

**THE  
EDINBORO  
QUARTERLY**

**INAUGURAL NUMBER**



**Vol. VII    October, 1920    No. 4**

# —The— Edinboro Quarterly

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

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Vol. 7

EDINBORO, PA., OCTOBER, 1920

No. 4

## INAUGURATION OF PRINCIPAL ARTHUR G. CRANE

Saturday, October thirtieth, will be given a large place in the history of the Edinboro State Normal School.

At ten-thirty there had assembled educators, students and representatives from all parts of Pennsylvania.

The occasion was the inauguration of Principal Arthur G. Crane. Mr. C. C. Hill, of North East, President of the Board of Trustees of the Edinboro State Normal School, presided.

After the invocation by the Reverend Frank B. Bonner, Mr. Hill told of the time when a few public spirited men and women in Erie county founded the Edinboro Academy; why the Academy was made a State Normal School; how the need for better trained teachers and better equipment made it imperative that the Normal School be made State property.

He paid a glowing tribute to the work and influence of Principals J. A. Cooper, John F. Bigler and Frank E. Baker. When presenting the leadership of the school to Doctor Crane, Mr. Hill said: "We give you every opportunity to further the great work that has been begun here; and there are ready to assist you a well organized State Department, an interested community, a cooperating Board of Trustees, a strong faculty and a happy student body."

The Normal School Orchestra, directed by Miss Vineta Dudgeon, the chorus and solos by Mr. Waldo F. Bates and Doctor E. Leigh Mudge added much to the spirit of the occasion.

Dr. Albert Lindsay Rowland, head of the Department of Teachers' Training and the Certification of Teachers, delivered the address for the State Department.

Dr. Rowland spoke of the day when Normal Schools were but schools for secondary education; and explained the plans of the Department to make them Junior Colleges with the single purpose of preparing young men and young women to serve the State as trained teachers.

Doctor Crane was presented and by the earnestness of the man, the simple sincerity of his manner and the practical ideas of his address, made sure his leadership as Principal of the Normal School, a citizen of the community, and an educator in the State.

### The Banquet

The banquet which followed the inauguration ceremonies on Saturday was the occasion for several of the most delightful features of the day. An enthusiastic ovation greeted former Principal Frank E. Baker, as he entered the room, late in the meal, having been delayed by late trains. In a felicitous brief speech, to express which he had come the length of the state, to Doctor Crane, his successor. The response of the new Principal was no less, and all felt as the two men stood side by side, surrounded by cheering students, that this feeling of good fellowship is full of promise for Edinboro Normal School.

It was a happy company of alumni, students, faculty members, trustees and other friends of Edinboro who gathered in the beautiful Haven Hall dining room to partake of the delicious repast prepared by Mrs. McCormick and served by the girls of the Y. W. C. A. During the meal the Normal School Orchestra, under the able direction of Miss Dudgeon, rendered pleasing selections which won many compliments for this young musical organization.

Honorable Turner W. Shacklett, a member of the board of Trustees, was the toastmaster who carried through a necessarily disorganized after dinner program very capably. Let it be said that after urging the speakers to curtail their perorations, owing to the lateness of the hour, Mr. Shacklett himself gave a very brief but eloquent peroration to conclude the program, expressing most fittingly the wishes we all feel for the future of Edinboro State Normal School under the direction of Doctor Crane.

There was a delightful and whole-hearted appreciation for Edinboro in the speech of Wier C. Ketler of Grove City College. Both the parents of President Ketler were once Edinboro students, his father having been the chief founder of Grove City College, and the close and friendly relationship between the two institutions was cordially expressed by Doctor Ketler.

Superintendent I. H. Russell, of the Erie County Schools, expressed his interest in the state school which is situated within his bailiwick and supplies many of his schools with teachers, and Superintendent H. H. Denison, of the Union City Schools, expressed a similar interest. Both of these men are dependable friends of Edinboro and professional teacher-training.

Mr. A. A. Culbertson, an alumnus and successful business man, discussed the possibilities before Edinboro as the business man sees them, considering the demand for teachers, the demand for better training and better pay, and the favorable location of our institution.

The speech by Miss Frances Burchfield, Critic Teacher, as a representative of the alumni was a little gem of after dinner felicitousness. A feature of her address was her reference to the notable service of Former Principal Cooper, who was among the guests, to the institution and the cause of education.

The student body was well represented by Mr. Ellis Fulton, who, having recently been in military service, put the students through an inspection which proved them loyal and eager to co-operate in the most efficient work of the school under the leadership of its new principal. In the words of the now-popular "How-do-you-do" song,

"We'll do the best we can,  
Stand by you like a man."

Ringing applause greeted the tribute which Doctor Crane made, in his reply to the greeting and handshake of Mr. Baker, to the splendid service of Vice Principal Clarence C. Crawford as acting principal between the resignation of Mr. Baker and the coming of Doctor Crane.



PRINCIPAL ARTHUR G. CRANE AND FAMILY

In this appreciation he was warmly seconded by Mr. Shacklett, and it was clearly evident that the arduous work, able management and fine spirit of Mr. Crawford is recognized by the Normal School and its friends.

During the progress of the dinner, the students enlivened proceedings with school songs.

## OUT-OF-TOWN GUESTS

### Friends of School From All Parts of State Gather to Witness Inauguration Ceremonies.

The following were among those from out of town present at the inauguration of Doctor Crane.

