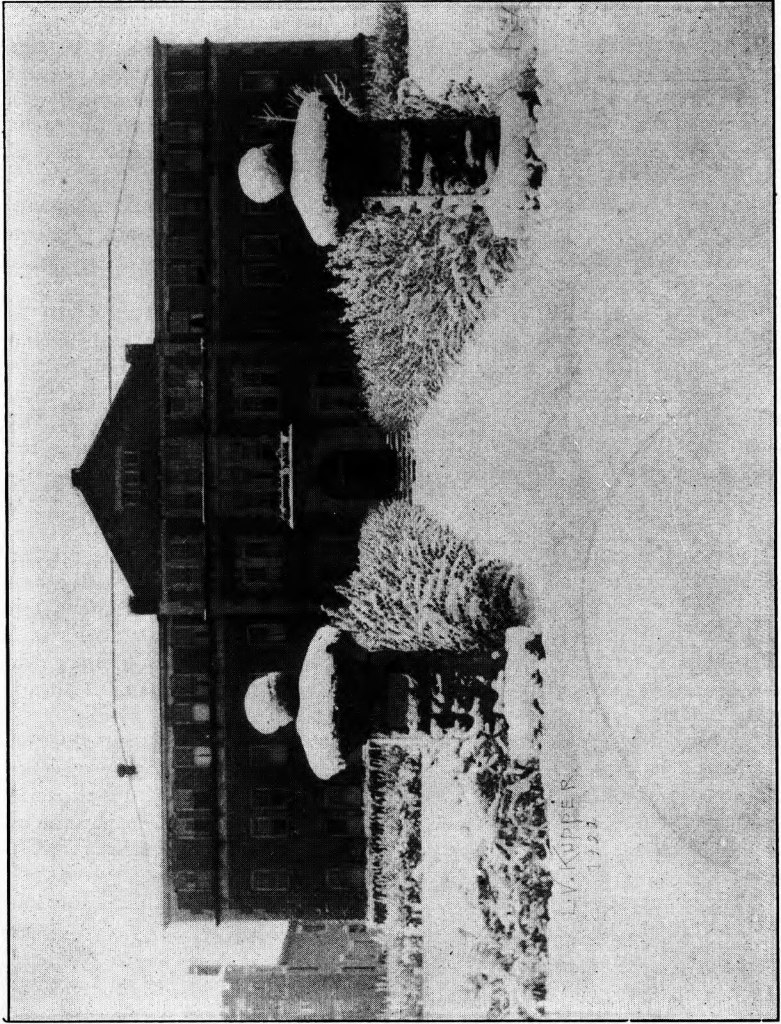
As there are no state funds for the maintenance of extension instruction the courses must be entirely supported by fees. The fee for a course carrying one semester hour of credit at Edinboro is five dollars, making the standard two-semester course cost the student ten dollars. For the partnership course 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.

Those interested can obtain information by writing to the Principal, Edinboro, Pa.

FACULTY

The instructors for the extension courses are chosen principally from the faculty of the Edinboro State Normal School. All instructors of courses accepted by Pennsylvania State College are officially approved by the administration of that institution. The staff is



L.V. KUPPER R.
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supplemented by teachers obtained from those in the district especially qualified in certain lines. The faculty in every way meets the best standards for college work in the country.

FEES

The fee charged for any extension course is very reasonable when compared with the expense of residence courses at an institution. Only \$5.00 per credit is the cost of the courses which receive credit at Edinboro State Normal School. A charge of \$7.00 per credit is made for courses which are offered in conjunction with Pennsylvania State College. Thus a course offered two hours weekly for one semester would cost \$10.00 with credit at Edinboro only. A two hour course receiving credit at Pennsylvania State College would cost \$14.00. Fees when paid cannot be returned to students dropping courses. The offering of the course depends on the number enrolled and students dropping courses might necessitate discontinuance were fees returned.

HOW TO ORGANIZE A CLASS

The first step in the organization of an extension class is to gather together a group who desire the work. This group should consist of not less than twenty students. Then the courses outlined in this bulletin, the Normal School catalog and the Pennsylvania State College Extension Bulletin should be carefully studied in order that a course satisfactory to the group may be agreed upon. Courses carrying one, two, or three hours credit may be selected. A combination of a two hour and a one hour course may be made when the expense is not unduly increased. More than three hours work of college grade should not be carried with regular work in teaching. When the group has been formed and a course tentatively selected, the director of extension should be notified and final arrangements will be made.

