

VOL. XXII.

JULY 1917

NO. 4

B.S.N.S. QUARTERLY
CATALOG NUMBER



SIXTH DISTRICT
BLOOMSBURG, PA.
1917 - 1918





VIEWS OF NORMAL

C A L E N D A R
OF THE
BLOOMSBURG
STATE NORMAL
SCHOOL

Sixth District
Bloomsburg, Columbia County
Pennsylvania

1917=1918

PRESS OF
SUN PRINTING & BINDING CO.
WILLIAMSPORT, PA.

1917

CALENDAR

1918

FALL TERM

13 Weeks

Opens Tuesday, September 4, 1917.

Philologian Anniversary, Saturday December 1, 1917.

Closes Saturday, December 1, 1917.

1917—1918

WINTER TERM

13 Weeks

Opens Monday, December 3, 1917.

Beginning of Christmas Vacation, Friday, December 21, 1917.

Work resumed Thursday, January 3, 1918.

Calliepian Anniversary, Friday, February 22, 1918.

Closes Saturday, March 9, 1918.

1918

SPRING TERM

14 Weeks

Opens Monday, March 11, 1918.

Easter Vacation begins Friday, March 22, 1918.

Work resumed Tuesday, April 2, 1918.

Magee Contest April 9, 1918.

Second Year Contest, Saturday, May 11, 1918.

Recital, Music Department, Saturday, June 15, 1918.

Baccalaureate Sermon, Sunday 3.30 P. M., June 16, 1918.

Entertainment by Junior Class, Monday, 8.15 P. M., June 17, 1918.

Class Reunions, Tuesday, 2.00 to 5.00 P. M., June 18, 1918.

Class Day Exercises Tuesday, 8.15, June 18, 1918.

Commencement, Wednesday, 10.00 A. M., June 19, 1918.

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The Grove

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of Heads of Departments

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Chemistry

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Geografy

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HELEN F. CARPENTER, M.E.,
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MABEL MOYER
Critic and Model School Teacher

EDITH MAIZE,
Methods, Critic and Model School Teacher

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Pianoforte, Harmony and Theory and History of Music

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Voice and Public School Music

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Librarian and Instructor in Library Economy

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BERTHA SCHOOLS,
Associate Director of Physical Culture

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Domestic Science

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Latin

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German and Latin

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OUTLINE OF FOUR YEARS' NORMAL SCHOOL COURSE

(As finally revised and adopted December 30th, 1910)

This course is based on the "unit" plan as proposed by The Carnegie Foundation.

"A unit" represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work.

(This statement is designed to afford a standard of measurement for the work done in a secondary school. It takes the four-year high school course as a basis and assumes that the length of the school year is from thirty-six to forty weeks; that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week; but, under ordinary circumstances, a satisfactory year's work in any subject can not be accomplished in less than one hundred and twenty-six minute hours or their equivalent. Schools organized on a different basis can nevertheless estimate their work in terms of this unit).

Students admitted to the First Year shall have a fair knowledge of Arithmetic, Reading, Orthography, Penmanship, United States History, Geography, Grammar, Physiology, Civics, and the elements of Algebra to Quadratics. Test by Faculty.

First Year

	No. of 60 min. periods or	No. of 45 min. periods.
Algebra	120	160
Latin or German	120	160
School Management and School Law	120	160
Orthography	30	40
Reading and Public Speaking	40	50
Ancient and Medieval History	80	100
Physical Geography	40	50
Arithmetic	80	100
Grammar	120	160
Vocal Music	40	50
Physical Training	60	80
Manual Training or Domestic Science	40	50

Second Year

No. of 60 min. periods or No. of 45 min. periods.

Plane Geometry	120	160
Rhetoric, Composition, Classics	120	160
Botany	80	100
Zoology	40	50
Civics	40	50
Modern History and English History	80	100
Caesar or German	120	160
General Methods	120	160
Drawing	80	100
Physical Training	60	80

1120

German may be substituted for Latin in the first and second years.

Third Year

No. of 60 min. periods or No. of 45 min. periods

Psychology and Observation	120	160
Cicero, German or French	120	160
Literature, Eng. and Am.	80	100
History, U. S.	60	80
Geografy	60	80
Physiology and School Sanitation	60	80
Solid Geometry and Trigonometry	120	160
Methods in History and Geografy	80	100
Chemistry	120	160
Physical Training	60	80

1160

In the third year Economics or the History of Arts and Science may be substituted for Cicero, or German. Geology or Astronomy may be substituted for Solid Geometry or Trigonometry.

Fourth Year

No. of 60 min. periods or No. of 45 min. periods

Practice Teaching	120	160
History of Education	80	100
Agriculture and Nature Study	80	100
Arithmetic	40	50
Grammar	40	50
Methods in Arithmetic and English	80	100
Virgil, German and French	120	160
Public Speaking	40	50
Physics	120	160
Drawing	40	50
Manual Training or Domestic Science	40	50
Physical Training	60	80

1110

In the fourth year Ethics, Rural School Problems and Sociology may be substituted for Virgil or German. Philosophy of Education, or Surveying may be substituted for Ethics, Rural School Problems or Sociology.

REPORT OF COMMITTEE ON EXTENT OF WORK IN CURRICULUM

I. Agriculture.

As presented in the books of E. G. Taylor or Bailey, Warren.

II. Algebra.

First Year.

1. Review of fundamental operations including factoring.
2. Fractions, including ratio and simple proportion.
3. Simple equations with a study of graphs.
4. Involution and evolution.
5. Quadratic equations.
6. Radical equations.
7. Theory of exponents.
8. Binomial theorems.
9. Practical problems.

In order to complete this work in a year, the student should have had a full year's work in algebra before entering. Quickness and accuracy of thought are predominant aims in the work.

III. Arithmetic.

First Year.

1. Drill in the fundamental operations with integers, decimals and fractions.
2. Denominate numbers, omitting tables that are not in common use.
3. Mensuration and surfaces.
4. Percentage and its application.
5. Interest, including discount.
6. Ratio, and simple proportion.
7. Involution and evolution.
8. Drawing plans, plots, and maps to scale.
9. Metric system.
10. Practical problems of all kinds.
11. Frequent reviews and drills.

Fourth Year.

1. Intensive study of arithmetical principles involved in the fundamental operations in integers, fractions, and decimals.
2. Practical mensuration.
3. Miscellaneous problems.
4. Drills demanding alertness and accuracy.
5. Oral work.
6. Emphasize the importance of good English in all solutions.
7. Metric system.
8. Study of banking, stock market, money and other sources of arithmetical problems.

IV. Botany.

1. Purpose and differences among plants.
 2. Methods of reproduction.
 3. Plant food and plant physiology.
 4. Division of labor and functions.
 5. Growth.
 6. Movement and response to stimuli.
 7. Seed, fruit, and domestication.
 8. Ecology.
 9. Practical application of Botany.
 10. Analysis and classification of plants.
 11. Plant pathology.
- Suggested texts—Bergen, Leavitt, Andrews.

V. Chemistry.

1. Structure of matter.
 2. Elements and compounds.
 3. Study of the common elements.
 4. Chemical laws.
 5. Chemical theories.
 6. Chemical mathematics.
 7. Study of common compounds.
 8. Chemical reactions.
 9. Application of Chemistry.
 10. At least 40 periods of laboratory work.
- Suggested texts—Remsen, Peters.

VI. Domestic Science.

1. Sewing, judging materials as to quality, suitability, worth, &c. Development of skill.
2. Cooking, judging materials, combinations—menus—preparation and serving. Demonstration to be made by teacher.
3. Principles of home construction, furnishing, decorating and care, ventilation, heat, light, &c.

VII. Drawing.

First Year.

1. Freehand drawing from objects.
 2. Mechanical drawing.
- ##### Second Year.
3. Design.
 4. Composition—Principles.
 5. Color work.
 6. Sketching.
 7. Methods of teaching children.

VIII. Ethics.

As in Mackenzie or Robinson's Principles and Practice of Morals.

Peabody's Moral Philosophy.

IX. French.

First Year.

1. Elements of grammar.
2. Conversation.
3. Composition.
4. Reading. See German, e. g. Frazer & Squair.

Second Year.

Grammar, Composition, Reading, Conversation, e. g. Texts of High School Manual.

