



*My Class of 1908*

— The —  
Edinboro  
—  
Quarterly

Vol. 1

December, 1913

No. 1

# The Edinboro Quarterly

THE EDINBORO QUARTERLY is issued in December, March, June, and September, by the Faculty and Students of the Edinboro State Normal School. The March number will constitute the Alumni Register. The June number will be the Catalogue. The other two numbers will be filled with announcements and general news matter.

Application has been made for entrance at the Edinboro postoffice as second-class matter.

## THE FACULTY

FRANK E. BAKER, Principal

Science

A. B., Allegheny College; A. M., Harvard

ANNIE L. WILSON

Librarian

Edinboro Normal School; Western Reserve  
Library School

MARY ELIZABETH POWELL ×

Art

Clarion Normal School; Valparaiso University;  
Harvard Summer School

H. SACKETT ×

History and Mathematics

A. B. and A. M., Washington and Jefferson

ELIZABETH M. ROBERTS

German

A. B., Allegheny

OLIVIA J. THOMAS

Music

A. B., Thiel; Dana Institute; Chautauqua Summer School; pupil of Madame von Klemmer

WALLACE J. SNYDER ×

Science

Sc. B., Bucknell

MORGAN BARNES ×

Latin and French

A. B., Harvard; University of Berlin

F. L. LaBOUNTY ×

English

A. B. and A. M., Allegheny

WILLIAM G. SIDDELL

Mathematics

A. B., Syracuse; A. M., Clark

JANE J. SWENARTON

English and Psychology

A. B., Smith

GEORGE B. FROST ×

Manual Training

Alden Academy

RICHARD F. HAYES

Physical Director

Northampton Commercial College; Normal  
School of Physical Education, Battle Creek

ROSELLA HIGHLAND

Commercial Department

Amanda High School; Columbia Commercial  
School; Stenotype Normal

ZOLA CONSUELO BAUMAN

Elocution

Elmwood Seminary; Wolfe Hall; Emerson Col-  
lege of Oratory

DAVID STANCLIFFE

Science and Common Branches

Edinboro Normal; Leland Stanford

*School notes  
in Greenville Pa,  
1892*

THE EDINBORO QUARTERLY

JANET GILLESPIE

Critic teacher, first and second grades  
Edinboro Normal School

MAUDE HOWARD

Critic teacher, fifth and sixth grades  
Edinboro Normal School

FRANCES BURCHFIELD

Critic teacher, third and fourth grades  
Edinboro Normal School

RUBY ANDERSON

Critic teacher, seventh and eighth grades  
Edinboro Normal School

HOWARD H. DENISON

Principal, High School Department  
A. B., Allegheny College

GEORGE E. FREELAND

Theory and Practice of Teaching  
A. B., Kansas State Normal, A. M., Clark  
University

MRS. MARGARET K. JONES  
Preceptress

MABEL MONROE

Bookkeeping and Commercial Arithmetic  
Edinboro Normal Commercial School

FLORENCE FOWLER BAKER

Household Arts  
Miss Cook's School of Domestic Science, New  
York; New York Library School

LOIS BERST

Piano and Voice  
Syracuse University; University School of Music,  
Ann Arbor; Pupil of Wager Swayne, Paris,  
Frank Croxton, New York, Mrs. Fern Pick-  
ard Stevens, New York, Charles W. Clark,  
Paris.

ROLLAND C. WEISSERT

Violin  
Pupil of Mrs. Autum Hall Curtis, Prof. Sol  
Marcosson, Prof. Franz Kelher, Erie  
Symphony Orchestra



CAMPUS SCENE





DOMESTIC SCIENCE LABORATORY

## SPECIAL COURSES

This is an age of specialization. The demand for teachers in special subjects is increasing every year. To meet this demand, the Edinboro State Normal School is fully equipped to offer the courses outlined below.

### TWO YEAR COURSE IN DOMESTIC SCIENCE

#### FIRST YEAR

Fall Term		Winter Term	
Psychology	(3)	Psychology	(3)
Chemistry	(5)*	Chemistry	(5)
Physiology	(5)	History Review	(5)
Cooking I	(4)	Cooking I	(4)
Sewing	(2)	Sewing	(2)
Manual Training	(2)	Manual Training	(2)

#### Spring Term

Psychology	(3)
Chemistry	(5)
Geography Review	(5)
Household Management I	(4)

Dress-making	(2)
Manual Training	(2)

#### SECOND YEAR

Fall Term	Winter Term
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Teaching	(5)	Teaching	(5)
Arithmetic Review	(5)	Grammar Review	(5)
Biology	(4)	Biology	(4)
Cooking II	(4)	Cooking II	(4)
Dress-making	(2)	Millinery	(3)

#### Spring Term

Teaching	(5)
Vocal Music	(5)
Biology	(4)
Household Management II	(4)
Home Nursing	(1)

\*The laboratory work in this course is designed to be a course in Household Chemistry.

Cooking I. This is an elementary course in the character, value and preparation of simple foods.

Cooking II. A more advanced course



than Course I. Cooking I, Chemistry, and Physiology are required for admission to this course.

Household Management I. An elementary course in the general care of the house, including table arrangement, serving and care of rooms.

Household Management II. A more advanced course than Household Management I, including Household Economics, Marketing, Interior Decorating, etc.

The course in sewing in the first year is a course in the fundamentals—various hand stitches, and plain machine sewing.

#### ONE YEAR COURSE IN AGRICULTURE

Fall Term	Winter Term	
*Agriculture I	(3) Arithmetic	(5)
English	(4) English	(4)
Soils and Farm Crops	(5) Animal Husbandry	(5)
Chemistry	(5) Chemistry	(5)
Biology	(4) Biology	(5)
Manual Training	(2) Manual Training	(2)
	Spring Term	
	Agriculture I	(3)
	English	(4)
	Horticulture	(5)
	Chemistry	(5)
	Biology	(4)
	Manual Training	(2)

\*For a description of Agriculture I, see page forty-seven, catalogue of 1913-14.

