

THE EDINBORO QUARTERLY



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COLLEGE ARCHIVES

The Edinboro Quarterly

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IN obedience to the order of the State Board of Health, the opening of the Edinboro State Normal School has been postponed until
Monday, September 18

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THE FACULTY

1916-17

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Ypsilanti Normal Summer School

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Critic Teacher, fifth and sixth grades

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Ypsilanti Normal Summer School

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Ypsilanti Normal Summer School

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B. S., Teachers' College

✓ MAUDE H. GAECKLER ✕

Latin and English
A. B. and A. M., University of Nebraska; Ph. D., Yale

Chapman ✕
Bowman ✕

Poetry, music, and painting are fine arts.

3. When words connected by a conjunction follow in successive pairs, a comma should be inserted after each pair.

Sink or swim, live or die, survive or perish, I am for the Declaration.

4. A noun, a phrase, or a clause in apposition, unless it is closely connected with the word it modifies, should be set off by commas.

Paul, the Apostle of the Gentiles, preached at Athens.

5. A relative clause, when it is not restrictive, is separated by a comma from the noun or pronoun whose meaning it modifies.

Restrictive—I will tell it to the man that is at the gate.

Non-restrictive—I will tell it to my father, who is waiting.

6 Appositive and introductory phrases and clauses and adverbial phrases out of their natural order are set off by commas.

General Wolf, wounded and dying, learned of his great victory.

If he come soon, I shall be glad.

7. A quotation is set off from the rest of the sentence by a comma or commas, unless it is formally introduced.

Beware the man who says, "I am on the eve of a discovery."

8. The omission of words is indicated by a comma.

To err is human; to forgive, divine.

August 1, 1916. John Doe, Edinboro, Pa.

Rules for the Semi-colon

1. The clauses of a compound sentence, when they are themselves sub-

divided by commas, are separated by semi-colons.

Having detained you so long already, I shall not trespass longer on your patience; before concluding I wish to make this statement.

2. When a quotation or an illustration is introduced by *as* or *namely*, a semi-colon should be placed before the introductory word, and a comma after it.

An island is a portion of land surrounded by water; as, Australia, Iceland.

Rule for the colon

"A quotation or an enumeration of particulars, when formally introduced, is preceded by a colon.

Emerson says this: "The plague of society is egotists."

Rule for the period

1. The period should be used at the end of a complete declarative or imperative sentence, after initials, usually after abbreviations, to separate hours from minutes, whole numbers from decimal fractions, after Arabic numerals used to number a list of subjects, after side heads at the beginning of paragraphs, after titles when followed by the name of the author.

Rule for the Interrogation Point

1. An interrogative word, phrase, or sentence should be followed by an interrogation point.

Where did you see him? In the house? When?

Rule for the Exclamation Point

1. An exclamation point should be placed after every exclamatory word, phrase, or clause.

Stand! The ground's your own, my braves!

Rule for the Dash

The dash is used when a sentence breaks off abruptly, when there is a sudden change in the subject, and sometimes before words used to explain the meaning of preceding words.

THE NORMAL SCHOOL SITUATION IN PENNSYLVANIA

[Read by F. E. Baker before the Conference of Superintendents and Principals of Western Pennsylvania and Eastern Ohio.]

"You cannot make any improvement in this world without overriding the satisfaction that men have in things as they are and of which they are a contented and successful part."

The Pennsylvania State Normal Schools were all established under the Normal School Act of 1857. Those legislators who voted for this act probably did so, in most cases at least, without any idea that the state was assuming any responsibility for the financial support of the schools. Had some of them realized that the state was creating an educational agency for the support of which the state would later be called upon to assume responsibility, even in part, they most likely would not have favored the act.

The law was taken advantage of by the trustees and backers of certain declining academies to create a new field for their respective schools. If the demand for purely secondary education was not sufficient to fill the halls of their schools, it was hoped that the growing demand for teachers and the prestige growing out of their state-backed diplomas would regain lost patronage.