X. Geology.

1. Physiography.
2. Minerals and rocks.
3. History of Geology.
4. Field work with notes, e. g. Brigham.

XI. Geografy.

Physical.

A course equivalent to that given in text-book like Gilbert and Brigham, Introduction to Physical Geografy, emphasizing the following points:

1. Heating and motions of the earth with effects.
2. Atmosphere and weather.
3. Land, agents at work and leading forms.
4. Shore forms.
5. Field Work.

Political. Third year work to include:

1. History of geografy.
 2. Review of facts.
 3. Field work.
 4. Maps and map drawing.
 5. Topographical U. S. Maps.
- Suggested texts—Redway and Hinman, Roddy.

XII. Geometry.

Plane.

1. Study of the five books.
2. Correlate algebra, arithmetic and geometry.
3. Practical problems.

Solid.

Continue the work of the preceding year. Make and use models and devote considerable time to practical problems based upon the demonstrations.

XIII. German.

First Year. Elements of grammer, e. g. Joynes & Wesselhoeft or Birrwith.

1. Conversation on familiar subjects and incidents.
2. Composition.
3. Memory work—choice, simple poems.
4. Reading, stress on oral translation and about 40 pages of simple German, e. g. Im Vaterland, or Immensee.



Exterior of One of the Infirmaries—Memorial—Class of 1915

Second Year.

1. Grammar.
2. Composition, and reading and translation, Wm. Tell, and Die Jungfrau von Orleans, or equivalent.

XIV. Grammar.

1. In the first year the work in Grammar should be of the usual academic character, familiarizing the student with parsing, analysis, and practical use of correct syntax.

Suggested texts—Maxwell's Advanced Lessons in English Grammar, Reed & Kellogg's Higher Lessons in English, Carpenter's, Guerber's English Grammar, Steps in English, Lyte's.

2. In the fourth year attention should be given more largely to the grammatical structure of selected sentences, and to the historical phases of English Grammar.

Suggested texts—Kimball's, The English Sentence, Sandwick & Bacon's High School Word Book, Baskerville & Sewell's Structure of the English Sentence.

XV. History.

Ancient and Medieval.

1. As much as is offered under this heading in Myer's General History.
Modern.
2. As much as is offered in Myer's General History under this heading.
United States.
3. As much as is offered in Morris, Channing or Elson, McLaughlin.
Civics.
4. Present system of Nation and State government, historic development of American government, National and State constitutions.

Suggested texts—Philips, Maltby, Shimmell, Guerber, Flickinger.

XVI. History of Education.

The following subjects should be included:

1. Biography of great educators.
2. History of important systems.
3. History of great schools.
4. Special history of the more common subjects of study.
5. History of important methods. Kemp.

XVII. Latin.

First Year.

1. Elements of Grammar and vocabulary of at least 500 words—thoro preparation to read Caesar.

Second Year.

2. Three books of Caesar, and equivalent for the fourth, with close attention to Grammar and Roman History of the period.

Third Year.

3. Cicero, six orations, including Manilian Law, with special attention to composition and English derivatives.

Fourth Year.

4. Virgil, six books; composition; special attention to mythology and poetic forms.

XVIII. Literature.

English and American.

As a foundation to an appreciation of the field of English and American Literature, enough time should be given to the History of Literature to enable the pupil to know the "periods" and the eminent literary lights of each.

Chief emphasis should be given to the study of the masterpieces themselves, presenting enough variety to make the learner familiar with the style of the authors given in the historic survey.

Suggested texts—Tappan, English and American Literature, Halleck's Literature, Matthews' American Literature, Painter, Simons, Brander Matthews' Int. to American Literature, Standard edition of Classics, preferably those required for college entrance.

XIX. Logic.

As in Jevons & Hill, or Taylor, Atwater.

XX. Manual Training.

Wood working,* basketry, and clay modeling in art department.

XXI. Methods General.

Should present such subjects as:

1. Aims of education.
2. Conditions to be studied.
3. Equipment.
4. Technique.
5. Methods in Reading and Penmanship and other elementary subjects not given special time in schedule.

Suggested texts—Smith, Thorndyke Murray.

XXII. Methods in Arithmetic.

1. The course of study.
 - a. Elimination.
 - b. State course of study.
 - c. Other courses.

*Refer to bench woodwork under Manual Arts Course.

2. How to teach arithmetic in the primary grades.
3. How to teach in the grammar schools.
4. Sources for problems in the community life.
5. Devices for teaching arithmetic.
6. The literature of the subject.
7. Discussion of the pedagogical problems of the subject.

XXIII. Methods in History and Geograpy.

1. Psychology of perception and memory.
2. Definition of the field of History and Geograpy.
3. Correlation with other subjects.
4. Apparatus.
5. Plans and devices.
6. Exercises, maps, and equipment.
7. Causes and conditions of historic development.

XXIV. Orthograpy.

Spell all words in common use, all special terms found in the subjects of study.

This exercise should be continued at least once a week, thruout the year wherein spelling is not a required subject of the course.

Suggested texts—High School Word and Book Champion Speller, Hicks' Rational Speller, Rice.

XXV. Physics.

Purposes.

1. To give the student a clear knowledge of the elementary principles of physics as applied to practical life.
2. To store the mind of the student with the great fundamental truths and laws of physical science.
3. To develop in the student the power to manipulate apparatus in the performance of experiments.
4. Study to be based on laboratory work.

Courses.

1. Properties of matter.
 2. Mechanics of solids, liquids and gases.
 3. Forces of heat, magnetism and electricity, sound and light.
- Suggested texts—Milikan & Gale, Sharpless & Philips.

XXVI. Physiology.

Shall present the subjects:

1. Anatomy.
2. Physiology.
3. Hygiene.

Physical welfare of school children, civic obligations as regards health of individual.

Suggested texts—Davison, Coler, Peabody.

XXVII. Psychology.

1. Physiological basis of Psychology.
2. The presentative faculties.
3. The representative faculties

4. Thinking and Reasoning.
5. The feelings.
6. The will.
7. Child Psychology.

The application of psychological principles to pedagogy should be the constant aim of the work.

Suggested texts, James' Briefer Course, Betts, Baldwin.

XXVIII. Reading and Public Speaking.

In the first year this work should consist chiefly in getting the ability to read the various types of literature in a clear, easy, and expressive manner. Attention should not be directed much to the rules of public speaking, but to the formation of the habit of plain reading.

In the fourth year the emphasis should be placed upon the rules of effective public speaking, and each member of the class should have not less than two formal appearances before an audience of more than just the members of the class.
Reading.

Suggested texts—Evolution of Expression, Emerson, Cummock & Baldwin's Readers; any standard reading book, Southwick's Steps to Oratory; MacEwen's Essentials of Argumentation, Shurter's Public Speaking.

XXIX. Rhetoric, Composition and Classics.

This work should aim at making the learner familiar with the subject as given in a standard text in Rhetoric; at establishing within the learner the power (and then the habit) of embodying these principles in his own composition work; and at familiarizing him with literary classics which illustrate the various types of composition.

Suggested texts—Lockwood & Emerson's Rhetoric; Carpenter's Rhetoric; Woolley's Mechanics of Writing; Genung's Rhetoric; Damon & Herrick's Rhetoric; Maxwell & Smith's Composition and Rhetoric; Hill's Rhetoric; Deatrick's Analytics of Poetry; Painter's Guide to Literary Criticism; Webster's English Composition and Literature; Shatford, Judson.