Doctor Albert Lindsay Rowland, Director The Teacher Bureau, Harrisburg, Pa.

President Weir C. Ketler, Grove City College, Grove City, Pa.

Principal Frank E. Baker, State Normal School, East Stroudsburg.

Principal John A. Entz, State Normal School, California, Pa.

Principal J. Linwood Eisenberg, State Normal School, Slippery Rock, Pa.

Harry L. Kriner, History and Coach, State Normal School, Clarion, Pa.

Professor C. F. Ross, Allegheny College, Meadville, Pa.

Dallas W. Armstrong, Superintendent Venango County, Franklin, Pa.

P. D. Blair, Superintendent Crawford County, Meadville, Pa.

L. H. Russell, Superintendent Erie County, North East, Pa.

W. W. Irwin, Superintendent City Schools, Meadville, Pa.

I. B. Bush, Superintendent City Schools, Erie, Pa.

C. E. Douglass, Assistant Superintendent City Schools, Erie, Pa.

George O. Moore, Principal Central High School, Erie, Pa.

R. S. Scobell, Business Manager, Erie Schools.

A. Earl Hemstreet, Superintendent City Schools, Corry, Pa.

H. H. Dennison, Superintendent City Schools, Union City, Pa.

J. W. McQuiston, Principal North East Schools.

A. A. Freeman, attorney, Erie, Pa.

D. S. Swaney, Pittsburgh, Pa.

The following members of the Board of Trustees:—

Clyde C. Hill, President, North East.

Frank P. Miller, Vice President, Meadville.

Supt. H. E. McConnell, Mercer.

Turner W. Shacklett, Erie.

Miss C. Elizabeth Battles, Girard.

Miss Ella Skiff, Edinboro.

A. A. Culbertson, Erie.

## INAUGURAL ADDRESS OF DR. A. G. CRANE

### Principal Crane of the Edinboro State Normal School Makes Clear His Ideas Regarding the Function of Normal Schools.

Friends of Education:—

I thank you for your generous welcome to Pennsylvania. I accept the duties and privileges of the office with a sobering sense of responsibility, realizing that one who guides the affairs of the Edinboro State Normal School must endeavor to maintain the splendid traditions and the wonderful record of the institution.

Upon such an occasion as this, it will be profitable to consider the future of teacher training institutions and particularly the mission of the normal schools. American education is passing through a crisis. We have heard much of it recently as the deficiencies of the nation's schools have been made evident in the fiery test of war.

Perhaps in the public mind the first evidence of the crisis is in the shortage of teachers. It has been impossible to find enough suitable teachers for the schools. Officials have been forced to accept persons as teachers whose preparation, scholarship and personality are far below the already too low standards of pre-war times. The public has awakened to a fact which educators have always known, that there were never enough professional teachers to supply the schools. The shortage still continues and even with the united, energetic effort of everyone concerned, the supply of trained teachers cannot begin to equal the demand for some years.

The educational crisis is shown in the inequalities of educational opportunity throughout the United States. In some states short terms, poor attendance, and inadequate equipment are the rule. In no state are all the schools taught by properly trained, professional teachers. In no state are all the children attending a full school year. In no state has means yet been given to provide rich, differentiated courses such as will make the schools the most vital factors in the communities. In no state has even a large percentage of the schools attained anywhere the standard of excellence which modern school experts know is possible. Our practice lags far behind our knowledge.