The schools were founded to train teachers professionally. They were diverted from this central aim, in part at least, from the very beginning. It was early seen that teachers, even of the common schools, should have had the cultural and disciplinary training derived from some of the so-called academic studies. (I use academic here as pertaining to a high school).

At that time there were few public high schools in the state; there was a goodly number of academies, but they were not free and were not adequate, either in equipment or numbers, to supply the demand for academic education. As a result, the normal schools were forced to function both as high schools and as teacher training schools. For a period of forty years they were, both from the standpoint of curriculum and spirit, at least three-fourths academic and not more than one-fourth professional.

That this period in the development of Pennsylvania Normal Schools should have continued so long was due entirely to the fact that this state was slow, much slower than the New England and the other middle states, in developing high schools.

Up to the adoption of the Township High School Law in 1890, the state had done nothing to encourage high schools, and not until the adoption of the act of June, 1895, did high schools receive general encouragement and financial assistance from the state.

Since 1890, and especially since the adoption of the act providing state inspectors of high schools, secondary schools have multiplied and improved rapidly. There are now few communities in the state that do not have high school facilities of some kind. Many of the high schools are poor, some of them offering only two year courses; nevertheless, it is possible for nearly every boy and girl in the state to get

some sort of high school training without going far from home.

This development of high schools has made a large part of the academic work done in normal schools not only unnecessary, but actual waste, for all unnecessary educational duplication is waste. The normal schools still cling to their prerogatives as secondary schools and they are not to be blamed for holding to a work which they were originally forced to do, and, in the doing of which, they performed a great service. The end of the work of the normal school is the public welfare; the end of its work is not to train teachers to teach arithmetic, grammar, history, geography; it is not to train teachers for rural schools, for city schools, for the primary grades or for the grammar grades; it is not to train teachers to make a living, and become successful; it is not to increase attendance, extend influence, or erect buildings—the end of all its work must be the public welfare.

The school system of Pennsylvania is, in my mind, in a period of transition, and the normal schools can perform a great service for the public welfare by helping to bring about this transition as rapidly as possible.

Normal schools are a public utility, and as such must not only adapt themselves to changing conditions, but must be dynamic forces in inaugurating and directing desirable educational changes.

If the duplication of academic work in the high schools and in the normal schools is an educational waste and a barrier to educational efficiency, it is the duty of the normal schools, in the name of the public welfare, to stop this duplication as soon as possible. In my opinion the normal schools of this state can perform a great educational service by so adjusting their courses of

study as to bring about a better co-ordination of their work with the work now being done in the high schools. To that end, they should adopt as soon as possible a two-year course of study, based on the completion of four years of academic work in the high schools of the state.

In doing this, they will serve the public welfare in two ways; first, by devoting themselves more exclusively to professional training; second, by holding out to the smaller communities an incentive to develop and raise the standard of their high schools.

There are two great difficulties in the way of the normal school in attempting to adjust itself to these new conditions and place itself in a position to co-operate with other educational agencies: first, lack of financial support; second, the present undifferentiated, inflexible course of study.

I have found that the average intelligent citizen of Pennsylvania, even the average educator, feels that this state has done fairly well toward its normal schools. I know that in my work at Edinboro, I have been greatly handicapped by lack of finances. I started in to build up the Edinboro State Normal School through good teaching. Good teaching can only be had through good teachers and good teaching conditions. Under good teaching conditions I do not include imposing buildings; I do include good equipment, small classes, and a sufficiently small number of classes for each teacher to make efficiency possible.

The state now pays the normal schools one dollar and fifty cents a week, or sixty dollars a year for each student over seventeen years of age, enrolled in the Normal Department. This, together with the tuition paid by students under seventeen, is the sole

source of revenue for the support of teaching. Under teaching, we must include teachers' salaries, training school expenses, library books, lectures, printing and educational supplies.

Sixty dollars a year per student will not pay for good teaching. Every year I find it difficult or impossible to keep a good teacher on account of inability to pay adequate salaries. We have spent during my five years at Edinboro, seven or eight thousand dollars for educational equipment and yet I am compelled, even now, to blush when I compare our equipment with that of almost any city high school. I have tried to limit the size of our classes, and yet I am compelled every term to assign teachers to classes that are far too large for efficient work. Every one of our teachers has thirty class recitations a week; no city high school requires more than twenty-five, and the best only twenty.