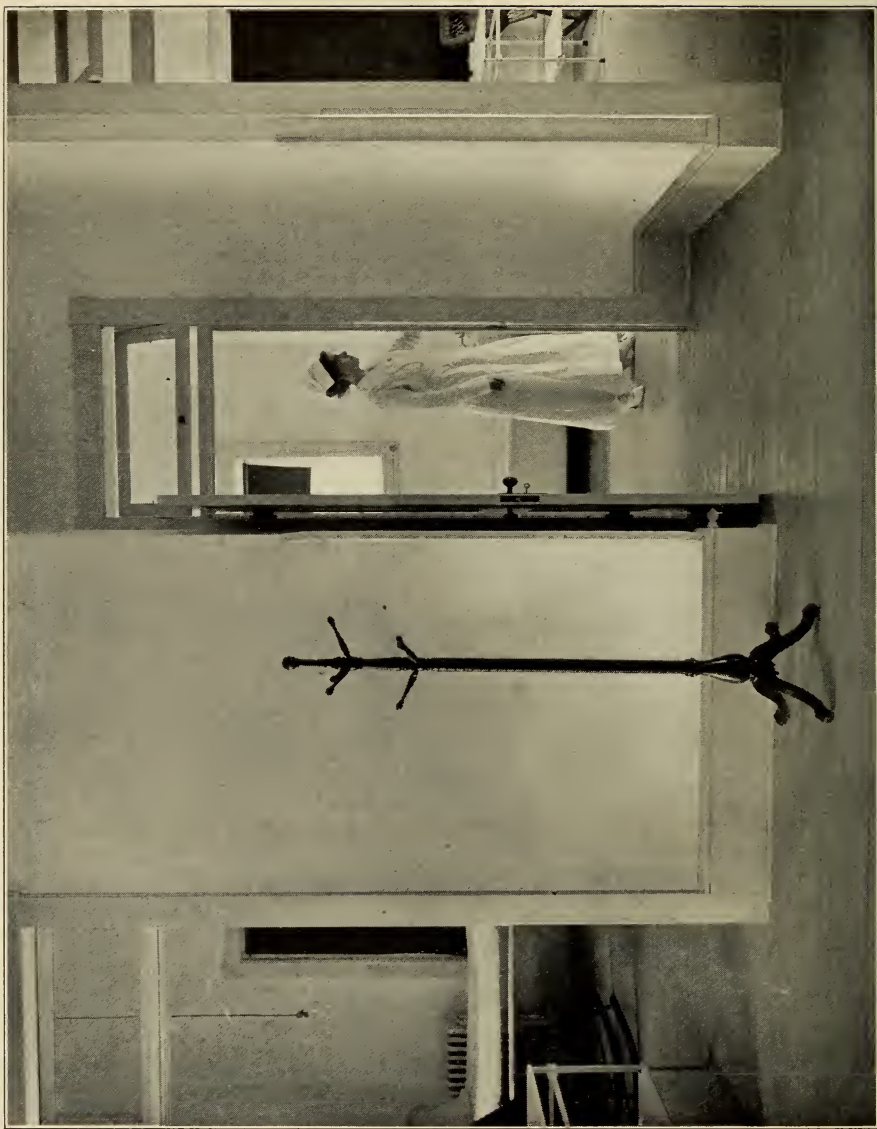
In so far as they suit our grades, the Classics required for college entrance; (the chief use to which classics should be put in this part of the course, is that of illustrating the various types of composition and the rhetorical excellence in them.)

XXX. School Management.

Present such subjects as:

1. Classification of pupils.
2. Study of individual pupils.
3. Recitations and examinations.
4. Rewards and punishments.
5. Moral Culture.

Suggested texts—Seeley, White, Wickersham.



Interior 1915 Memorial Infirmary

XXXI. School Sanitation.

Shall present the subject of:

1. Lighting.
2. Heating.
3. Ventilating.
4. Seating. Shaw.

XXXII. Trigonometry.

1. Trigonometric functions.
2. The right triangle.
3. Geniometry.
4. Logarithms.
5. The oblique triangle.
6. Practical problems with field work.

XXXIII. Surveying.

1. Study instruments for office and field work.
2. Land surveying.
3. Triangulation.
4. Leveling.
5. Railroad work.
6. City surveying.
7. Plotting, blue prints, copying, etc.

XXXIV. Zoology.

1. Plants and Animals—Relations.
2. Study of animal types.
3. Periods in life of animal.
4. Social instincts and habits.
5. Reproduction.
6. Birds.
7. Insects, including economic entomology.
8. Evolution.
9. Laboratory and field work.

Suggested texts—Davison, Coulter, Colton & Herrick.

We recommend Chemistry in the Third year and Physics in the Fourth. Adopted.

XXXV. Music

Require for the course in vocal music that which will fit the students to meet the requirements of the course of study for elementary schools.

First Year Music

Shall present the subjects: Theory and practice work in

- a. Pitch.
- b. Rhythm.
- c. Scales.
- d. Ear training.
- e. Transposition.
- f. Notation.

- g. Original Melody Writing.
- h. Sight singing.

The material is presented in the same manner to the class that they will use in teaching the subject in the Public Schools.

CONDITIONS OF ADMISSION TO THE FOUR YEARS' COURSE

1. Properly certified graduates of approved Pennsylvania high schools of the first grade and city high schools as listed by the Department of Public Instruction, shall be admitted to the third year of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

2. Properly certified graduates of approved Pennsylvania high schools of the second grade shall be admitted to the third year of the Four Years' Course of the Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

3. Properly certified graduates of approved Pennsylvania high schools of the third grade shall be admitted to the first year of the Four Years' Course of the State Normal Schools without examination, and be conditioned in the branches that have not been satisfactorily completed by such students.

4. A person who desires to be admitted to the second or the third year without having previously attended an accredited high school, must have a certificate of a commissioned Superintendent of Schools, showing that he has pursued the branches of the first year or the first and second years, with his standing in those branches, or must pass a satisfactory examination by the Faculty in said branches, or be conditioned in them. But the studies in which any one is conditioned under this rule or any one of the rules above, shall not foot up more than 320 weeks.

5. If the Faculty of any State Normal School or the State Board of Examiners decide that a person is not prepared to pass an examination by the State Board, he shall not be admitted to the same examinations at any other State Normal School during the same school year.

6. If a person who has completed the State Board examinations required for admission to the classes of any year at any State Normal School desires to enter another Normal School, the Principal of the school at which the examination was held shall send the proper certificate to the Principal of the school which the person desires to attend.

7. Candidates for graduation shall have the opportunity of being examined in any higher branches, including vocal and instrumental music and double entry book-keeping; and all studies completed by them shall be named in their certificate. Persons who have been graduated may be examined at any State examination in any higher branches, and the Secretary of the Board of Examiners shall certify on the back of their diplomas as to the passing of the branches completed at said examination. No certificate or diploma valid for teaching, except the one regularly issued by the State Board of Examiners to regular graduates, shall be issued by any State Normal School, or any person connected with any such school.

8. A certificate setting forth the proficiency of all applicants in all the studies in which they desire to be examined by the State Board of Examiners shall be prepared and signed by the Faculty and presented to the Board. Studies that have been completed at a high school shall be distinguished by the words "high school" or the initials "H. S." A separate list of each class shall be prepared for the use of each examiner, together with a separate list of students conditioned in any branch, with the branches in which they were conditioned, and the grades shall be indicated in every list where substitution is made or extra branches are taken. These lists shall be ready for the State Board before the examination begins.

9. No State examination shall be given to any student on part of a year's work unless the study is completed, but (except in the last year's examination) a student may be conditioned by the State Board of Examiners in not more than two subjects, covering not more than one period of work for a year. Accurate records of these conditions shall be promptly sent to the Superintendent of Public Instruction, and the fact that the students thus conditioned have taken up such subjects and passed them by the Faculty shall be certified to in writing to the State Board of Examiners before such students are admitted to another State Examination.

10. Within fifteen days after the examination by the State Board at any Normal School, the Principal of the school shall send to the Department of Public Instruction a complete list of all who have taken advanced branches, together with a list of these branches, also a list of those to whom diplomas and certificates were granted, and a list of those who passed the State examination in any year, naming the year.

11. Residence for the last two years shall be required of all students, except in the case of graduates of Four Years' Courses in colleges approved by the College and University Council, who may be graduated after one year's residence.

Certificates and Diplomas

To each student on graduation is issued a Normal Teacher's Certificate entitling the holder to teach any two subsequent years in the public schools of the state. After teaching for two full annual terms in the **common schools** of the state he may receive the second or permanent State Normal School Diploma.

To secure this, a certificate of good moral character and skill in the art of teaching, signed by the board of directors by whom he was employed, and countersigned by the county superintendent of the county in which he taught, must be presented to the Faculty and State Board of Examiners by the applicant. Blanks for this certificate will be furnished on application. They must be executed and returned to the school before the time of the State Examinations.

A charge of fifty cents is made to cover cost of issuing diploma.