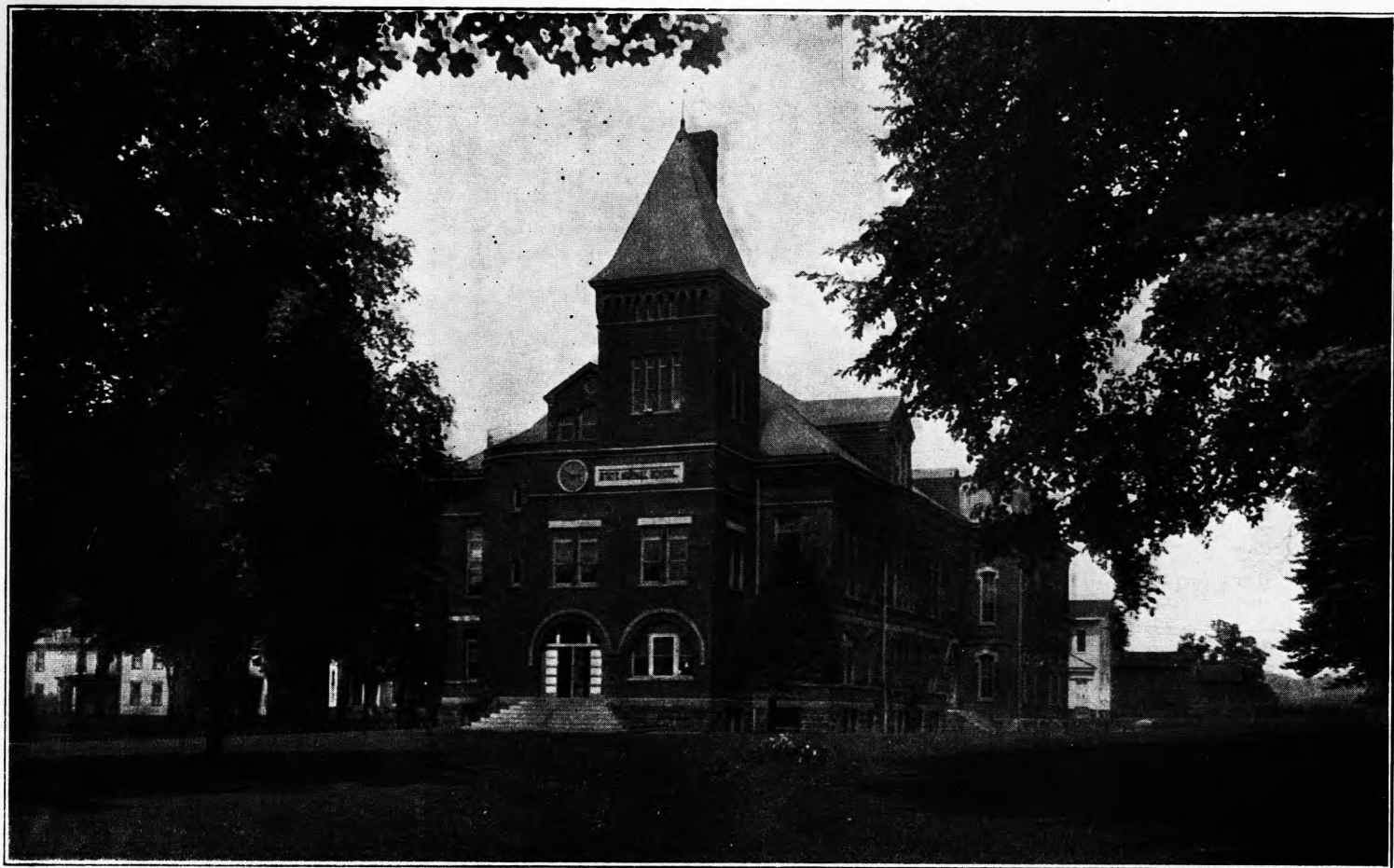
Here and there rare teachers have demonstrated the regenerating, energizing, community-building power of true schools. Such demonstration has, however, not been repeated frequently enough or distributed widely enough to make much impression upon the public mind.

The greatest crisis which education faces today in America is the apathy, indifference and ignorance of the general public. As a whole our people do not know or realize the power and possibilities of the public school. They have not had the opportunity to experience the value of a modern, complete, thorough school taught by high grade, experienced teachers. The public is not to be blamed for being content with the best schools they have known. Somehow they must be made acquainted with better schools.

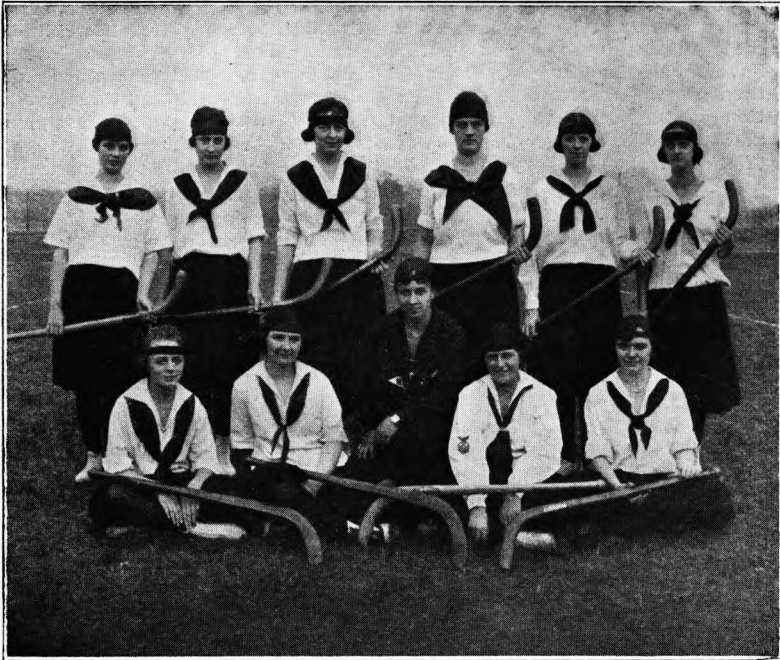
If a keen realization of the value of real schools can be aroused in the public, we will have no difficulty in gaining the needed financial support or in recruiting to the teaching profession the most capable young people. This, then, becomes the opportunity and the duty of the normal school. Its graduates must so teach as to demonstrate to their several communities the increased returns to be received by the community through the employment of professional teachers.

Everywhere throughout the nation, when one advocates good schools one is met with the objection of cost. Good schools cost money. Money means taxes. The educational crisis has largely arisen because the public saw clearly what good schools cost, but did not realize what they were paying for poor schools.

Recently, as a nation, we found that instead of being a homogenous, united America, capable of doing team work, we were a loose aggregation of communities and peoples, as Colonel Roosevelt said, "A polyglot boarding house." We were unable to do the effective work that is required of a nation in time of war and trial. A population all educated in first class elementary schools, speaking and reading a common language, acquainted with the important facts of our history and a common working knowledge of our government, would have been capable of



NORMAL HALL—Where Traditions Cluster  
Photo by L. V. Kupper



JUNIOR GIRLS' HOCKEY TEAM

Photo by L. V. Kupper

much greater things with less effort. Our inefficiency is the price we paid for decades of neglect.