In addition to the tuition fees, the state pays each normal the lump sum of \$10,000, for maintenance. Heat, light, fuel, power and power plant wages alone cost us \$7,500 a year.

To test the correctness of the average man's opinion of the support accorded Pennsylvania Normals, I collected statistics of the per capita expenditure for the Normal School students in Pennsylvania and in thirty-one other states. These states were not chosen because they contrast unfavorably with Pennsylvania. All states were taken which have developed normals to any extent. The results were obtained by dividing the total amount spent by the state for normal schools in the years 1912, 1913 and 1914 by the total number of students enrolled in the normal schools of that state during each of the years men-

tioned. In Pennsylvania, all special students were excluded.

The results are somewhat startling. The three year average expenditure of the thirty-one states is \$158.46 the student. The three year average for Pennsylvania is \$65.19. In order of average per capita expenditure, Pennsylvania ranks thirtieth. Only two, Alabama and Indiana have a lower average. Indiana has only one normal school. In its total enrollment as given in the reports of the Commissioner of Education, there is included a large summer term attendance. In the Pennsylvania reports, no summer term students are included.

An investigation of the amount the state is spending on its normal schools leads naturally to an investigation of what return it is getting, or has gotten. This is a hard thing to determine, for let it be remembered that for a period of thirty years these schools functioned as both normals and high schools. All over the state, judges, lawyers, doctors, ministers and business men received their academic training in these schools.

The only part of the service rendered the state that can be measured at all is that rendered in preparing teachers and the amount of service these teachers have given. I have no access to the records in the other normal schools and the records at Edinboro, on account of wars, changes of principals, etc., have been poorly kept. Probably any other of the thirteen schools can give a more complete and more valuable report on this point than can Edinboro.

Up to June 1915, the records show that the Edinboro Normal School sent out 2343 graduates. Of 678 we have no records of teaching service. This number includes the deceased and a very large number who have not reported. The remaining 1665 were

divided into two classes, those whose service was ended and those still serving. Of the 78 still serving, 76 had served only one year (this included 44 graduates of the previous year); 109, two years; 81, three years; 82, four years; 63, five years; 44, six years; 25, seven years, etc. One had served 39 years; one 38 years; two, 37 years; two, 36 years; two, 35 years; three, 34 years, etc. The average for those still serving was 7.84 years. If the records of these 708 could be obtained after the period of service for all was finished it would, no doubt, be increased several years.

At first thought, it will seem strange that the average period for those whose service was ended is less than the average for the 708 still teaching. But, it is to be remembered that this class includes those who used the normal as a preparatory or finishing school, and teaching as a stepping stone.

Of the 957 in this class, 66 did not teach at all. This means that only 66 out of 1665, or 4 per cent, rendered no professional return to the state. Again there are some notably long periods of service. One taught 44 years; two 40 years; two 39 years; one 38 years; one 37 years, etc. The average period for this class was only 5.34 years. The average period for the 1665 graduates whose records we have, including both classes, was 6.47 years. When the service of all is completed this average will be considerably increased.

This is a record of no small service. If the average period of service for all public school teachers is three and one-half years, then from the average graduate of the Edinboro State Normal the state will receive considerably more than three years of service above the average. When it is considered that a teacher seldom becomes a master until

after three years of experience, this service to the state is not small.

The origin and antecedents of the present four year course of study for normal schools are not hard to find. From 1900 to 1912 the normal schools worked under the three-year course, which required one year of Algebra, one year of plane geometry, one-third year each of solid geometry, trigonometry and surveying, 3 orations of Cicero, 3 books of Vergil, 28 weeks of physics, 28 weeks of chemistry, etc. In academic work the normal graduate under this course could not get equal standing with the graduates of first class high schools. As the high schools multiplied the contrast became more invidious, hence the demand for a course that put the normal graduate on an equal footing academically with the high school graduate.