CREDITS

When credits have been earned, the instructor will make official report of them to the Registrar at Edinboro where they will be placed on permanent file. Credits for co-operative courses with Pennsylvania State College will be sent to the Registrar at Pennsylvania State College. Certificates for credits earned in each subject are mailed to the students as soon as possible after the completion of the work. All credits have the same value as those earned in residence at Edinboro in meeting the requirements for Normal School graduation. Credits earned in co-operative courses may be used in meeting requirements for the B. A. degree in the College of Education at Pennsylvania State College. In some cases graduate credit is granted.

OUTLINE OF COURSES OFFERED

Outlines of the principal courses offered are given. Other courses will be given provided a sufficient number of students agree to warrant formation of a class. The catalog edition of the Normal School Quarterly and the Extension Bulletin of Pennsylvania State College should be consulted for the description of other courses.

Any course offered in the regular Normal School curricula will be given in Extension if requested and proper equipment and teaching conditions are available.

BLACKBOARD ILLUSTRATION

Line drawing for construction of various objects used in Public School illustration, mass drawing with the flat chalk, the use of black and white chalk, and the use of colored chalk constitutes the general outline of the work. No more practical course is offered than this. The skill acquired in this work can be put to constant use in the school room for any grade. The enrollment in this subject should be limited to 30. The class should be accommodated in one suitable room with enough blackboards so that the entire group can work at the same time with plenty of space for each individual.

PROBLEMS IN MODERN EDUCATION

The work is conducted as a seminar course with the idea of touching upon the various modern problems of education with an attempt to arrive at some sound solution of them. The aim is to discover the historical background of this movement and to formulate a satisfactory educational philosophy upon which the solution of the problems may be based. Extensive reading in current educational magazines and up-to-date material in books and the results of investigations comprise the material of the course.

THE PROJECT METHOD

1. An analysis of the sociological meaning of education, whether incidental or formal, whether through the school or any other agency, as the transmission of the social inheritance from generation to generation.
2. A study of the learning process and the laws which govern it.
3. A critical survey of methods of teaching and organization of subject-matter.
4. An examination and evaluation of the project-method.
5. A description and criticism of practical grade and high school projects.

The first three parts are handled in such a way as to yield a suit-

able foundation and back-ground for the last two to which the most of the time will be given.

THEORY AND PRACTICE OF EDUCATIONAL MEASUREMENTS

This is a practical course intended for those who have had little or no experience with standard tests and measurements and who wish to use them in their classes. The theoretical, general and technical aspects of educational testing are set forth and examined. Certain of the available tests are critically examined. The methods of giving such tests, or scoring them, of diagnosing the situations revealed, and of planning remedial measures are dealt with in a practical way by requiring each member of the class to give a test and report the results in various ways,—statistically, graphically, diagnostically, etc.

TEACHING OF GEOGRAPHY

1. An academic review to organize necessary information required by an elementary school teacher.
2. A study of teaching practice or method in the presentation of this subject in the grades. Special attention is paid to the presentation of the subject by problems and projects. Visual instruction in geography is carefully taken up as well as detailed study of geographic materials. All modern texts will be studied comparatively and in relation to the course of study.

TEACHING OF HANDWRITING

Method is taught both by study of theory and by practice under a skilled teacher. The Palmer method is basic. Since one who cannot write well cannot be a skilled teacher of writing, emphasis is placed on the improvement of the student's own work. Black-board work is given. Reference texts are: Freeman—The Teaching of Handwriting and Freeman—A Course of Study in Handwriting. The psychology of handwriting is studied to obtain basic principles. The hygiene of writing with reference to correct posture is carefully considered. The use of handwriting scales in the schoolroom is taught.

The work is of collegiate grade.

THE TEACHING OF HISTORY

Texts used are Bourne—Methods of Teaching History, Wayland—Teaching of American History, Tryon—Teaching of History in Junior and Senior High School.

Attention is given to the course of study in History as outlined in the Report of the Committee of Eight, other similar reports and history magazines. Texts are compared to get different view points as expressed in school books.



THE TEACHING OF NUMBERS AND ARITHMETIC.

The following topics are considered: aims and objectives; selection and organization of subject matter; psychology and history of numbers; sources of material; methods and modes of instruction including tests, measurements, adaptation to individual needs of the class, special problems of presentation and drills.

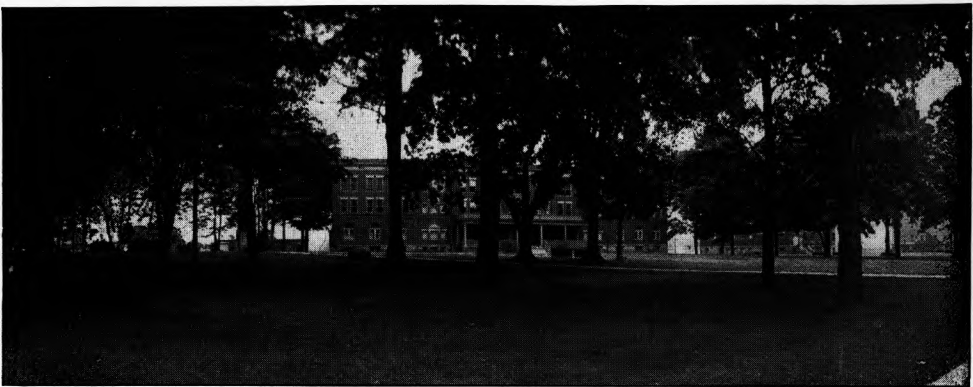
Evaluation of texts is given an important place.