Today we are confronted with perplexing problems. The profiteering by all classes must be controlled. A greater measure of industrial democracy must be secured. The part our nation is to play in world affairs is to be determined and the responsibilities met. We do not know how to accomplish these desirable and essential things.

The schools are not to blame for all this situation, nor can they be held responsible for the solution of these great problems. There is, however, one factor which is absolutely essential for the permanent solution of any and all of these questions, and for which the school is measurably responsible. That factor is awakened, trained intelligence in all the people. Without it statesmen, however clear their vision, cannot put in operation wise policies or maintain them. Without it there can never be clear and amicable settlement of difficulties between capital and labor. Without it there can never be great cooperative movements uniting profitably producer and consumer and thus avoiding such waste as now threatens Pennsylvania's great apple crop.

Given, however, a reading, thinking, intelligent people and leaders will arise who can appeal to this great intelligence of the people and perpetuate popular government. The clumsiness with which we solve these problems, the lack of foresight which allows these distressing situations to arise, the unrest, hardship and injustice which come from abuses of power are the terrible prices which we pay for having a people less educated, less informed and less mentally alert than we would have had if our schools had been adequate.



Suffering under present conditions, smarting under assumed or real wrongs, our people have shown themselves ready to follow blindly radical and unwise, if not positively malicious, leaders. These leaders have inflamed class prejudices, magnified wrongs and grievances, and then promised panaceas. To men and women familiar with the evolution of our American government, acquainted with past experiments and trained in orderly processes of government, the failures and dangers of these will-o-the-wisps would have been evident without experiment.

Ignorance furnishes the soil for doctrines of direct action, for futile experiments and for anarchy. Even an elementary knowledge of sociology, economics and government, coupled with habits of reading, would make many disastrous experiments impossible. Problems of production and distribution require an understanding of the nice balances which are necessary in a complex state of organized society. An understanding of such things could be imparted by efficient public schools. Social sickness, economic distress and governmental failures are the price the nation pays for maintaining schools less efficient than we know how to establish.

What do inferior schools cost our children? These boys and girls for whom we all labor, for whom the State itself exists and is perpetuated, are being robbed of the most precious thing in their lives—their preparation time. An inferior and inadequate education is being forced upon them because in their helplessness and ignorance they have no other recourse. They do not realize today how poor the educational advantages offered to them are in comparison with what they might be. In later years they may discover that their fathers and mothers provided for them a fourth rate school when they might have given them one of first grade.

Consider health, for a moment. Here the loss occasioned by inferior schools is more evident, though not more real than in other departments. A modern school, according to the best of our present-day knowledge, is a healthful place for children to work and play. It is a place in which skilled nurses and observant teachers watch for symptoms of ill health. Tuberculosis is checked, eye diseases are detected, adenoids and diseased tonsils are discovered, poor teeth and malnutrition receive attention, while each day's work, study and play are so proportioned and distributed as to insure hearty, healthful, happy growth of mind and body. What does it cost? A few extra dollars.

What does the inferior school cost? It is an unhealthy place in which incipient tuberculosis is contracted, in which eye strain ruins the sight, in which diseases go unchecked, a place in which work and study and play are not properly distributed and the students at the close of the term leave school showing the ravages of improper living and working during the school session. It costs less in taxes, but how terrible the toll in eye-sight, in nervous strength, in physical power. Many a man, today, is suffering in days of manhood for the lack of proper care, attention and habits during school days. The price the American public pays in ill health, inefficiency and death for its ignorance of the simple laws of health is far greater than the added increment necessary to maintain superior schools in place of inferior.

Our children pay in discouragement and disgust with schools. Schools established for all the children of all the people actually educate but a small fraction. The remainder, driven out by some lack of fitness of the school program to their needs, leave the school, discouraged and disgusted, in the lower elementary grades. In teaching soldiers in the United States Army, the first difficulty we had to encounter was the discouraging experience of the men's early school life. It was necessary to convince them that our schools were different from



SENIOR GIRLS' HOCKEY TEAM

Photo by L. V. Kupper

those they were acquainted with. The child who has capacities and abilities to live on a high level as a productive, successful member of society, but is prevented from attaining his best because of early discouragement in his time of preparation, has paid too dearly for inferior schools. Proper preparation pays the best possible dividends.

A self-satisfied, complacent public, lulled into lethargy by unthinking praise of its public school, is the saddest and most costly effect of such inferior institutions, because such complacent self-deception prevents study, investigation and improvement. Our public schools have done great things. They are to be praised and promoted for their future possibilities, but, so far they lag behind their possible achievement. Herein is the foundation of the normal school. It is an institution dedicated and devoted to better things in education. It must lead the people to a wholesome discontent with poor, fair or good-enough schools and inspire them to desire and demand the best schools. The future of the normal school depends upon the success which educational leaders have in awakening the public to the dangers and the terrible cost of inferior schools.

The Normal Schools are founded upon the belief that teaching is an art, that it is an art increasing in complexity, an art which can be most rapidly and safely acquired in institutions for organized instruction. It is an art which has been improved by experience, by investigation, by the invention of new devices and instruments. It is an art dealing with human beings. Upon it depends the future of the State.

Mechanical invention boasts of great progress and wonderful successes. No less have been the advances in public education. From

ideas of private schools for a select few, we have emerged to concepts of universal, compulsory education for all. From schools maintained by private contribution, we have arrived at public maintenance in which boards of education with confiscatory power, levy toll upon all alike, for the support of public education.