A course was drawn up containing four years of academic work, then two years of professional work were crowded in. There were still many people having access to four year high schools who did not care to devote six years to the high school and the normal course, hence the entrance requirements were placed exactly on a par with those of the high school, the completion of the eighth grade. But there were some who would complete the high school before entering the normal. These were admitted to the junior year conditioned in those professional and vocational subjects of the freshman and sophomore years not given in the high school. Hence the normal course became a bag open at the bottom to catch grammar school graduates and, in the middle to catch high school graduates, and turned all out at the top with the same diploma. Graduates of second class high schools were admitted to the sophomore year allowing only one year's

credit for the three or four year's work done in these schools, while graduates of third class high schools were to enter freshman, allowing them no credit whatever for their high school work.

Now several difficulties arose. The high schools objected to the repetition of academic work in the normals. Further, if students were required to repeat the academic work and make up school management, sophomore methods, drawing, vocal music, grammar, arithmetic, etc., the junior year became impossible on account of crowding.

In November, 1914 a resolution was adopted by the Board of Principals, allowing credit for all work done in first class high schools. But, this gives rise to another difficulty. The junior year, minus all or most of its academic work, becomes spineless; it does not contain a year's solid work. And this difficulty is not remedied by requiring these students to make up the back work of the freshman and sophomore years, for this back work is not the kind of work that high school graduates should have. The junior year simply does not fit graduates of first class high schools and cannot be made to do so.

I have stated the greatest difficulties in the normal school problem as I see it. What is the remedy? I don't know, but I do know that the first thing the normals should do is to take the public into their confidence. I believe our first step is to state frankly our difficulties, our weaknesses, our faults, not belittling the service we have rendered. I believe that a survey of Pennsylvania Normals should be made by the State Board of Education and the Department of Public Instruction, co-operating with the Board of Principals, and that this survey should be used as a

basis of a complete reorganization of our administration, our methods, our course of study, etc.

We need to adopt a two year course of study based on the completion of a first class high school course; a course of study so differentiated or grouped that it will allow students to prepare definitely for the primary grades, the grammar grades, or for rural schools.

But, let us guard against running into the path that has been followed by the normal schools in some of the other states, which have a two year course of study devoted exclusively to professional work. The work of the normal school must not be devitalized by removing all academic studies from its course of study. The normal school should offer academic courses, but these courses should be of college grade rather than of high school grade.

In order that we may do this, help us to secure such financial support as will enable us to become real public utilities, serving the educational needs of the state, not commercialized institutions seeking patronage. Help us to give up circus advertising, cut-throat competition, carpet bag soliciting, and undignified pandering to those who are looking for a short cut to a diploma. Give us sufficient financial support so that we may be independent of numbers and devote ourselves singly to professional training of students who are in some degree qualified, both by personality and because of preference for the great work of teaching; instead of devoting part of our energies to those whose personalities are so mean that they should be told to take up some work that requires skill of hand only and not breadth of heart and depth of sympathy, and another part to those who have taken up the normal course simply as a cheap

method of getting an education. We have fifty students at Edinboro now who have no business to try to teach, and who when they get a license, will be a professional liability to the state rather than an asset. Why do I keep them? I have to keep them to keep the school alive. This number of the same kind of students can be equaled, doubled, trebled, or quadrupled by every other school in the state.

Make us independent of numbers so that each school may be content to take as many students as it can accommodate well and no more. There are schools in the state that have senior classes of three hundred and four hundred and that do not have training school facilities adequate to give more than one hundred

seniors the modest amount of practice teaching required by law.

The duplication of special departments in the various normal schools is great waste. Let us hope that the State Board of Education will some day eliminate this waste by designating certain schools to do special lines of work.

I appeal to you as educators to help us in this great field of educational co-operation. Help us to work not for victory, but for public service. Help us to work out a state policy for normal schools.

At present the normal schools have no state policy, either educational or financial. It is each school for itself and the devil take the hind-most.



Henry F. Miller pianos are used in the Edinboro State Normal School