METHODS IN PRIMARY READING AND LANGUAGE

Principles and methods involved in the teaching of primary reading and language, and the relation of these subjects to other subjects of the curriculum. Special attention given to the following problems: teaching beginning reading; silent and oral reading; the use of reading tests; judging texts and other reading material; phonics; language aims and problems; how to present certain phases of language work; results expected.

GENERAL PSYCHOLOGY

This course is a general introductory course in Psychology and involves the use of at least two up-to-date text books in the subject with a wide reference reading. The course is made especially applicable to school room procedure. Psychological processes are discussed in the light of their school room application. All who have had no previous course in Psychology are eligible to enrollment in this course as preparatory to a course in Educational Psychology.



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.

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 principles 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.

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.

Educational Psychology

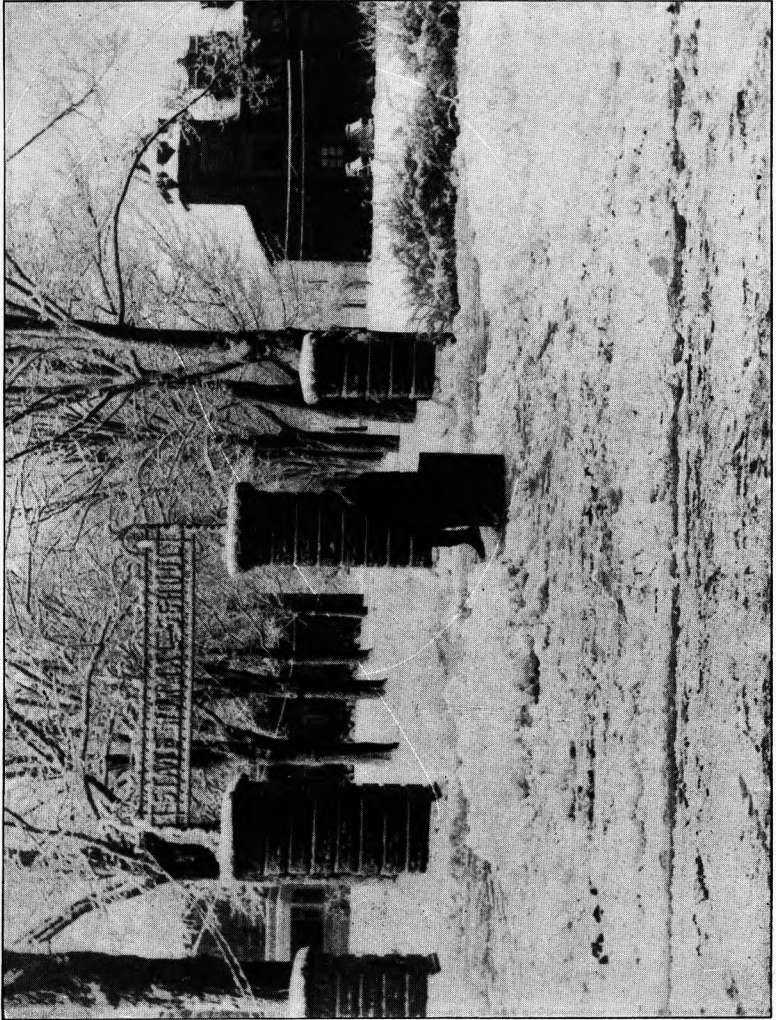
The work will be elementary and along practical lines, including something of general psychology with emphasis on such topics as original vs. acquired nature, instinctive vs. learned behavior. The principal instinctive tendencies, the nervous system. The learning process, habit formation, mental work and fatigue, individual differences and their causes, etc. Some attention will be given also to intelligence tests and their relation to various phases of school procedure.

Economic Geography

Text—Smith's Commerce and Industry.

References for statistical and other information about the distribution of raw materials of industry.

Investigation of the distribution of production, manufacture and marketing of the principal raw materials of industry and of the geographic factors that influence the distribution.



Public School Music

This course covers the first two years of music as taught in the Public Schools throughout the country. The basic text is Hollis Dann's Complete Manual, Dann's First and Second Year Music. Both subject matter and method are studied. Use of Pitch Pipe, sight signing, oval tonal dictation, written tonal dictation, and metric dictation are stressed.