We have advanced in methods until the child in first grade today reads a dozen attractive books in his first nine months in school, whereas, our fathers laboriously spelled out the "Horn book" or the "New England Primer" or the catechism during the first three years of their school lives. We have advanced from the concept of an exclusive classical education to a diversified curriculum full of knowledge which places its possessors in proper adjustment to the world in which they live. We have advanced from the point where it was believed that anybody could successfully teach anything he knew, to the point where we realize that knowledge of a subject must be supplemented with power and skill in imparting knowledge.

The Normal Schools of all institutions interested in the art of education, are the closest to the laboratory, to the testing ground. With each normal school there is established a training school, a model school in operation. Surrounding each normal school and in close connection with it are its graduates doing actual teaching in field conditions. The normal school is so close to the field that it must ever be checking its procedure, its theorizing, its methods and manner of instruction, with the results secured under actual school conditions upon average children. This fact alone will make the normal schools preeminent as institutions for the best practical methods in teaching. The American Magazine recently contained a laughable account of the fool questions asked in the public schools of a Central state. Any clear thinking student of education would not have fallen into the errors so clearly shown in this article. It is against such practices, such schools, that the normal schools are fighting.

Teaching is the first and final aim of normal schools. The instruction in these institutions should be of high order, for students learn by example as well as by precepts. If we succeed in living up to this ideal it will be a great factor in gaining public esteem and in furthering the prosperity of the institutions

The ideals of teaching, as a profession, have an intangible but real influence upon the character of the institutions. The ideals of public education are the ideals of truth and service. The public schools have no creed, no dogma, no obsolete doctrine which they feel bound to defend. They are institutions founded not for personal gain, honor or power, but as institutions of service. Ideals of public welfare govern their policies. Such Ideals permeate and inspire students and faculty.

Upon the normal schools devolves the responsibility of demonstrating to the skeptical public the value of real schools. It is the duty of the normal school to create the ideal school which, when seen and known, will be so highly appreciated, so keenly desired by the American public as to bring in response the needed support and cooperation. If the American public can be made to desire and believe in modern schools with a fraction of the fervor with which they believe in automobiles, the future of American education will be assured.

It is the mission of the normal school to guide the education of all the children of all the people for eight formative years. All other higher educational institutions combined, including high school, college and university, touch less than one-third of the nation's children. The elementary schools are wards of the normal schools. To that great army of America's children who never progress beyond the common schools



REEDER HALL—Boys' Home  
Photo by L. V. Kupper

the trained elementary school teacher is the only messenger bringing good things from higher education.

Under the existing state of public opinion and indifference, it is impossible for the normal schools to recruit students and graduate trained teachers in sufficient number to even scratch this great field. It will require wages for teachers, with comfortable and satisfactory teaching conditions and an awakened public esteem which will make public school teaching attractive and worth-while. It will then require money that these institutions dedicated to the service of the common people shall have adequate buildings, equipment and, best of all, the most thoroughly competent, high inspired faculties of the best instructors available anywhere. The task is worthy of their efforts, it is worthy of esteem of the public, it is vital to the life of the nation.

This school of Edinboro is an institution rich in tradition, proud of its high standards, and its noble history. It is an institution now taken over by the state and given as its peculiar responsibility the public schools of northwestern Pennsylvania. It is an opportunity and a task worthy the best efforts of the best teachers. Under the progressive guidance of Dr. Finegan, and his associates, the State has become committed to a program which promises improved service to the children of Pennsylvania, through the teachers trained in her normal schools.

To fulfill her task nobly and completely, Edinboro will require an awakened demand for her trained graduates from the schools of this region. She will need new buildings, improved equipment, and faculty salaries capable of attracting and holding the best educators. If the public of Pennsylvania can be induced to do its part, the future usefulness and growth of the institution will be sure, for Edinboro's task is honorable and great.

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### THE ENROLLMENT AT E. S. N. S.

The students enrolled in September, 1919, were one hundred eighty-five. The enrolment in September, 1920 was two hundred twenty.