The Gymnasium

THE DEPARTMENTS

The Professional Department

The aim of the school in this department is to make well-rounded men and women, such as are needed to guide the development of children. All the departments of the school co-operate to this end by insisting on thorough scholarship. Thruout, emphasis is placed on the development of power to do, and on ideals to be followed.

The Junior Class makes a careful study of school sanitation, including plans of buildings, grounds, etc., and the general conditions for the successful organization and management of a school.

The Second Year Class takes an elementary survey of the principles of General Method, considering the aims of Education, the problems of Interest, Apperception, Correlation, etc., with special method work in Reading, Penmanship and other elementary subjects not otherwise provided for in the regular schedule.

The professional subject for the Junior Class is Psychology. The laws of mind, in their application to daily life and the problems of the school-room, are here carefully and practically considered. A brief course in genetic and educational psychology, acquaints the student with the more fundamental results of modern child study. These courses lead directly into and supplement the special method work, which, with observation in the school, prepares for the practical work of the Fourth Year.

During the Senior Year the work of previous years is supplemented, broadened and applied in daily teaching under criticism. Reviews are given in different branches for deeper insight, and to furnish a better basis for method. The study of the History of Education also during this year broadens the horizon and enlarges the experience of the prospective teacher.

Psychology, Child Study and Method

All of these are connected as closely as possible with actual work. In psychology, emphasis is laid on its applications to questions of discipline and method. In addition to a general knowledge of the child study movement, and of the essential facts of physical and mental growth, the Seniors are taught to test children for defects of sight and

hearing, and to make such observations as will enable them to come into more helpful relations with their pupils.

The general methods are shown to follow from the psychology and child-study. Sufficient emphasis is placed upon special devices to enable the teacher to be at home in her own school. Thruout, the students are led to see the principles on which the methods are based, that they may become more independent and self reliant, and hence more ready to adapt their work in an intelligent manner to the conditions they will meet.

Preparation for Work in Ungraded Schools

Inasmuch as many teachers begin their work in country districts, especial attention is given to their needs. The arranging of programs and adapting of methods are considered, as also the making of simple but helpful pieces of apparatus, the making and care of aquaria, the study of nature, and in general the use of all the natural supplies for decoration and school work which location offers to the country school, but which the teacher usually overlooks.

Careful Practice Teaching

Several periods each day for the entire year are given by members of the Senior class to teaching and observation. An entire year of actual teaching is required under careful supervision. The aim is to develop teachers who can plan and carry out their own work. Every teacher is led to think over his work both before and after the practice teaching. He is given a class for a definite number of weeks, and prepares in advance a written plan of work for the entire period. This is examined and criticised, as are also the weekly and daily plans. At the close of the teaching period he makes a summary of the work, and indicates where it might have been improved. Each student has practice work in at least four different grades, from first to ninth and often in High School work.

The opportunity is afforded for students to receive special training in music, drawing and gymnastics, under the supervision of the heads of these departments. Students showing unusual ability in any particular branches are given opportunity to specialize to an extent sufficient to enable them to conduct departmental work.

The Model School

The Model School, like the graded public schools, consists of nine grades. Four experienced critic teachers in

separate rooms have charge of two grades each. Thus the children receive the close attention of skilled specialists, and the teaching by the Seniors is under constant and competent inspection. The children are also under the instruction of the regular teachers in Physical Training in the gymnasium.

Realizing the growing interest in the subject of music, the Normal School is laying special stress upon the training of the children of the Model School in Vocal Music. The children are taught the fundamental principles of rhythm, pitch, sight-singing, ear training, original melody writing. One lesson a week is devoted to teaching the pupils how to listen to music—by means of illustrations on the Victrola. The various stages of mental development are considered and the work is presented in accordance with the conclusion of the leading authorities on "Child Study".

THE DEPARTMENT OF ENGLISH

The study of the English branches extends thruout the four years of the course, and the work required is designed to meet fully the suggestions embodied in the outline given by the State Board of Education.

In addition to the training received thru meeting the requirements of the various courses, the two literary societies afford opportunity for valuable benefits in their weekly meetings.

A brief description of the courses will indicate the nature and the scope of the work required.

FIRST YEAR

I. Grammar and Composition.

(40 weeks, 4 or 5 periods per week)

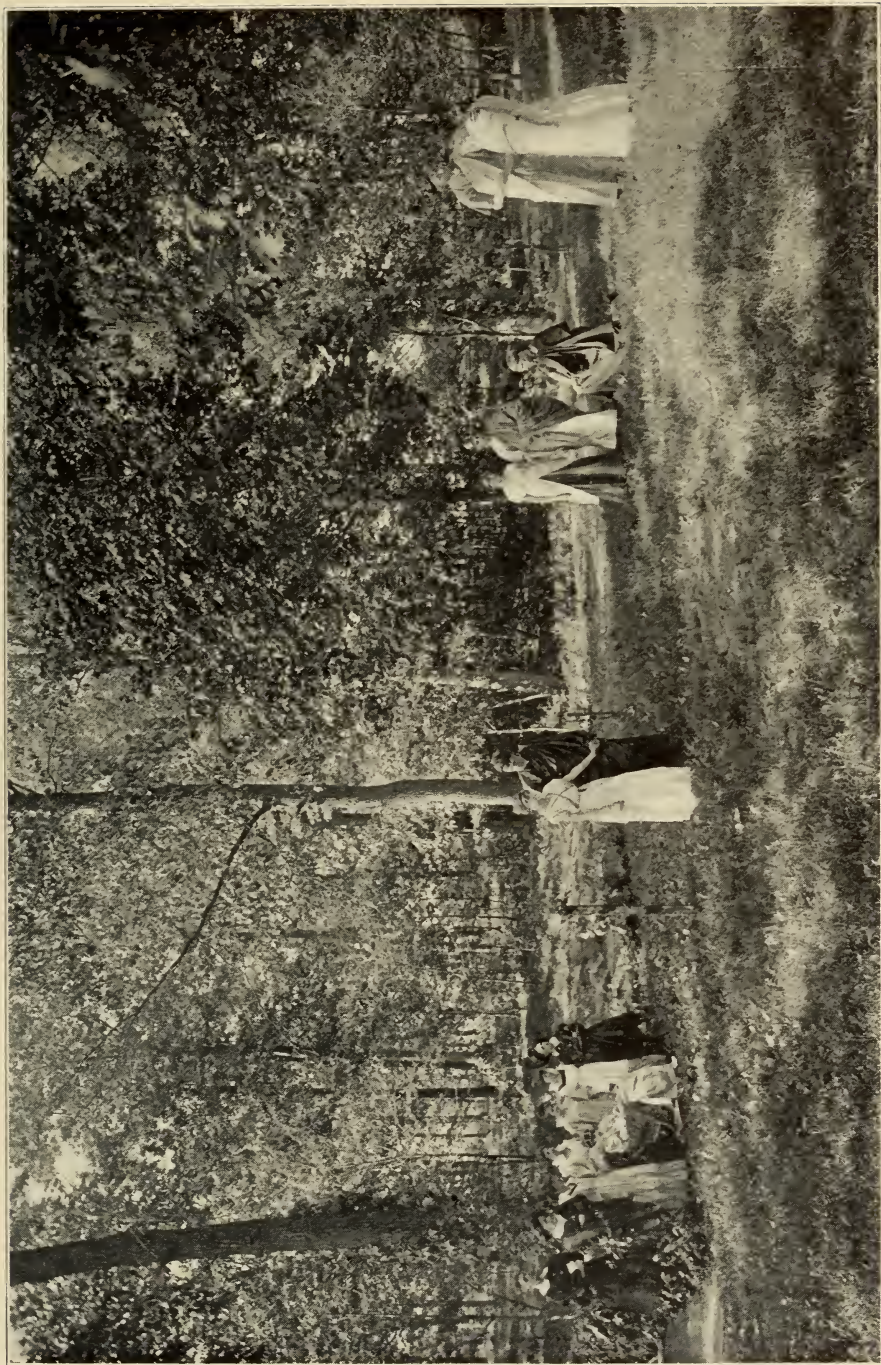
The aim of this course is to make the student familiar with the essential grammatical facts and to provide such practical training as will enable him to use the language correctly. Much time is given to drill work. The course includes:

1. A study of the sentence, employing both the oral and diagram methods of analysis.
2. A study of the parts of speech.
3. Exercises to correct common grammatical mistakes.
4. Practical composition work, including some drill in letter writing.