#### TWO-YEAR COURSE IN MANUAL TRAINING

	First Year	
Physics	(5)	
English	(4)	
Algebra	(5)	
Care and Use of Tools	(2)	
Wood Joining	(2)	
Designing	(2)	
Mechanical Drawing	(4)	
	Second Year	
Chemistry	(5)	
English	(4)	

Plane Geometry	(5)
Independent Joining	(2)
Wood Turning	(2)
Care and Use of Iron Working Tools	(1)
Forging	(2)
Wood Finishing	(3)

The requirement for graduation in this course is the completion of forty-eight class hours of work. The numerals indicate the number of class hours allowed for each subject.

#### ONE-YEAR COURSE IN PHYSICAL EDUCATION

##### THEORY

Fall Term		Winter Term	
Anatomy	(5)	Anatomy	(5)
Physiology	(5)	Physiology	(5)
Psychology	(3)	Psychology	(3)
English	(5)	English Literature	(5)

##### Spring Term

Bodily Mechanics	(3)
Kinesiology	(2)
Psychology	(3)
American Literature	(5)
Physiology of Exercise	(2)
Physical Diagnosis	(2)

##### PRACTICE

*New Bryan, Jan - 1907*  
Gymnasium work—ten hours a week; athletics—five hours a week throughout the course.

The practical work for girls includes Field Hockey, Volley Ball, German Gymnastics, Indoor Games, Folk Dancing, Aesthetic Dancing, Marching, Basketball, Swedish Gymnastics, Tennis, Swimming, and Playground work; for boys, Football, German Gymnastics, Indoor Games, Folk Dancing, Athletic Dancing, Marching, Basketball, Swedish Gymnastics, Skating, Baseball, Tennis, Track Athletics, and Playground work.

#### NORMAL ART COURSE

##### TWO YEARS (SIX TERMS)

The aim of the course is to train

teachers to teach and supervise the teaching of drawing and the applied arts in the grades and in high schools and to cultivate a desire and appreciation for the beautiful.

Conditions of admission—Graduates of a state normal school are admitted without condition and may be able to complete the course in one year. Students in the Normal Art Course are strongly advised to complete the regular Normal School Course.

*FIRST YEAR*

Fall Term		Winter Term	
Psychology	(3)	Psychology	(3)
English, Jr.	(4)	English, Jr.	(4)
Plane Geometry	(5)	Plane Geometry	(5)
Freehand Drawing, two periods daily		Drawing, two periods daily	
Sewing or Manual Training	(2)	Sewing or Manual Training	(2)
		History of Art	(2)

Spring Term

Psychology	(3)
Jr. English	(4)
Plane Geometry	(5)
Botany	(5)
Drawing, two periods daily.	
History of Art	(2)
Sewing or Manual Training	(2)

*SECOND YEAR*

Fall Term		Winter Term	
Teaching	(5)	Teaching	(5)
Sr. English	(4)	Sr. English	(4)
Theory of Design and Color	(2)	Theory of Design and Color	(2)
Drawing, two periods daily		Drawing, two periods daily	
History of Art	(2)	Nature Study	(3)
Methods	(4)	Mechanical Drawing	(2)
Basketry	(2)		
		Spring Term	
		Teaching	(5)
		Sr. English	(4)
		Applied Arts	(4)
		Drawing, two periods daily	
		Nature Study	(3)
		Mechanical Drawing	(2)



DOMESTIC SCIENCE DINING ROOM

*MUSIC DEPARTMENT*

OLIVIA J. THOMAS

Director

A. B., Thiel

Piano—Pupil of Dana Musical Institute, Warren, O.; New England Conservatory, Boston, Mass.

Pipe Organ—Pupil of J. Power Symons, Royal School of Organists, England, and Henry B. Vincent, Chautauqua, N. Y.

Voice—Pupil of Mme. Von Klenner, New York City (sole representative in this country of Mme. Viardot).

Public School Music—Dana Institute, Chautau-Summer School.

## LOIS BERST

Instructor in Piano and Voice

Piano—Pupil of Dr. George Parker, Syracuse University; Mr. Albert Lockwood, University School of Music, Ann Arbor, Mich.; Wager Swayne, Paris.

Voice—Pupil of Chas. W. Clark, Paris, and Mrs. Fern Pickard Stevens, New York City.

## ROLLAND C. WEISSERT

Instructor in Violin

Pupil of Mrs. Autumn Hall Curtis, Prof. Sol Marcossou, Prof. Granz Kohler, Member Erie Symphony Orchestra.

*MUSIC DEPARTMENT*

This department offers three courses; viz., a course in pianoforte, vocal course and a Supervisor's course in Public School music. The time required for each of these courses is about two years.

*PIANOFORTE*

The course includes the study of the instrument, harmony, and history of music. The technical work in scales, rhythm, thirds, sixths, tenths; chords, all forms, arpeggios, octaves, studies of Kaulau, Clementi, Loeschhorn, Czemy, Duvernoy, Matthews, Kohler, Heller, and Sonatas of Beethoven, Mozart, etc., are supplemented by pieces selected from the best composers. Some time is devoted to ensemble playing, transposition, memorizing and accompanying.

*VOICE*

The work in voice training consists of breath control, tone formation and placement, flexibility of the voice, sight reading and public performance. Vocalizes of Viardot, Sieber, Concone, Lutgen, Marchesi, Spicker, and others are used and songs both modern and classic, are studied. The student is required to appear on the programs of the recitals given from time to time and to belong to one of the glee clubs of the school.

*SUPERVISOR'S COURSE*

Much emphasis is laid on our course in Public School Music. This course requires voice training, harmony, observation and practice teaching (which is done in our large model school) and history of music. One year and one term is given to preparation and observation and in the





MISS BERST

remaining two terms the practice teaching is done. Students who take this course find it a most interesting one.

#### STATE AID

State aid may be had for all class work in the Supervisor's course, hence the tuition is small, the private voice lessons being the only expense to the student.

#### EAR TRAINING CLASS

An entertaining class is held for those taking the Public School Music course but each one taking either vocal or instrumental work is urged to attend this class as much benefit may be derived from the work done here.

#### HARMONY

One year of harmony is required for these courses. The textbook, Emery's Elements of Harmony, is completed during this time.

#### NORMAL MUSIC CLASSES

Five periods a week for ten weeks is

given the freshman class for the study of fundamentals of music, sight singing and chorus work.