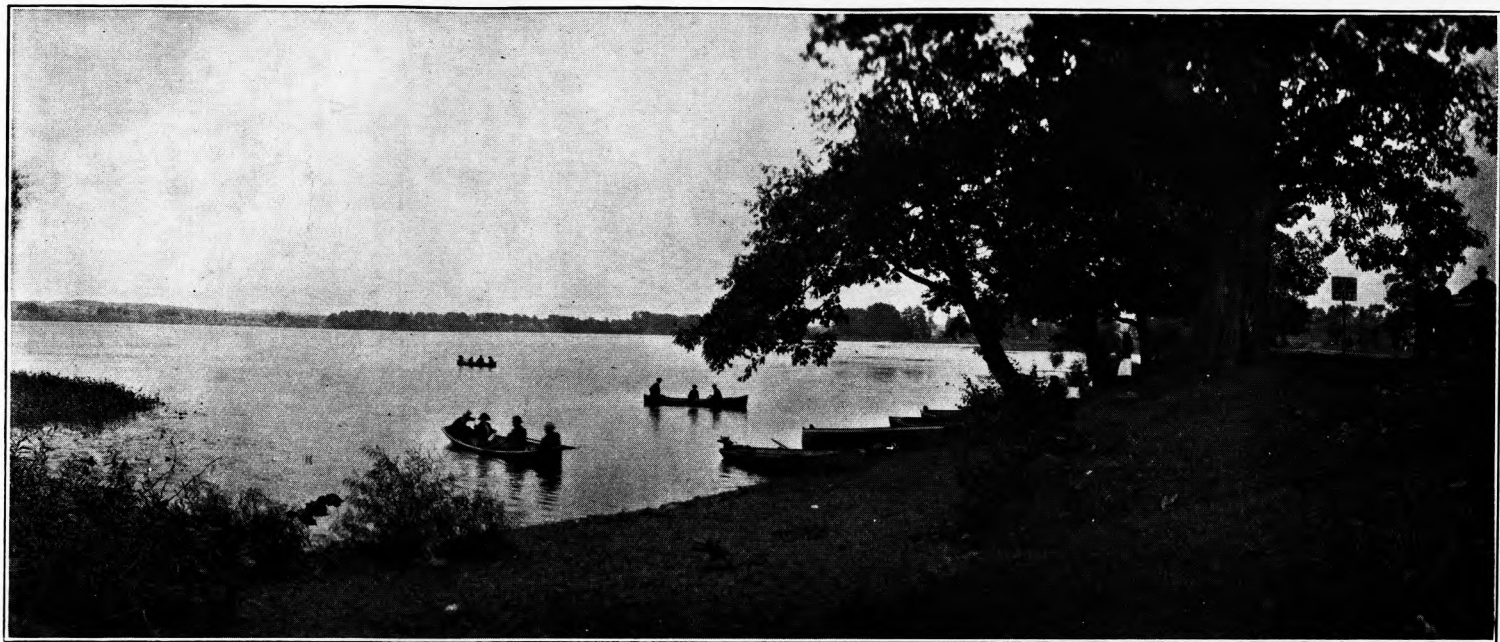
While the increase in numbers is not as marked as we might wish, yet the enrollment is encouraging in two ways. First, Edinboro State Normal School is recovering from the abnormal conditions of the last three years. Second, more mature young men and women are entering normal school having in mind preparation for teaching.

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### THE NEW NORMAL ART COURSE

Edinboro has been chosen by the Department of Public Instruction as the only normal school of Western Pennsylvania to train teachers of art. Accordingly a three year course for the training of Art Supervisors and special teachers of Art is being offered.

Drawing has too long been considered an unessential accomplishment, to be introduced into the curriculum only after all else has been provided for. Drawing is a general, not a special subject. It is a natural activity of every normal child, and every child should have a general training in this which is one of the most valuable means of



OAK-TREE LANDING  
Photo by L. V. Kupper

self-expression. Private art schools have for a long time absorbed the specialist in art, while the majority of children in the public schools have received no art instruction and are in consequence untrained in this most natural means of graphic expression.

A new syllabus of Art Education has been compiled by a committee of five of the leading art instructors of the state, under the chairmanship of Mr. C. Valentine Kirby, and approved on October 27, 1920, by State Superintendent Finegan, and this will serve as a model outline of Art Study in the public schools of Pennsylvania. Copies of this syllabus may be had on application to the State Department of Public Instruction. Mr. Waldo F. Bates, Jr., who was a member of the Syllabus Committee, has been chosen to head the Department of Art Education in Edinboro.

Mr. Bates is a graduate of the Massachusetts Normal Art School, the only school of its kind in the country and the first to promote the training of teachers of art. He has supervised drawing and art in Turner's Falls and Leominster, Massachusetts, and in Oil City, Pennsylvania, and is Director of the Chautauqua School of Art and Crafts at Chautauqua, N. Y. His instructors include many of the best art teachers in the United States. During the World War Mr. Bates served with the map-making section of the 42nd, or Rainbow Division, in France and Germany. His training and experience have fitted him to give the best possible instruction in Normal Art to future teachers of the state.

The plans of the state include a new \$20,000 addition to the equipment of the Art Department at Edinboro, with modern, thoroughly equipped studios for the teaching of free-hand and mechanical drawing and all the various branches of the Arts and Crafts.