II. Orthography.

(13 weeks, 4 or 5 periods per week)

All words in common use and special terms found in the subjects of study are spelled and defined. The course also includes a study of the etymology of words, phonics, and the rules of spelling.



May Day—"Midsummer Night's Dream"

III. Reading and Public Speaking.

(13 weeks, 4 periods per week)

The purpose is to so train the pupil that he may interpret in the truest and highest sense his own thots and those of the masters of literature. In the work of the first year, the aim is to interest the student in the study of the various forms of literature, making him realize the value of the thots he is receiving. This will create in him a desire to express these thots to others.

SECOND YEAR

I. Rhetoric and Composition.

(40 weeks, 4 or 5 periods per week)

This course aims to give the student ease, force, and skill in the use of language. It includes the study of:

- (1) Words.
- (2) Sentences.
- (3) Paragraphs.
- (4) The Composition as a whole.
- (5) The four forms of discourse, narration, description, exposition, and argumentation; and
- (6) Letter writing.

II. Classics.

The classics which are read during this year of the course are for the most part selected from the College Entrance Requirements, and are correlated with the composition requirements, especially as illustrations of the forms of discourse.

THIRD YEAR

Literature, English and American.

(27 weeks, 5 periods per week)

I. History.

A text is used for the purpose of outlining the great literary movements, the great periods, and the eminent writers of each period. Mere biografical facts are not unduly emphasized.

II. Classics.

A large proportion of the members of the Junior class are graduates of high schools that partially or fully cover the College Entrance Requirements in their courses. The classics selected by us for study and reading are usually from the College Entrance lists, tho others are chosen whenever they seem to meet the special needs of our classes. We are able to say that many of our graduates have more than fulfilled the College Entrance Requirements. Occasional compositions are required in connection with this course. Emphasis is placed upon practical and pedagogical facts, as well as upon the literary facts and ideals usually considered. One period per week is usually given over to required reading in the school library.

FOURTH YEAR**I. Grammar, Review.**

(13 weeks, 4 periods per week)

In this course emphasis is placed upon the sentence as the unit of grammatical study. Groups of selected sentences are studied analytically, tho the value of constructive work is not minimized. In connection with this term's review, frequent opportunities are afforded for the consideration of methods. Attention is also given to the historical phases of English Grammar.

II. Methods in English.

(13 weeks, 4 periods per week)

Methods in Grammar are most effectively considered in connection with the review course. This term's work, however, includes the study of methods from the broader standpoint of the English subjects, and the aim is to give practical help to young teachers.

III. Public Speaking.

(40 weeks, 1 period per week)

Emphasis is placed upon the rules of effective public speaking. That the course may be of especial value to teachers, the various forms of public speaking are taken into consideration, such as recitals, debates, and extemporaneous speaking. As often as possible, opportunities are given for appearance before an audience.

DEPARTMENT OF LANGUAGES**FRENCH****FIRST YEAR**

1. Pronunciation.
2. Elements of Grammar.
Translation of English into idiomatic French.
Particular attention paid to the irregular verb.
3. Reading of about 200 pages of simple French.
Fraser & Squair's Shorter Course; La Belle France, A. de Mouvert.

SECOND YEAR

1. Review of pronunciation and grammar.
2. Translation—selected.

GERMAN**FIRST YEAR**

1. Elements of Grammar.
2. Reading and composition based on the translation.
3. Conversation.
4. Memorizing of choice, simple poems.

SECOND YEAR

1. Grammar.
2. Composition.
3. Reading—selected to meet the needs of the class.
4. Conversation.

THIRD YEAR

1. Reading—selected, including one classical drama.
2. Conversation.
3. Advanced Composition.

FOURTH YEAR

1. Reading—selected from the works of the best German authors. In connection with the reading a brief study will be made of the lives and literary activities of the men whose works are studied.
2. Conversation.
3. Prose composition, writing of connected narrative.

LATIN

FIRST YEAR

Elementary Latin

1. Elements of grammar.
2. Prose composition.
3. A basic vocabulary.
4. Short selections from Caesar and other writers.

SECOND YEAR

Caesar

1. Thoro review of declensions and conjugations leading to a more intensive study of grammatical forms.
2. Drill in construction work.
3. Translation—three books of Caesar and an equivalent of the fourth. Special emphasis is placed upon the clarity of thought produced in the student's mind when translating—attention to historical details—sight translation.

THIRD YEAR

Cicero

1. Translation—(a) Prescribed—six orations, including the Manilian Law.
(b) Sight translation—selected.
2. Prose composition.
3. Emphasis on Syntax.

FOURTH YEAR

Virgil

1. Translation—(a) Prescribed—six books of the Aeneid.
(b) Sight translation—selected.
2. Mythology, history and forms of ancient philosophy.
3. Poetical construction.
4. Scansion.

FIFTH YEAR

1. Translation—selected from Livy, Horace, Tacitus, etc. Correlation of translation with existent historical, social and economic factors.
2. Advanced prose composition and grammar.

Thruout the entire course emphasis is placed upon English derivatives. In the Senior year one hour per week is devoted to advanced prose composition. This is required of college preparatory students studying Latin, but optional for other students.

GREEK

FIRST YEAR

Elementary Greek

1. Acquisition of vocabulary.
2. Translation—easier portions of the Anabasis are included in the selections.
3. Prose composition and grammar.

SECOND YEAR

Anabasis

1. Translation—four books of the Anabasis, sight translation from the other books.
2. Prose composition and grammar.
3. Correlation of historical and mythological studies with translation.

THIRD YEAR

1. Translation—Iliad—selected parts.
 2. A further study of mythological and historical data, including social and political conditions.
 3. Translation of narrative prose into Greek.
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THE DEPARTMENT OF HISTORY AND CIVICS

In order to enter upon and successfully complete the work in the department of History and Civics, the student must have done preliminary work in United States History, including the geography of the countries studied.

The course in "General History" during two terms of the First Year comprises the study of the Eastern Nations, Greece, Rome, and medieval history until the discovery of America.

During two terms of the Second Year it comprises the study of Modern History and English History.

During half of the third year the course in United States History comprises a thorough study of the aboriginal period, the period of discovery and exploration, the colonial period, and the national period, together with the course in Civil Government which comprises the study of a text book by a recognized authority, embracing a treatment of local, state, and national government. The origin, development, and practical application of the constitution of the United States receive emphasis throuot the course.

Senior Year (Coll. Prep.)

The courses in English, Grecian, and Roman histories comprise a more thorough and exhaustive study of these

people. The students have access to a well selected library where they may do their research work.

Numerous maps and illustrations have been collected with care. The maps are in colors and are closely correlated with the texts. These are intended to show actual conditions and to make the text clearer and more easily understood.

Thruout these courses, reviews are given at regular intervals.

THE DEPARTMENT OF SCIENCE

The growth of the school and the increased demand for instruction in science which came with the adoption of the advanced courses of study, made it necessary to provide larger laboratories, and to furnish them with the best apparatus. This finally culminated in the erection of Science Hall, described elsewhere, in which excellent chemical, physical and biological laboratories have been fitted up. They are presided over by able scientists, who are also skilled teachers of these subjects. The apparatus is ample, and of high grade. No old-time book work in science is done, but laboratory and field work with courses of reading and original research. Much use is made of the electric projector with microscope attachments to illustrate the work.

The school is fortunate in its equipment and teaching force for the work in science, and the students who receive the instructions are still more fortunate.

Prospective medical students find the work in these laboratories very helpful.

No additional tuition charge is made for instruction in science, but students pay a fee to cover the cost of necessary chemicals, breakage, etc. (See table of expenses).

PHYSICS

The present program for Physics is as follows :

One 45 min. period, daily, during the fall and winter terms, for text work.

Two double periods per week during the spring term, devoted to laboratory work and general review.



A Portion of the Domestic Science Department

CHEMISTRY

In the Normal School course the aim of the department is to give the student a general knowledge of elementary chemistry and to train him in scientific thinking. A due share of time is given to actual laboratory work and a constant effort is made to dovetail the facts of the science with the facts of every-day life and industries.

Time devoted to this course, 160 periods, 45 min. each.