Three periods a week during the fall term is given by the senior class to the review of fundamentals of music, a grading of problems, methods of presentation and practice teaching.

#### ORCHESTRA

A student orchestra is maintained which meets once a week for rehearsal under the direction of the head of the department. This orchestra plays each morning in chapel and for school functions. The membership is free and all music is furnished by the school.

#### GLEE CLUB

The membership requirement of this organization is the ability to read ordinary music.

#### VIOLIN, PIPE ORGAN, ETC.

For those desiring to study pipe organ, violin, etc., an instructor is available.



MR WEISSERT



ORCHESTRA

## *THE TRAINING SCHOOL*

### *FACULTY*

HOWARD H. DENISON, Principal  
A. B. Allegheny College.

GEORGE E. FREELAND  
Supervisor of Practice Teaching  
A. B., Kansas State Normal  
A. M., Clark University

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RUBY F. ANDERSON  
Critic Teacher, seventh and eighth grades  
Edinboro Normal School

### *ORGANIZATION OF THE TRAINING SCHOOL*

Owing to the waste in competition between the Normal Model School and the Edinboro Public School, the people of the borough, by a general vote, decided to accept a plan offered by the officers of the Normal School, for the union of the two schools. The terms of

the contract, between the two parties are in brief as follows:

The Normal School pays to the Board of Education, twelve hundred dollars annually; the Board receives all State money paid to the school; the Normal furnishes, free of charge, instruc-

tion for the eleventh and twelfth grades of the High School; the Normal Instructor in Education has charge of the supervision of critic and practice teachers of the first eight grades; and the children of the Public School are being instructed at the expense of the Normal in vocal music, physical training, drawing and any vocational subjects, that the course of study will allow for.

In return for the above, the Seniors of the Normal are allowed to do their regular practice teaching in the first eight grades of the Public School; the School Board furnishes all supplies and books, employs four critic teachers, and a high school principal, who has charge of the discipline of the whole school.

At this writing, the plan has been in operation for nine weeks, and although a change of such far-reaching nature always brings more or less difficulty of adjustment, we consider that it has done all that the most sanguine exponents have claimed for it. The Board elected four critic teachers, the regular public school teachers for the first six grades, and Miss Ruby Anderson for the seventh and eighth grades. For principal Mr. H. H. Denison, A. B., of Allegheny College, was elected.

We believe that the Public School will profit much by the change. Music is taught, daily, from the primary through the eighth grade. Drawing is taught throughout the grades; and the four upper grades are each given two forty-five minute periods a week in the gymnasium. For the music and drawing instruction Miss Thomas and Miss Powell spend a part of each day in the Public School building. Mr. Stancliffe

supervises the writing. The supervisor, Mr. Freeland, spends all of his time, except two forty-five minute periods a day, in the Public School. With the help of the critic teachers, it is his endeavor to employ the most recent and best methods in the teaching of every subject. The good of the pupils is placed above the training of the Seniors. It is our desire to make every student of the Public School feel an interest in his work; and that the school is a place where he can be happy and have enough work to keep his growing intellect well stimulated. Although the school is not called a model school, we hope to make it such, that it may serve as a model to all progressive school boards of this section.

The Seniors are made to feel, that in this work, there can be no slack preparation, for here they are dealing with human beings. Mr. Baker has explained to them that their teaching is the first subject to be considered. By the new plan, they receive a great advantage, in being allowed to get their practice in a real public school, where real problems of discipline and of interesting and holding the attention of large classes are met. Every lesson must be planned one week in advance, and handed in to the critic teacher in time to be corrected and to have suggestions made before the lesson is taught.

Grade meetings are held every Wednesday morning, in which the Seniors, together with the critic teachers discuss the work of the grades in which they teach, the individual pupils under them, and whatever is for the general good of the grade.

The critic teachers are working in an



active and interested manner. They all agree, that while the new work is more pleasant and allows for the consideration of higher educational problems, there is necessity for just as much or more work than there was before. The Superintendent wishes to commend them for the manner in which they have taken up the new responsibilities.

Mr. Denison has instituted a chapel service, which calls for a program from one room each morning. These programs have become very interesting to the school, and are of great value to those who take part.

One feature that makes us feel that the plan is a complete success, is the harmony which exists throughout the whole school. Everybody who is in

contact with the work seems pleased with its operation, and all are working together to make the new scheme a success. There is no doubt that the Normal Seniors get a great deal of good from the new plan, and the Public School is surely profiting by the help the Normal is able to offer in both instruction and equipment. This should be all the more pleasing to the members of the district, because there are no extra taxes to pay for all the benefits, which they obtain. The School Board has shown excellent spirit in furnishing everything that is necessary to make the best school possible, while Principal Baker has offered us anything in the line of equipment, books from the library, or assistance in instruction that the Normal is able to furnish.



CLASS IN TYPEWRITING

## ORGANIZATIONS

### STUDENT EDITORIAL BOARD

Editor-in Chief, Erma Gebhart, '14; Associate Editor, Arnold Nelson, '14; Athletic Editor, Carlyn Blakeslee, '14; Alumni Editor, Ethel Howland, '15; Exchange Editor, Fay Daley, '15; Manager, John Harbaugh, '15; Assistant Manager, Jerome Rusterholtz, '15.

### ALUMNI ASSOCIATION

President, Hubert Bentley '13; Vice President, Floyd Bathurst, '10; Secretary, Francis Burchfield, '10; Treasurer, Dean Swift, '95.

#### Executive Committee—

Harry Weaver, '11; Amy Wilder, '12; Hermon Sackett, '02; Elizabeth Garver, '11; Roy Simkins, '08.

### SENIOR CLASS

President, Harold Hood; Vice President, Lois Williams; Secretary, Mary Squier; Treasurer, Glade Fuller.

### SENIOR HIGH SCHOOL

President, Lynn Dundon; Vice President, Russel Doing; Secretary, Mary Gleeten; Treasurer, Ethel Gleeten.

### JUNIOR CLASS

President, Sydney Mahan; Vice President, Mildred Gillaspie; Secretary, Ethel Howland; Treasurer, Harry Hummer; Editor, Jerome Rusterholtz.