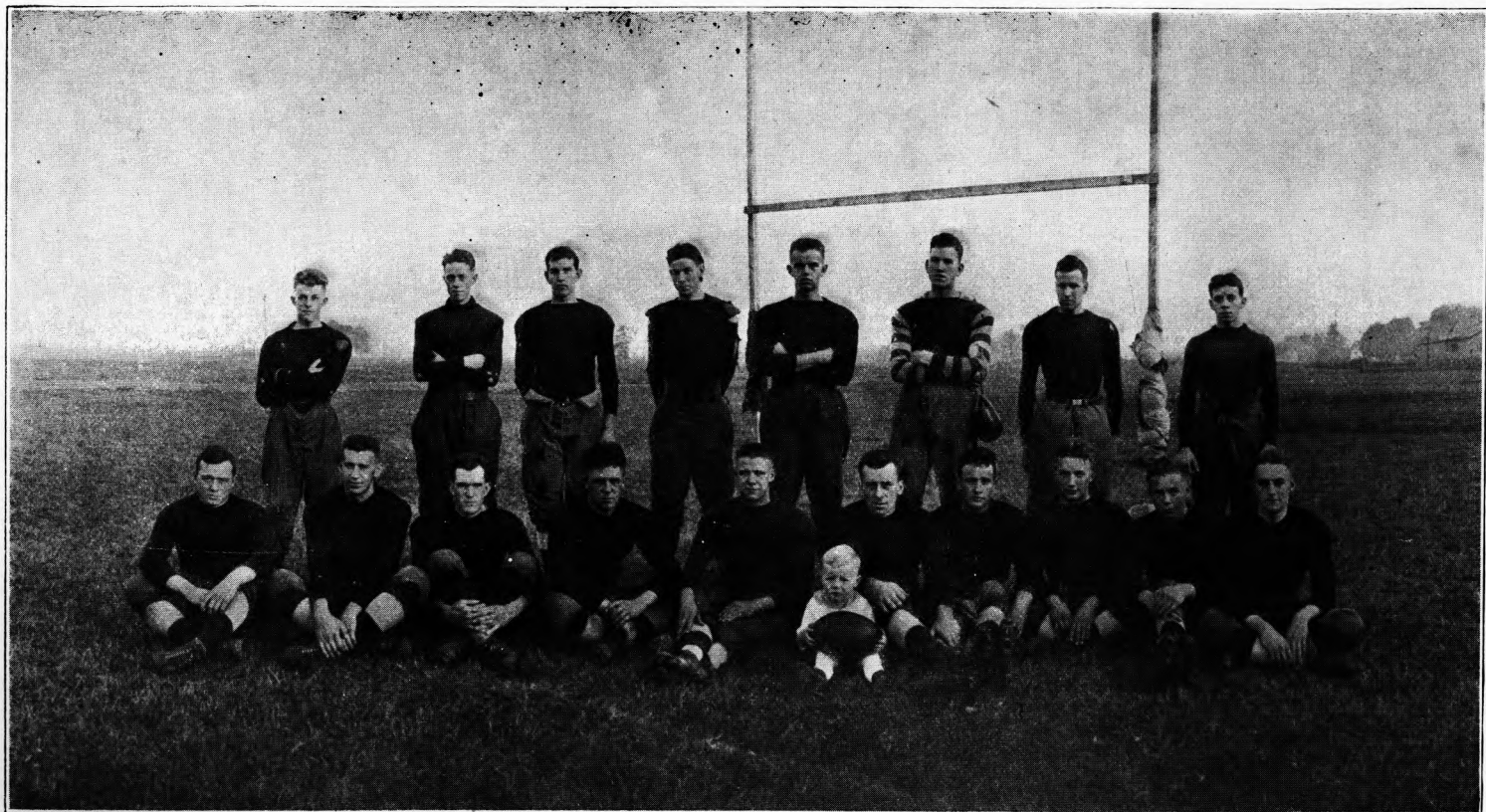
The field of the Edinboro Department of Normal Art is the state. The salaries paid the supervisor or special teacher of art are higher than those given the regular grade teacher. Drawing is now a required subject of the state course of study and must be taught in all the public schools of the state. The demand for supervisors in Pennsylvania is far greater than the supply. Beside giving to all her students unusual opportunities for training in art, Edinboro offers a three year course which will prepare its graduates to enter and be successful in one of the most profitable and enjoyable of educational vocations.

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## THE SUMMER TERM

The Summer Term of the Edinboro State Normal School begins Monday, June twenty-seventh, and ends Saturday, August twenty-seventh.

The Summer Session is the unique term of the school year in



VARSITY 1920  
Photo by L. V. Kupper



point of freedom in regard to courses. Any subject that a sufficient group believes will prove profitable will be offered.

Principal J. Linwood Eisenberg of Slippery Rock, Principal Frank E. Baker of East Stroudsburg, and Principal Arthur G. Crane of the Edinboro State Normal School have been appointed to act in committee with The State Department of Public Instruction to arrange a suitable program of work for the Summer Session in Pennsylvania Normal Schools.

The work will aim to benefit four groups:—

Teachers already in service.

Those desiring to secure credit toward a Normal School diploma.

Holders of Permanent State Certificates, who desire to increase the scope of their certificates.

Graduate students desiring special courses.