In the Preparatory Collegiate course a special effort is made to emphasize the laws, theories, and mathematics of the science together with the applications, thus covering the requirements and syllabi which students preparing for college have to consider. Time devoted to this course, 160 periods, 90 min. each.

GEOGRAPHY

The work in Geography presupposes that the students have had considerable training. When such is not the case the preliminary work must be done.

The work as outlined covers at least $2\frac{1}{2}$ terms.

The Work Includes

1. A careful study of the Primary Axis of each Continent, or, as some term it—"The World Ridge". Following this is a detailed study of the physiography of each continent. This includes primary and secondary mountain ranges and peaks, river systems, and lakes.

2. A detailed study of "geographic forces" including their effect on surface and climate, and their action rendering the earth habitable for man.

3. The introduction and application of elementary Biology and History, in their relation to Geography, and from this, and the relation of the mineral, vegetable, and animal worlds to the economic life of man.

Note. In all of the foregoing, careful outline and relief maps are drawn of the sections studied. It is expected that students will thus come to have in their minds a "living picture" or map of any portion of the world of which they may subsequently read or hear.

4. A careful study of the commercial relations of the world, interchange of commodities, divisions of labor, money standards, purpose and duties of consuls, great highways, &c.

With the aid of photographs and cabinet specimens, a study of raw products, exports and imports, manufactured articles, world centers of manufacture, historic outline of the growth of commerce and the like, are carefully introduced.

Note. A carefully selected cabinet forms a prominent part of the apparatus in all the foregoing work. It includes samples of leading exports, and also those of hundreds of imports from nearly every foreign country of the world.

Constant use is also made of geographic pictures, maps, globes and other teaching aids.

ASTRONOMY AND GEOLOGY

For some time these have been taught in the Biological Department. The Biological aspects have therefore been clearly set forth. The great conceptions of Evolutionary processes have been carefully developed.

We study :

1. Ideas of Space, Matter, Motion, Time.
2. Ideas of the Heavens, Sky, The Universe.
3. Nebulae—Histories of their origin, development, and fate.
4. The Stars, Constellations.
5. Systems of Heavenly Bodies.
6. Birth of Planets and Satellites.
7. Earth Development.
8. Life Conditions, Origin, Development.
9. Local Geological Structures, Force, History.

By:

1. Sky Studies—Naked Eye, Telescopic.
Three out-door meetings. Many individual studies.
2. Field Studies—At least three trips—Stream and Ravine, Quarry and Mine, Mountain.
3. Collections of Minerals, type rock specimens, Fossils of (1) Life forms and of (2) Results of actions of forces.
4. Laboratory Studies.
5. Lectures, illustrated.
6. Text and Reference Studies.

The courses occupy 26 weeks of 5 meetings each, 45 minute periods.

In Geology a 90 minute period once a week.

Lectures and text studies are given $\frac{3}{5}$ of the time.

Texts that have been used are McKready's Beginner's Star Book, Todd's New Astronomy, Blackwelder and Barrow's Elements of Geology. These are changed yearly.

Note books, (1) Field and (2) Laboratory and Lecture, are made by the student.

BIOLOGY

Inasmuch as most of the schools from which our students come give courses in Nature Study and General Science, we assume that they are ready for induction into the more formal Scientific Study of the various bodies of knowledge comprised under this heading. And this is done by the severer, more carefully systematized methods pursued in Laboratory Study. It is at once made plain to the student that he must study not the matter only, but get his knowledge by a method new to him. He must learn a truth out of a body, a structure, an act, a movement, or a process, a behavior, a condition, a relation; a fact out of an act; a truth out of a structure; a story out of a body; a history out of a movement, a process, a behavior, an attitude, a condition, a relation.

This is different from reading words designed to give him the same knowledge second hand, somebody's telling of his learning, his reading. Of course, the loose, hodgepodge method suited to the child's needs, and followed in Nature Study and General Science, must still guide so that the transition to the severer, more exact method of Science will be made by as easy gradation as possible and without the loss of the attractiveness, the interest in the rather more pyrotechnical aspect of the matter as presented in Nature Study and General Science. Nor must the value of the matter as Nature Study material be lost sight of thruout, inasmuch as we are preparing teachers.

Botany

The study of plants—not books about plants—lends itself very nicely to this transitional period in the students' onward march. Plants, with their infinite variety of body-form, their wonderful adaptations, their exquisite shapes, their gorgeous colors, make their own and very direct and very strong appeal, that finds a ready response in the student's developing mind. And they are alive, but not so alive, that like the animals, they invite and develop in the student's mind, prejudices, fears, disgusts. They do not bite, nor pinch, nor sting; they do not crawl, hop, walk, run,

jump, fly, swim away; and they are so much more easily handled and so much less complex in structure. Altogether they furnish ideal conditions and material for the transition period. So it is our beginning subject. And we like to begin its study in the spring of the year and lay heavy stress on Field Studies of the living plant in life, at home, and at work; from this we go to the plant growing for use in the laboratory; its body and activities are more minutely studied here; thence to the plant's body prepared so that the plan of structure can be clearly observed passing from gross, naked-eye features to the features that can be seen only by use of microscope on body parts properly prepared by the student now learning to do so, and with the eye now properly trained for such seeing.

In laboratory talks, explanations, demonstrations, as the students come upon the great truths, and in specially directed lectures illustrated by projecting lantern, the bearings of these ideas upon what he shall see in higher forms in the animal world, and finally in his own body structure, functions, relations, are presented so as to bring him face to face with the idea that the laws of life are the same as there, only seen working in greater simplicity. The correlation of this with Zoology and Human Physiology, then, is clear enough.

But the plant's use of the soil, the present plant's ancestry, the plant's distribution over the earth, makes the student take many a longing look towards physical geography and geology. And as he lingers over it he wants to know how conditions came to be so that these of Earth's children could so live; and he will want to know the story of the stars and the evolution of this particular one—i. e. he wants to study Astronomy.

And the look forward into School Agriculture is taken many times when the promise of inviting activities must be passed by so that the general outlook over the plant world, that this course aims to give, shall not be obscured by such special studies.

Records of his work are kept by the student in a form of (a) Field Note Book; (b) A Laboratory and Lecture Note Book; (c) A collection of Specimens variously prepared according to the nature of the plant and the purpose of its preservation. (The usual Herbarium rarely meets the need. It is hardly worth-while Botany, often no Botany at all; it is usually wholly inartistic and unattrac-

tive, therefore not good Manual Training, and it rarely serves the purpose of good Nature Study.)

With these aims and guided by these principles, applied in these methods, we study:

1. Habitat.
2. Body Parts.
3. Activities, Relations, Adaptations, Economic Aspects.
4. Life History—Ontogeny.
5. Race History—Phylogeny.
6. Classification—Taxonomy.
7. Agricultural Possibilities.

Of types of:

1. Algae.
2. Molds, Mushrooms, Toad Stools, Yeasts, and Bacteria, Lichens.
3. Moss-Plants.
4. Fern-Plants.
5. Seed-Plants including grains, nuts, fruits.

By:

1. Field Studies.
2. Laboratory Studies.
3. Text and Library References.
4. Illustrated Lectures.
5. Collections for Nature Study.
6. Collections of weeds for Agriculture Study.
7. Collections of Stages, illustrating Metamorphosis in Life History Series.