Nature Study

This subject is offered to acquaint teachers with the world of nature about them so that through their own appreciation they may arouse enthusiasm in the children in their charge. Method receives attention but largely indirectly by observing the procedure of the teacher. Subject matter is stressed most. Insects are classified by orders and families. Life histories are studied with economic values. Trees are classified by families using bark, shape and leaf identifications. Prominent constellations and first magnitude stars of winter sky are recognized.

Considerable emphasis is placed on bird study. Migratory birds are identified by colors and markings. Study is made of flight, manners, habits, songs, nests, and economic value.

Comstock's Nature Study is used either as a text or chief reference.

How to Proceed

For further information, address inquiries to L. H. Van Houten, Director of Extension, Edinboro State Normal School, 21st and Sassafras Streets, Erie, Pennsylvania.



THE ERIE BRANCH

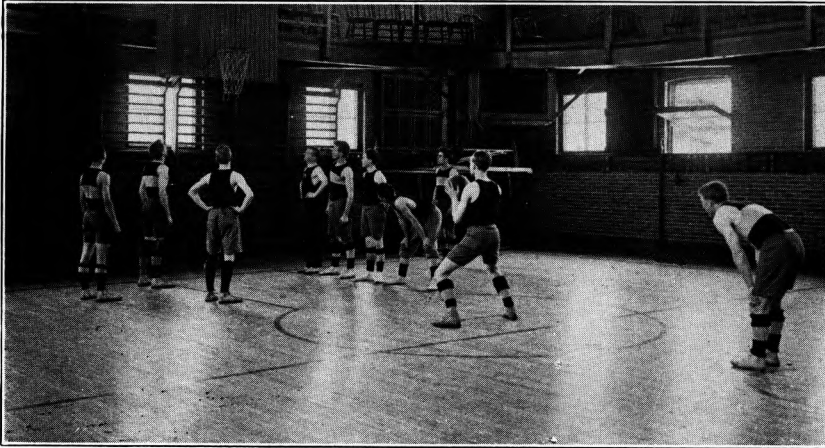
The Erie Branch of the Edinboro State Normal School was established in 1921 by taking over the Erie City Normal School. A cooperative agreement was made with the Erie Board of Education whereby buildings and stationary equipment are furnished by the city and the teaching force supplied by the Edinboro State Normal School.

The Erie Branch furnishes facilities for teacher training unexcelled in the state. The faculty is made up of well trained specialists who thoroughly understand Normal School problems both because of experience as public school teachers and teachers in normal schools. For the year of 1922-23 several additions have been made which will greatly strengthen the work. As during the past year the faculty of the school at Edinboro is available for classes in Erie.

At the Washington School, 21st and Sassafras Streets, where the normal school is located a training school is conducted where students see in observation classes the best methods in teaching in grades from the kindergarten through the sixth. In addition to the six critic teachers in the school last year, kindergarten and musical and geography critics have been added. Demonstration work is available in the Junior High Schools of Erie. An unusual opportunity for practice teaching is afforded in all departments of the Erie schools enabling students to get a first hand experience and contact with a modern city school system.

In addition to the rooms used by the school in the Washington Building two other structures owned by the Board of Education have been specially equipped for our use. Modern gymnasium and swimming pool facilities are found in the magnificent Academy High School.

The Erie Branch affords the only opportunity for college education in Erie. The two and three year courses are accepted by Pennsylvania State College, University of Pittsburgh, Teachers College, Columbia University, and others. All work offered is of high college standard. Detailed information will be furnished on inquiry of the Director, L. H. Van Houten, 21st and Sassafras Streets, Erie, Pa.



FALL SEMESTER BEGINS SEPTEMBER 18, 1922.

Monday, September eighteenth, will be another red letter day at your normal school. The beginning of the fall semester will be celebrated by the return of ninety-five per cent of the junior class of 1922. The few who will be missed from our family group are found in the ranks of Pennsylvania's army of teachers and expect to return to complete the normal course one year from now.

The advance enrollment in the junior class both at Edinboro and in the Erie Branch has exceeded all expectations. The dormitories at Edinboro have been filled and many students have taken advantage of the improved rooming facilities and are pleasantly located in private homes with all modern conveniences.

The schedule offers every advantage to students who have already completed a part of a normal school course. The new courses in no way disarrange the work of those who were juniors in last year's class nor do they delay the time of graduation. New students are enrolled as provided for by the Department of Public Instruction.

The outlook for you and for your normal school is indeed bright.

All pictures in this quarterly are by the courtesy of Lawrence V. Kupper, Edinboro's Photographer.