### JUNIOR HIGH SCHOOL

President, Charles Goodrich; Vice President, Ethel Baker; Secretary, Neal Billings; Treasurer, Luceil Darrow.

### SOPHOMORE CLASS

President, Joseph Trejchel; Vice President, Vivian Norman; Secretary,

Mabel Fellows; Treasurer, Wayne Cummings; Editor, Rachel Arthurs.

### FRESHMAN CLASS

President, Willard Lockard; Vice President, Jane Symonds; Secretary, Hazel Hill; Treasurer, Orvis Greenman; Editor, Bronislaus Skonieczka.

### COMMERCIAL CLASS

President, Paul Huff; Vice President, Florence Osterman; Secretary-Treasurer, Dorothea White; Editor, Oscar Bethencourt.

### POTTER SOCIETY

President, Vincent Hays, Vice President, Lillian Lockard; Secretary, Mary Squier; Treasurer, Arnold Nelson, Critic, Paul Webb; Pianist, Anna Zacks, Advisor, Mr. Siddell; Tellers, Ethel Sullivan, Fay Daley; Editor, Ethel Sullivan; Musical Director, Helena Jackson.

### PHILO SOCIETY

President, Vincent Hays; Vice President, Geneva Babcock; Secretary, Florence Harvey; Treasurer, Jerome Rusterholtz; Critic, John Harbaugh; Tellers, Harry Hummer, Paul Huff.

### ATHLETIC ASSOCIATION

President, Carlyn Blakeslee; Secretary, Jane Riblet; Treasurer, Arnold Nelson; Assistant Treasurer, Jerome Rusterholtz; Football Manager, W. Vincent Hays; Assistant Football Manager, Dean Shriver; Basketball Manager, Harold G. Hood; Assistant Basketball Manager, Howard Green; Baseball Manager, Bruce Patterson; Assistant Baseball Manager, Joseph Trejchel; Coach, R.

F. Hayes; Faculty Advisor, Wallace J. Snyder.

*Y. W. C. A.*

President, Esther Averill; Vice President, Lillian Lockard; Secretary, Geneva Babcock; Corresponding Secretary, Mary Squier; Treasurer, Lois Williams; Assistant Treasurer, Rachel Arthurs.

*Y. M. C. A.*

President, Vincent Hayes; Vice President, John Harbaugh; Secretary, Harry Hummer; Treasurer, Fay Daley.

*ORCHESTRA*

Manager, Jerome Rusterholtz; Librarian, Harry Hummer; Treasurer, Carlyn Blakeslee.



*STAND ONCE MORE IN YOUR PLACES.*

TUNE—"My Hero"

Stand once more in your places,  
Loyal comrades true,  
Sound our Fair Mother's praises,  
And her's be the honor due;  
Raise her banner victorious,  
Hail her Red and White glorious  
Streaming proudly there!  
Here's to our Edinboro,  
Our mother fair!



*HAIL TO THEE*

TUNE—"Aloha"

Hail to thee, our Alma Mater glorious,  
Fresh wreaths we bring to bind thy brow;  
Trials past thou hast withstood victorious;  
Never fairer, never statelier than now.  
O Edinboro, Edinboro,  
We revere thee, love thee, serve thee ever!  
While class speeds class  
As swift years pass  
To thee our hearts are true.



*HAIL, EDINBORO*

TUNE—"Our Director"

Hail, Edinboro, and the days we've spent with  
you  
In our work and our play together!  
Here's a health to comrades true  
Who have laughed the glad years through  
In fair and cloudy weather!  
Winds that sweep the campus,  
Winds that stir the trees,

Sweep round her towers.  
Standing calm and still,  
Through the winter's darkness,  
Through the summer's shine,  
Bear her our blessing,  
And glad good will.



*OUR STRONG BAND*

TUNE—"Amici"

Our strong band can ne'er be broken  
Formed in E. N. S.  
Far surpassing wealth unspoken  
Standing storm and stress.  
Amici usque ad aras!  
Deep graven on each heart,  
Shall be found unwav'ring, true  
When we from life shall part.



*ON THE BANKS OF THE CONNEAUTTEE.*

TUNE—Arranged by Mr. Barnes

My father packed me off to Edinboro,  
And expected there in time a man I'd be;  
So I came and settled down  
In this quiet little town  
On the banks of the Conneauttee.

Chorus—

On the banks of the Conneauttee, my boys,  
Where old Edinboro evermore shall be.  
For has she not been  
Since they can't remember when,  
On the banks of the Conneauttee?

When a Freshman I soon found out to my sorrow  
What the Sophs and Seniors did to such as me!  
Oh, they shook me so about



That they turned me inside out,  
On the banks of the Conneauttee. (Cho.)

But in time I came to be an upper classman  
And I bore myself with fitting dignitee.  
Fell in love by turns with all  
The fair queens of Haven Hall  
On the banks of the Conneauttee. (Cho.)

Then loudly sing the praise of Edinboro  
Raise her Red and White for all the world to see.  
All the glories of her past  
Shall remain down to the last  
On the banks of the Conneauttee. (Cho.)



*DEAR IS THY HOMESTEAD*

Hamilton College song

Dear is thy homestead, glade and glen,  
Fair is the light that crowns thy brow;  
Gather we close to thee again,—  
Mother of maidens fair, strong men,—  
Our own sweet lady, thou!

Haunting our hearts in absent days,  
Calling us back from stress and storm,  
Tenderly all the dear old ways  
Shine in thy smiles; be love thy praisel  
Thine arms are ever warm.



*OH, EDINBORO, THOU ART FAIR*

TUNE—"Drink to Me Only With Thine Eyes"

O, Edinboro, thou art fair!  
We love thy lake and skies;  
Thy western hills of purple where  
The flush of daylight dies;  
We love thy campus spreading green,  
Or filled with drifting snow,  
Thy trees and tow'rs that stand serene  
While classes come and go.



*LAKE OF GRAY*

TUNE—"Maryland, My Maryland"

Lake of gray! At dawn of day  
In soft shadow lying  
Waters kist by morning mist  
Early breezes sighing  
Fairy vision as thou art,  
Soon thy fleeting charms depart,

Every grace that wins the heart  
Like our youth is flying!