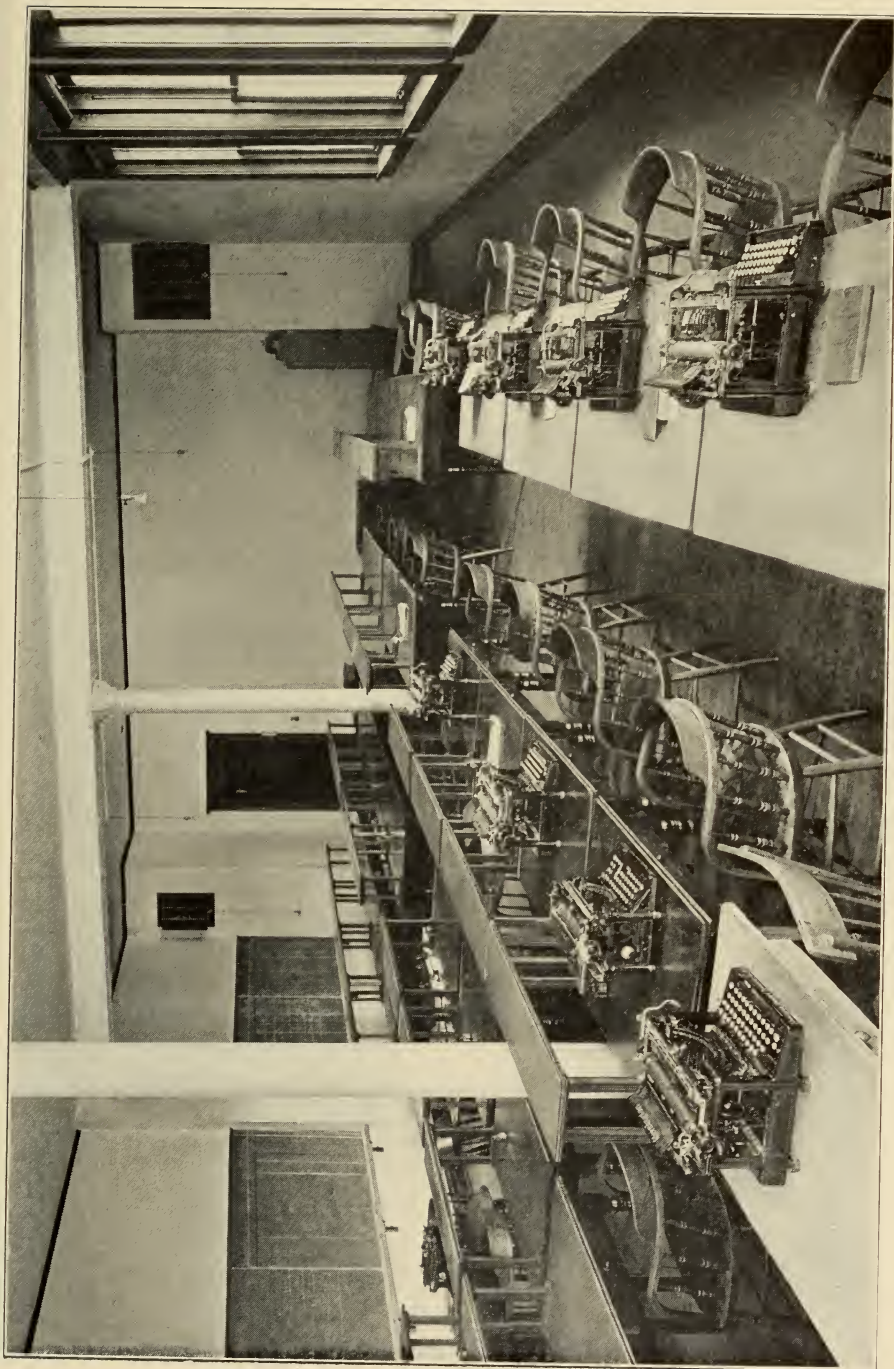
We meet 5 times a week; 4 of the meetings are 90 minutes in length and one is 45.

Illustrated lectures are one hour in length and use up about half the time. The other half is devoted to Laboratory Study, and the single period to discussions or quizzes.

Field trips are taken in extra time, after school, and on Mondays; except Campus trips for study of trees, bushes, and ferns. Our provisions for study on Campus are steadily being improved. The time for these varies from $\frac{1}{2}$ hour to 5 hours. About 6 trips are made. It is fair to count 20 hours for this work.

The students are asked to get a text book for this course which they are directed to deal with as an assistant-student, as an assistant-teacher to us.

The texts are changed each year. This year we are using Gager's Fundamentals of Botany. Others recently used



A Portion of the Commercial Department

have been Coulter's Plants and Sargent's Plants and their uses.

These are mentioned to indicate the scope of this course as far as a text book can do so.

ZOOLOGY

We cannot study Plants in this way without running across Animals that arrest attention and demand study. The bird sings; the insect has eaten part of the plant; the worm is at its roots; the snake glides rapidly, gracefully away, defiantly darting its tongue at us. This is the normal psychologic moment for the study of these animals. So our Plant Study—Botany—has much Animal Study—Zoology—mixed with it, and vice-versa.

But the formal study of Zoology begins with the fall term. The procedure is similar to that in Botany.

The course is planned to come to a climax in the study of the Human Body—the next course—called in the curriculum, Physiology, Hygiene and Sanitation.

We study, selected according to time and opportunity:

1. Habitat.
2. Body Parts.
3. Activities, Relations, Adaptations, Economic Aspects.
4. Life History—Ontogeny.
5. Race History—Phylogeny.
6. Classification—Taxonomy.
7. Agricultural Possibilities—

Of types of:

- | | |
|---------------------|------------------|
| 1. Protozoa. | 7. Molluscoidea. |
| 2. Porifera. | 8. Echinoderma. |
| 3. Coelentera. | 9. Annulata. |
| 4. Platyhelminthes. | 10. Arthropoda. |
| 5. Nematelminthes. | 11. Mollusca. |
| 6. Trochelminthes. | 12. Vertebrata. |

By:

1. Field Study.
2. Laboratory Studies.
3. Text and Library References.
4. Illustrated Lectures.
5. Collections for Nature Study.
6. Collections of Insects for Agriculture and Nature Study.
7. Collection of Animals illustrating stages of Metamorphosis in Life History Series.

PHYSIOLOGY

A state law requires the study of "physiology and hygiene with special reference to the effect of alcoholic drinks, stimulants and narcotics on the human system" in all schools supported by state appropriation of money. We therefore assume that the more elementary phases of the work have been sufficiently well learned in the public schools to warrant our going on with the work adapted to Juniors in a State Normal School, and as the time allotted to the subject is only twelve weeks, no effort is made to cover the subject as ordinarily provided in the text-books of this grade. Instead, such subjects (1) as can not well be handled in the public schools of lower grade, (both for lack of facilities and time and because of the immaturity of the pupils); and (2) as have also an important bearing on the subjects that lie ahead of our student-teachers in the Regular Normal Course, are more thoroughly studied. The objects especially held in view are: (1) The knowledge of the matter, (2) training in laboratory, lecture, and text-book methods of getting the matter.

On this basis the material selected for work in our Junior course consists of the following:

A. Preliminary Survey of (1) The plan of the Vertebrate body; (2) Its origin and development; (3) Its specialization in the four great groups; and (4) the development of the characteristics of the Mammalian Body.

B. The Body of the Course, consisting of the study of:

(1) The cell and the development of the many-celled body from the cell, explaining the organization of tissues, organs, and systems, and their relations. Study of microscopic mounts, and lectures illustrated by lantern slides.

(2) Study of gross structure of Central Nervous System by dissection of calf's brain, cat's brain and spinal cord, and comparison of both with models of human.

(3) Cranial and Spinal Nerves.

(4) Ganglia.

(5) End organs of sight, hearing, smell, taste and touch. Dissections by students; demonstrations from dissections by instructors, and from models; study and drawings of microscopic slides and lectures illustrated by lantern slides; study of text-books; quizzes; examinations.

(6) The Lymphatic system.

(7) Excretory system.

- (8) The Reproductive Apparatus and Reproduction.
- (9) Foods, stimulants, narcotics.
- (10) Emergencies.

Illustrated lectures; experiments; text-book; quizzes and examinations.

All the Biological teaching thruout this sub-division into separate courses, aims to develop right notions of, and reverent regard for, the glory of the human body. All these courses come to their climax in this course. It is planned as one course to culminate in noble conceptions of the human body and its right use and proper care.

The meaning of sex, the history of its development in plant and animal forms, the philosophy of conduct springing from it, are taught thruout the courses.

The sexes are taught together thruout, except for three special lectures on sex hygiene given to the girls by Miss Hinckley, and three to the boys by Mr. Hartline.

The students are given to understand that each sex group is taught precisely the same matter; that separation is made only because there is thinking that they ought not to be obliged to go thru when together in the same class.

This has been the mode of treatment of this matter since the organization of the department in 1897.

The course occupies 80 forty-five minute periods, but double periods are provided for Laboratory work. About one half the time is given to laboratory studies and the other half is given to illustrated lectures, supplemented by text and reference study.

Text used for past several years is Hough and Sedgwick's The Human Mechanism.