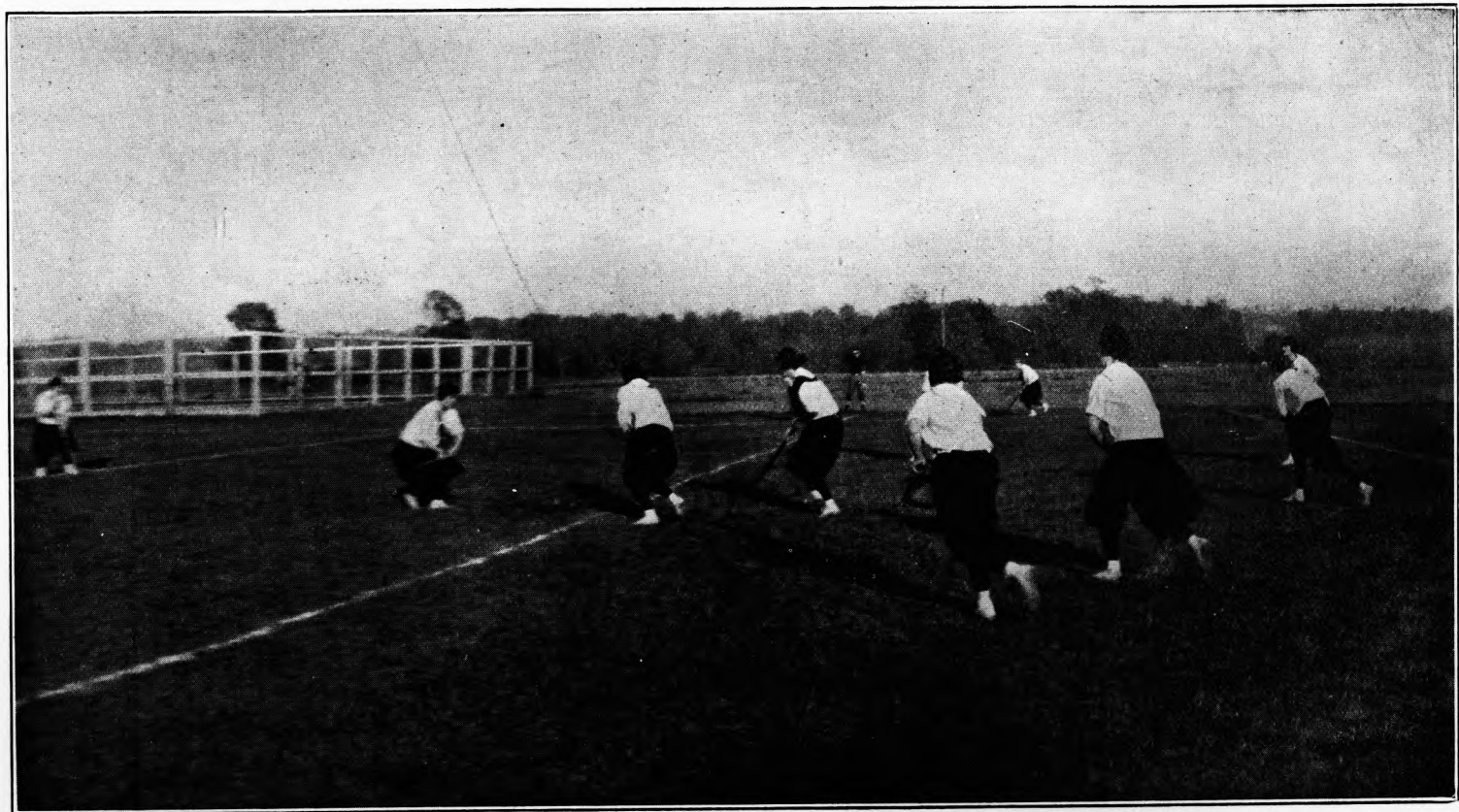
Summer study is becoming more popular each year as its advantages become known. It does not conflict with existing contracts. A few weeks study will bring increased satisfaction in improved craftsmanship and better positions. An enthusiastic progressive group of teachers are in attendance. Why not be one of them this summer at Edinboro? Summer days are long and pleasant, affording time for work, and play. Lake Edinboro and vicinity is a beautiful spot for profitable recreation. Give yourselves a chance this summer.

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## MENTAL TESTS

The educational world is greatly interested these days in standardized tests of general intelligence and special mental traits. Edinboro stands with the most progressive institutions in making use of tests and contributing to their improvement. Last year the Thurstone Psychological Examination was given to the Class of 1921. This year the same test was given the Class of 1922, with the interesting result that the extreme scores and the median scores are almost exactly the same in both cases. The seniors were this year tested with the Otis Group Intelligence Scale. Compared with the score record of eight other Normal Schools as reported by Otis, Edinboro students stand well. The scores of the highest ten percent of the students of the eight schools exceeded 188 points; the highest ten percent of Ednboiro seniors exceeded 196 points.

In addition to the above tests for Normal School students, various educational tests are given the pupils in the training school. Beside being of great value to the teachers, they give to the Normal Schools seniors practice in giving, scoring, interpreting and evaluating tests that will serve them well in their later teaching experience. Recently the entire training school was given the test known as the Myers Mental Measure, and such other psychological and educational tests as will contribute to the efficiency of the school will from time to time be given.



DETERMINED TO SCORE  
Photo by L. V. Kupper

## CHAPEL ALTERATIONS

The chapel alterations are nearing completion. A thirty-four foot stage of ample depth suitable for theatricals is being constructed. Two dressing rooms and setting suitable for pageants are being provided.

The alcove back of the stage is constructed for the new pipe-organ.

It is hoped that all work will be completed and the pipe-organ dedicated in February.

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## SECOND AND FOURTH SEMESTERS

The work of the second and fourth semesters begins Monday, January 31st. Students will be given an opportunity to enroll at this time and earn credits which they may lack in any of the courses, or begin work that leads to a Normal School Diploma.

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## NEW MEMBERS APPOINTED ON BOARD OF TRUSTEES

Doctor Thomas E. Finegan, State Superintendent of Public Instruction, recently appointed Honorable George S. Criswell, of Franklin, Pa., and Mr. A. A. Culbertson of Erie, Pa., members of the Board of Trustees of the Edinboro State Normal School.





A FIELD GOAL—Edinboro-Grove City Freshmen  
Photo by L. V. Kupper

# *FIDELITY*

## *OUR WATCHWORD*

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**W**e believe that at no time in the history of education has it been so important that teachers and school administrators should unite in a determined effort to render to the public the most devoted and efficient service of which they are capable. **Fidelity** to our trust must be our **watchword**, improvement of our service must be our unswerving aim.

RESOLUTION ADOPTED BY N. E. A. AT  
SALT LAKE CITY, JULY 1, 1920