Lake of Blue! A merry crew  
Cheer of thee would borrow.  
Happy hours to-day are ours  
Weighted by no sorrow.  
Other years may bring us tears,  
Other days be full of fears,  
Only Hope the craft now steers;  
Cares are for the morrow!



*HERE'S TO EDINBORO*

TUNE—Original—Mr. Barnes

Here's to Edinboro and the team!  
Raise your voices free.  
Here's to victory!  
Edinboro cannot fail to win,  
Here's to Edinboro and the team!



*DOMINE*

TUNE—Chant by Gounod

Domine, salvam fac  
Scholam claram nostram  
Edinburgensem!  
Et exaudinos in die qua  
Invocaverimus Te!



FROM JUNIOR PARTY

## PLAY

[STUDENT EDITORIAL]

People have not always recognized the educational value of play; they have regarded it as a frivolous thing and not to be tolerated in the school room. From the time of Plato to the present day, there have been some people who have realized its real importance. Play is a natural instinct found not only in men but in all forms of animal life. Through play the physical and mental powers are developed which prepare for the great tasks of life. It also affords rest and refreshment for worn out mental powers and relaxation for the body.

It is a significant fact that as we ascend the scale of animal life we find the play period growing longer until in man we find it the longest. Happily there are some people who have reached old age and yet have not forgotten how to play. It is our business to be glad. Cheerfulness keeps one out of ruts and in the attitude of enjoying life.

There are two ways of utilizing play in education,—by introducing the play element into work and by using play as a means of development. Both methods are natural to us but it is the play element which is used by the teacher in the classroom. Since play is a natural instinct, it might better be used and made the best of than creating something new. The Puritans crushed out these natural emotions and as a result made themselves stiff and uninviting.

Schiller has said that a man is fully human only when he plays and the teacher who has forgotten how to play and who holds his class to close work by a strict sense of duty, is not dealing justly

with himself and his pupils. It has aptly been said that the strings of a zither and the cord of a bow should not always be taut if the instrument is to retain its usefulness, and so should there be freedom from restraint in recitations.

It is for the teacher to decide whether his class shall be enjoyable and the students feel free to express themselves. If he is in sympathy with the work and in a happy frame of mind, in other words, if he has the play attitude, he can get much better results from the students than if they are constantly kept at close work with their nerves at a strain. There is such a thing as teaching without having the pupil know he is putting forth effort to learn. Unconsciously, he is using all his power and his individual qualities are brought out and developed.

All play involves work. One of the chief ends of education is to develop a habit of joyousness in work, and the more one loves play the more likely will he be to love work. Edinboro Normal students have fortunately succeeded in combining work and the spirit of play, and, as a result, studies are not a drag and recitations a bore, for they work with a real joy.



### HAIL EDINBORO

TUNE—"Blue Bell"

Hail Edinboro!  
Hail, Normal dear!  
We guard thy altars  
Through each passing year.  
We raise our voices  
Praising thy might.  
We proudly wear thy colors  
Red and white.

## THE GHOST AND GOBLIN PARTY

[JANE RIBLET, '14]

"What are you going to wear," was the question that echoed and re-echoed in Haven Hall.

"Something must be going on," you said.

My dear reader, the annual Hallowe'en party was at hand and such a scurrying as we made trying to find enough feathers for our hair and bracelets and "jangles." After we had bothered everyone else to death about how we looked we started forth to the gymnasium. When we had assured the doorkeeper by our cards, that we were not interlopers, we passed on and were given cards by which we were to find our partners for the Grand March. After we had cut all kinds of capers in the Grand March we found places to sit and the program began.

From two corners of the "gym" Spanish dancers skipped out and gave us a

regular Spanish dance. All at once a Devil appeared in the center of the floor and we breathed sighs of relief when we saw that it was not Mephistopheles himself, but Mr. Hayes. He gave us a wonderful imitation of a jumping-jack in the Jumping-jack Dance. From one end of the gymnasium six gypsies appeared with their tambourines and the pantomime was on. All the old lovers of our childhood appeared and many were the chuckles caused by Simple Simon and Jack and Jill. We half closed our eyes and imagined we were sitting with those wonderful nursery rhymes before us. They all turned out to be alive, however, when the Virginia Reel started. The Junior class then showed us what a good class yell and song was and the rest of the evening was spent in dancing. Doughnuts, cider and apples were served to refresh the dancers.



JUNIOR ENTERTAINMENT



## STUDENT GOVERNMENT

[STUDENT EDITORIAL]

Self-control is the beginning of right discipline and the highest form of it, just as self-development is considered an essential in education. According to the old ideal, the teacher endeavored to control the pupil but the modern aim is to have the pupil control himself. The school should train him to this principle, for later life will demand of him good citizenship and self-controlled living.

Every American citizen cannot do as he pleases and thinks best, for he is bound by certain laws of state and nation. If he were to stop and consider the necessity of obeying these laws, he would realize that through them is secured to him protection of his rights and privileges. The principle is the same for a self-governing body of students. Love of liberty is strengthened and ennobled by a consideration of the rights of others. A student body is made up of fair-minded people of great critical abilities who recognize the fact that certain limitations must be placed upon all for the general good. A respect for law and authority is developed, sense of justice strengthened, and a strong school spirit created.

Self-government appeals to the finest sides of a student's nature, to his personal honor, and loyalty to the honor of his school. The putting of a student on his honor must be genuine, there must be perfect frankness on the part of the teacher and no sneaking or underhanded practice or suspicion. Students should be treated as though honorable actions only are expected of them. In this way

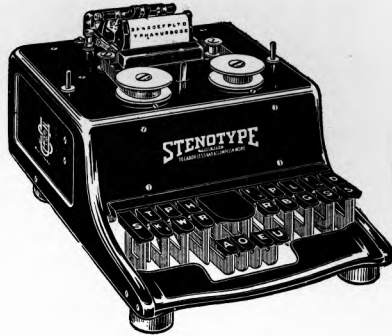
natural relations are brought about between the teacher and pupil and they are drawn much closer together. The teacher wins his lasting respect and attention and becomes a real friend. Moreover, the energies spent by him in discipline may be used in study and better presentation of the lesson.

The great aim of education and the end of all discipline is character. Self-government requires good moral standards, brings the individual under the moral law and the voice of his own conscience. The student is called upon to formulate his own ideas of right and wrong. Self-government has been found to keep examinations clean, this phase of the plan being especially successful at Princeton where the student is required to sign his name to all examination papers stating that he has neither given nor received assistance.

Self-government should come gradually and not as a sudden change. Pupils should show a tendency toward good moral judgments and an appreciation of right conduct before conditions are favorable for its establishment. Edinboro Normal comes as near to realizing the benefits of student government as is possible without the establishment of the real system. The students realize that as their work will be to control others they must learn to control self. Moreover, their efforts to discipline in the Model School give them a better understanding of discipline in the Normal School and a greater sympathy with their teacher's efforts towards this end.

*TO LABOR LESS AND ACCOMPLISH MORE*

*THE  
FASTEST  
METHOD  
OF WRITING*



*IN  
THE  
WORLD*

### *THE NEW BUSINESS COURSE*

#### *STENOGRAPHY*

It is the modern method of recording business dictation, speeches, lectures, etc., and combines the three attributes necessary to stenographic efficiency, viz., speed, accuracy and legibility. Almost three hundred progressive business training institutions of high standard have added this new business course to their curriculums.

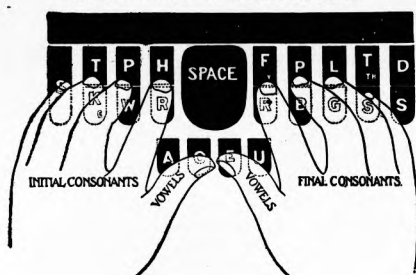
The business world is ever seeking devices which will save time and money and increase efficiency among its employes. The business world was quick to appreciate the advantage of the typewriter, the adding machine and many other such office appliances, and in like manner has realized the value of the Stenotype as a means of increasing efficiency in the stenographic department. Hundreds of this country's most progressive business houses have employed Stenotypists to fill their highest grade and

best-paying stenographic and secretarial positions. These houses and thousands of others aim to standardize the handling of their correspondence by employing Stenotypists exclusively. And though the hundreds of business schools and colleges are graduating large classes of Stenotypists as rapidly as possible, the demand far exceeds the supply. This is your opportunity—learn to be a Stenotypist, and your services will be in demand.

The Stenotype is the latest improvement in office methods; it is another instance of a machine assisting the hands to do better work and to do it quicker and more economically.

The Stenotype is a neat, compact machine, similar in construction to the typewriter, though much smaller in size and much smaller in weight. By means of twenty-two keys, which are conveniently

## THE STENOTYPE KEYBOARD



arranged and under constant control of the fingers of both hands, it records the dictation upon a narrow strip of paper in plain sight of the operator. The ribbon and paper move automatically; all friction is eliminated, making the machine light-running and noiseless.

Stenotype notes consist of plain alphabet letters, with which you are already familiar thus enabling you to read Stenotype notes without having to learn an entirely new and different system of forming words. All words in any language, figures, fractions, decimals, marks of punctuation, etc., can be recorded on the Stenotype at the average speed of a word at a stroke.

It costs no more to learn Stenotype than shorthand, except the cost of the Stenotype, which is in addition to the cost of tuition, but considering the assur-

ance of increased salaries to Stenotypists it will surely prove to be a paying investment--an investment which will pay monthly dividends.

### RATES OF TUITION

The Stenotype is sold only to students who take the Stenotype Course—never to the business man. The cost of the Stenotype Course is \$60.00, the Stenotype costs \$100.00 cash or \$107.50 in time payments as follows: \$25.00 down at the time of enrollment, the balance being paid off in monthly payments of \$10.00 each, the first one falling due six months after date of enrollment.

To ambitious young men and women who are anxious to increase their efficiency and to prepare for positions which offer unusual opportunities, we unhesitatingly recommend the Stenotype Course.

### Stenotype Notes

plain  
simple  
and  
easy  
to  
read

Specimen	Transcription	Combinations
T H EU S	THIS	EU-I
IS		
S P A E PB	A SPES-	PH-N
P H E PB	MEN	PB-N
T H E F	OF	
W R E R B B T	THE WORK	BB-R
W R E PB T	WRIT-	
O E PB	EN	
T H E PB	ON	
ST H E PB	THE STEN-	
O E PB	O-	
T O EU P	TIP.	

SPECIMEN OF STENOTYPE NOTES

# *PROPOSED COURSE OF STUDY FOR RURAL SCHOOL TEACHERS*

*FORMULATED BY PRINCIPAL P. M. HARBOLD OF MILLERSVILLE*

Age, 16; time, two years for those not graduates of high schools. Graduates to be credited for any work included in course satisfactorily done in high school. Minimum residence, one year.

MATHEMATICS .....	300 periods
<ul style="list-style-type: none"> <li>(a) Arithmetic—Thorough mastery of all subjects found in common school arithmetics.</li> <li>(b) Algebra—Thorough mastery to quadratics.</li> </ul>	
ENGLISH .....	320 periods
<ul style="list-style-type: none"> <li>(a) Reading and Literature—To include study, interpretation and rendition.</li> <li>(b) Grammar—Mastery of analysis and parsing.</li> <li>(c) Rhetoric and Composition—Mastery of sentence and paragraph writing. Application to letter writing, business forms, themes.</li> <li>(d) Oral Composition—Ability to speak before group and to present clearly.</li> </ul>	
HISTORY AND CIVICS .....	200 periods
<ul style="list-style-type: none"> <li>(a) United States History—European background and the interpretation of the greater movements in U. S. history.</li> <li>(b) Civics—Knowledge of national, state and local government.</li> </ul>	
SCIENCES .....	320 periods
<ul style="list-style-type: none"> <li>(a) Geography—Political and physical as far as the two are related. Commercial.</li> <li>(b) Agriculture and Nature Study—The essentials which may be taught in a rural school.</li> <li>(c) Human Physiology—Special emphasis on hygiene and sanitation.</li> </ul>	
SCHOOL ARTS .....	250 periods
<ul style="list-style-type: none"> <li>(a) Music—Ability to read music and to teach the rudiments.</li> <li>(b) Writing—Ability to write good plain hand on paper and board.</li> <li>(c) Drawing—Such work as can be carried out in rural schools. Blackboard sketching.</li> </ul>	
PEDAGOGY .....	360 periods
<ul style="list-style-type: none"> <li>(a) Elementary Psychology—Enough to make pedagogy intelligible.</li> <li>(b) School Organization and Management—As necessary for rural school teachers.</li> <li>(c) Methods—To include Methods in Primary Reading, Primary Language, Primary Numbers, History, Geography, etc.</li> </ul>	
RURAL SOCIOLOGY .....	100 periods
OBSERVATION AND PRACTICE TEACHING .....	80 periods



## FOOTBALL

The season of Nineteen Thirteen has been very successful, the team winning a fairly good percentage of the games played. The success of this year's team has depended upon the excellent coaching of Mr. Hayes, the consistent playing and head work of Captain Green at quarterback, and the untiring work of Manager Hayes in securing games. With but three of last year's varsity men to



CAPTAIN GREEN

build around, Green, Shriver and Hood, Coach Hayes has placed a team in the field that has won every game in which they were not outweighed, and has made a good showing against teams that greatly outweighed the Normal eleven.

### SCHEDULE

#### AT HOME

- Sept. 20—Fredonia Normal 0, Edinboro, 0.  
 Oct. 18—Franklin High 26, Edinboro 7.  
 Oct. 25—Pleasantville High 6, Edinboro 27.  
 Nov. 8—Corry High 0, Edinboro 13.  
 Nov. 15—Westfield High 0, Edinboro 6.

#### ABROAD

- Sept. 27—Franklin High 6, Edinboro 0.  
 Oct. 4—Oil City High 0, Edinboro 13.  
 Oct. 11—Thiel College 33, Edinboro 0.  
 Nov. 1—Slippery Rock Normal 101, Edinboro 0.

#### EDINBORO—0. FREDONIA—0

The opening game with Fredonia Normal resulted in a tie, neither eleven scoring. The game was spirited and closely contested throughout. Edinboro kicked off and stoped Fredonia on the twenty-five yard line. The ball was played back and forth in the middle of the field through the first half, Edinboro having a slight advantage. Both sides relied mainly on line plunges and end runs. To lose no chance of victory the visitor's coach went into the game at quarterback during the last period of play, but this rather questionable procedure failed to accomplish its object.

The tackling of Goodrich, Gernert and Harbaugh was sensational throughout. The back field was sericusly handicapped by the loss of Patterson, who sustained a sprained knee at the end of the first quarter and was forced to retire at the end of the half. Green ran the team with excellent judgment, and coach, captain and players deserve congratulation for the excellent showing they made against a heavier and more experienced team.

#### The line-up.

R. E., Plumb, Goodrich; L. E., Gernert; R. T., Coulter; Q. B., Green (captain); R. G., Johnson, Babcock; L. H. B., Hood; C., Harbaugh; R. H. B., Shriver, Babcock; L. G., Hayes, Doing; F. B., Patterson, Doing; L. T., Blakeslee; referee, Morrison; head lineman, Mr. Snyder.

*EDINBORO—0. FRANKLIN—6*

The eleven lost to Franklin High School on the latter's field, but made an excellent showing against that heavier team. Franklin had an unusually strong back field and a heavy pair of guards, one of the latter weighing 245 pounds, the other 215 pounds.

The first half of the game was evenly contested, neither side being able to gain consistently. Franklin scored their only touchdown, on a wide end run around Edinboro's left end, in the third quarter. They failed to kick the goal and Edinboro chose to receive. Edinboro rapidly advanced the ball to Franklin's second yard line when time for the third quarter was called.

The fourth quarter started with the ball in Edinboro's possession on Franklin's second yard line but she lost it on downs. Franklin punted well up the field and Edinboro worked the ball back to Franklin's twenty yard line by short, consistent line bucks. The play ended here. Green Shriver and Hood were making the principal gains.

## The line-up;

R. E., Goodrich; R. T., Coulter; R. G., Johnson; C., Harbaugh; L. G., Hayes; L. T., Blakeslee, Rusterholz; L. E., Gernert; Q. B., Green, (captain); L. H. B., Hood, Doing, R. H. B., Babcock; F. B., Shriver.

*EDINBORO—13. OIL CITY—0*

The eleven won a decisive victory over the Oil City High School team on the latter's grounds in a clean and interesting contest. In the first quarter Edinboro kicked off and held Oil City for downs on the first four plays. The ball was rapidly advanced to Oil City's five yard line, Shriver carrying the ball over on a split play. Hood kicked goal.

The second quarter ended with the ball in Edinboro's possession on Oil City's twenty yard line.

Edinboro received at the beginning of the third quarter. Oil City did their best playing in this quarter and at the end of the period the ball was in Normal's possession on Oil City's thirty yard line. In the beginning of the fourth quarter Doing, assisted by splendid interference of Shriver, circled left end for another touchdown. Hood's try at goal from a difficult angle, failed. The periods were shortened to two eight and two ten minute periods, in order that Edinboro might get the 4:03 train for Meadville. The shortening of the playing time was a decided advantage to Oil City, otherwise Normal would have run up a larger score.

## The line-up:

R. E., Goodrich; R. T., Coulter; R. G., Johnson; C., Harbaugh; L. G., Hayes; L. T., Blakeslee; L. E., Gernert; Q. B., Green, (captain); L. H. B., Hood; R. H. B., Doing; F. B., Shriver.

*EDINBORO—0 THIEL COLLEGE—33*

The Normal was defeated by Thiel College at Greenville by the above score. The muddy field and the unfavorable weather was very favorable for Thiel's much heavier team, which outweighed its opponents twenty-five pounds to the man. The lighter men put up a plucky but unavailing fight. The first half ended with a score of 14-0. Considerable feeling is expressed at the refusal of the referee to enforce penalties at the umpire's repeated requests, and dissatisfaction with several decisions is fully voiced. The rarity of such expressions tends to establish the fact in this particular case. A delayed train and consequently a late ar-

rival must also be taken into account in estimating the results of the game.

The line-up:

R. E., Goodrich; R. T., Coulter, Gvatsovsky; R. G., Johnson; C., Harbaugh, Coulter; L. G., Hayes, Doing; L. T., Rusterholtz; L. E., Doing, Plumb; Q. B., Green (captain); L. H. B., Hood; R. H. B., Patterson; F. B., Shriver.

#### *EDINBORO—7. FRANKLIN—26*

The second game with Franklin High, despite the figures of the score, was one of the most interesting and exciting thus far played. Had the Normal team "found itself" earlier in the contest the result would have been different.

Franklin made two touchdowns around Normal's left end in the first quarter and kicked one goal. They made another touchdown and kicked the goal, making the score 20-0 at the end of the half. Their next touchdown was in the first part of the last quarter.

Green ran the team well on offense but did not have an opportunity to do much in this direction as the Edinboro

line was unable to stop the Franklin backs. Shriver was the star of the game both on offense and defense. He scored Normal's only touchdown. In so doing he was pushed into the goal post and his chin badly cut. Mahan took his place. Hood kicked the goal. Patterson cleverly intercepted a Franklin forward pass at the time when Franklin had the ball on Edinboro's fifteen yard line. The ball was then punted out of the danger territory.

The line-up:

R. E., Goodrich; R. T., Coulter; R. G., Johnson; C., Harbaugh; L. G., Hayes, Doing, Murray; L. T., Blakeslee, Rusterholtz; L. E., Doing, Plumb, Gvatsovsky; Q. B., Green, (captain); L. H. B., Patterson, Doing; F. B., Shriver, Mahan.

#### *EDINBORO—27. PLEASANTVILLE—6*

In a hard, cleanly-played contest the eleven defeated the Pleasantville High School team on Normal's field by the above score. The attendance was much



THE LINE-UP

larger than usual and the support by way of songs and cheers was excellent.

Edinboro started in by "talking it up." This seemed to have the desired effect, as every Edinboro man put his full strength and speed into the game with the sound of the first whistle. Touchdowns were made in each quarter. Coulter made the first on a line buck; Green the second on a split play; Hood the third on a short end run, and Goodrich the last on a wide end run. Hood kicked three goals. The ball was dropped on the punt out after the third touchdown. In the last quarter one of the Pleasantville backs picked up the ball on Edinboro's fumble and scored their only touchdown. The Edinboro line showed a decided improvement in their playing as compared with the last game. The back field formed better interference than they had shown in any other game.

The line-up.

R. E., Goodrich; R. T., Coulter; R. G., Johnson; C., Harbaugh; L. G., Murray; L. T., Blakeslee; L. T., Gvatsovsky; Q. B., Green (captain), Plumb; L. H. B., Hood, Hayes; R. H. B., Doing; F. B., Mahan.

#### EDINBORO—0. SLIPPERY ROCK—101

The eleven shared a hard fate at Slippery Rock. The latter team shutting them out by the above score. The superior weight of the Slippery Rock team gave it an advantage that could not be offset and rendered it invincible so far as Edinboro was concerned. The Edinboro men were outweighed forty pounds to the man, and while they put up a game fight to the end they were unable to hold their heavy opponents. The Slippery Rock touchdowns were made on

consistent gains of from eight to twelve yards, once or twice on long forward passes, but the Slippery Rock men depended on their weight mostly and on their interference, which was nearly perfect on end runs and line bucks. The Edinboro men showed their grit and endurance by holding their opponents to fewer touchdowns in the last quarter than in any other part of the game.

The line-up.

R. E., Goodrich, Plumb; R. T., Coulter, Hayes; R. G., Johnson; C., Harbaugh, Coulter; L. G., Murray; L. T., Blakeslee; L. E., Gvatsovsky; Q. B., Green (captain); L. H. B., Doing; R. H. B., Ghering; F. B., Shriver, Mahan.

#### EDINBORO—13. CORRY HIGH SCHOOL—0

Edinboro easily demonstrated her superiority to the Corry team, winning by a score of 13-0. Patterson was the only regular back-field man in the game for Normal. Captain Green, Shriver and Hood were out of the game on account of injuries. The line played a strong game at all times. Considering the inexperience of the second string men in the back field, they played a remarkable game. Patterson scored both touchdowns on shift plays in the third quarter. He kicked one goal. The work of the Edinboro ends in going down the field under punts was exceptional for a muddy field; several times the Corry men were tackled the instant they had the ball. The game ended on Corry's forty yard line.

The line-up:

R. E., Goodrich; R. T., Coulter; R. G., Johnson; C., Harbaugh; L. G., Babcock; L. T., Blakeslee; L. E., Gvatsovsky; Q. B., Plumb; L. H. B., Hayes; R. H. B., Patterson (acting captain); F. B., Mahan.



*EDINBORO—6. WESTFIELD—0*

In one of the cleanest, fastest and most interesting games of the season the home eleven defeated the Westfield High School team by a score of 6 to 0.

The home team played a strong and consistent game from the first whistle to the last.

The Edinboro goal was never in immediate danger as Westfield did not advance beyond Edinboro's forty yard line.

Westfield made two first downs to

Edinboro five. The tackling of Goodrich, Harbaugh, Johnson and others was one of the features of the game.

The touchdown came in the first quarter when Green made a thirty-five yard run.

R. E., Goodrich, Babcock; R. T., Coulter; R. G., Johnson; C. Harbaugh; L. G. Murray; L. T. Blakeslee; L. E. Gvatsovsky; Q. B., Green (captain), Hood; L. H. B., Hood, Shriver; R. H. B., Patterson, Hayes; F. B., Shriver, Mahan.



SCRIMMAGE

## *THE OUTLOOK FOR BASKETBALL*

The outlook for a successful basketball season is unusually good this year. We have three men out of last year's squad to build around, Harbaugh at center; Shriver at guard, and Hood at forward. Last year's class teams should furnish some good material for the Var-

sity. At the present time we have games scheduled with Westfield High School, Franklin High School, Corry High School, Kane High School, Slippery Rock Normal, and Erie High School. We hope to be able to schedule with Thiel College, and Oil City High School.