THE MUSIC DEPARTMENT

To those seeking a general education in Music and to those preparing to teach, this school offers superior advantages. Instruction is given by capable teachers of broad and successful experience. Special attention is given to beginners and those not far advanced, as much depends upon the early training.

The result of the establishing of correct fundamental principles is a steady, satisfactory growth and development. There is a tendency on the part of many students of music to neglect the essential elements of a general education. This school furnishes ample opportunity to music students to

pursue literary and pedagogical studies in connection with their regular work.

Practice rooms are well ventilated, lighted and heated. The school endeavors to keep the pianos in as good condition as possible by frequent tuning.

Course of Study

The Course of Study in Piano, Voice, Violin—is divided into four grades—Elementary, Preparatory, Intermediate and Advanced. No definite period is stated for the completion of a grade—this depends upon the individual ability of the pupil. Those desiring certificates for the completion of any one of these courses must have a thorough and comprehensive knowledge of Harmony, History of Music and Theory. A study of these subjects is recommended to all students of music for general musical development.

The lectures in History of Music are made helpful and interesting by judicious use of the Victrola.

A course in Musical Appreciation is offered to students of all departments, free of charge. This course extends thruout the year and is planned to give the untutored in music a general knowledge of the art, to teach them what constitutes good music and how to appreciate, understand and enjoy it.

Classes in Ensemble and Sight-reading are offered during the year, free of cost, to those prepared for the work.

Requirements for Graduation

Diplomas are granted only to students who evince natural musical ability. All pupils are entitled to certificates upon satisfactory completion of the Four Year Course.

Graduates in any of the courses in music are required to have a good education in English branches. Proficiency in all the subjects mentioned in the English branches of the College Preparatory Course will be the minimum requirement.

Course for Supervisor of Music in Public Schools

This course has been carefully planned to meet the growing demand for trained supervisors. Every phase of school music work, from the Primary Grades thru the High School, is treated in detail. This course requires two years for completion. A detailed course of study will be sent upon application to the Supervisor of the Department of Music.

Candidates earnestly pursuing this course are entitled to State aid.

THE ART DEPARTMENT

Not only does the school make provision for the drawing required in the Junior year of the Normal Course, but in the Model School and preparatory grades drawing is also carefully taught. No other subject in the curriculum is better calculated to develop and quicken the powers to observe. Besides, drawing, like music, adds to the enjoyment of life, and brings most pleasure to those who are skilled in this method of expression.

Many who have studied drawing before entering the school, are able to do advanced work in drawing, crayoning, painting, water coloring, and designing.

MANUAL ARTS COURSE

The purpose of this course is to correlate the training of both mind and hand.

Several of these studies are particularly adapted to the needs of the students who are preparing to teach in rural communities. The scope of the course also includes studies aimed to meet the need of the prospective grade teacher in school systems where a supervisor of manual arts is employed. The course will also afford an opportunity to students desiring to prepare to meet the increasing demand for manual training teachers in high schools, evening, and boy scout classes.

This course is so arranged that a special certificate can be earned by devoting one extra period to this work thruout two years, or two periods thruout one year.

The students specializing in this work are expected to take the regular teachers' course, and teach manual training in the grades of the model school. This affords an opportunity to plan and carry out their own work in actual teaching under careful supervision.

Manual Arts

I. Principles and History of Manual Arts.

This course will cover a brief history of manual arts and its development into the present courses of study in vocational, industrial, and trade schools, and manual training high schools. Theory, course of study, administration and vocational guidance will be discussed.



Penmanship Department

II. Applied Mathematics.

This work involves arithmetic, algebra, geometry and trigonometry. Problems in lumbering, stone work, building, and estimating will be given by instructor.

III. Organization and Equipment.

This course consists of problems in curricula, organization, shop equipment, the purchasing of tools and supplies, the maintenance of work, and methods of financing.

IV. Technology of Wood.

A study of the trees on the campus, nearby forests and other woods of commercial value as to their identification, structure, and properties of wood; the characteristics and distribution of common species; the growth and care of wood; the methods of preparing for use.

V. Elementary Mechanical Drawing.

(Prerequisite—Second Year Drawing or equivalent.)

The care and use of instruments.

Elementary mechanical drawing will cover working drawings, views, sketches and dimensions of simple objects from copy, sketches and dictation; geometrical constructions, isometrical drawings, lettering, assembly and detail drawings of furniture.

VI. Advanced Mechanical Drawing.

Advanced mechanical drawing includes orthographic projections, intersections and developments; plans, elevations, and sections; tracing and blueprinting.

VII. Elementary Bench Woodwork.

This course will run parallel to the regular course as prescribed for the first year students. It will include the use, care and sharpening of tools; measuring, laying out of work and processes of planing, boring, mortising, and shaping. Forms of construction in simple projects.

VIII. Advanced Bench Woodwork.

This course will run parallel to the regular course as prescribed for the Seniors. The work is grouped according to the structural principles embodying the more difficult joints in typical problems of woodwork, such as the various kinds of tables, chairs and cabinets. Demonstrations in upholstering, staining, filling, varnishing and waxing will be given.

IX. Woodwork for Rural Schools.

Carpentry, including the various tool processes in the construction of useful projects for the rural school, home, and farm will be taught. Intended for teachers of rural districts.

X. Furniture Design, Construction and Finishing.

Design and construction as applied to furniture, including the principles of design. The economics in preparation of class work material. A study of the making and use of paints, stains, varnishes, and glues.

XI. Elements of Wood-Turnery.

Exercises in straight and taper turning, shoulders, beads, levels, and hollows, with practical application; polishing on lathe.

XII. Art Metal-Work.

This course will cover hammering and raised work. The process of etching, cutting, filing, and soldering in the forming of trays, candle sticks, and furniture designs and fittings.

XIII. Weaving, Reed and Raffia Work, and Card-board Construction.

This course includes the weaving of rugs, mats, baskets, etc., the making of book covers; how to teach, supervise and correlate paper folding and card-board construction to other studies.

Note 1. In all the work the individual needs of the student will be considered in the selection of the shop problems. Provision will be made for practical electrical construction, concrete construction and the modification of the familiar forms of work to the needs of the communities.

Note 2. Visits will be made to groves, forests, lumber yards, planing mills, furniture factory, carpet mills, foundries, and other places of interest.

DEPARTMENT OF PHYSICAL EDUCATION

It is a recognized fact that the body needs education as well as the mind. In fact, the body needs to be educated in order to properly educate the mind.

This department is in charge of special instructors who have for their aim the full and harmonious development of all parts of the physical organism.

Health, grace, beauty, and ease of movement are secured by systematic training in a large and well equipped gymnasium. (See description elsewhere.)

Measurements are taken and exercises prescribed for developing the parts of the body that need especial care. The results of the training in the gymnasium alone are worth, to many students, more than they pay for their entire expenses in the school.

The measurements often reveal physical defects which before were unknown to exist. Many of these are promptly corrected by prescribed exercises. Known physical defects which have failed to yield to persistent medical treatment often quickly disappear under this system of physical education.

Special training in this department is sometimes given to enable men and women who desire to direct gymnasias or department of Physical Training, according to the most approved methods, to do so. To this end thorough instruction is provided, not only in gymnastics, games and aesthetic movements, but also in those principles of Physiology, Psychology and Hygiene of the human body, upon which sound physical training must always depend.

In the Senior Year, the student is taught to plan and conduct gymnastic lessons suitable for the schoolroom, and to be able to recognize and correct physical defects and faulty postures among children.

Games and folk-dancing, suitable for all grades, are taught. Special emphasis is laid upon the folk-dancing with the Victrola, so that our students may do intelligent work at Field Days or May Festivals.

The department recognizes the fact that the teacher who is promoted is not the one who does well the precise things she was hired to do; it is the surplus activity, the something over and above the required, that often brings advancement and distinction. In the spring term, a course in playground organization and activities is given, if there are a reasonable number who wish to take it.

Fire drills are held every week for the first four weeks of school, and once a month thereafter. The buildings are cleared, on the average, in two minutes.

SCHOOL AGRICULTURE AND NATURE STUDY

All the Biological courses contribute material for these courses. The students are therefore well equipped with Nature Study materials.

The Farm Study Course is unfolded from the point of view that the subject matter consists of the study of:

1. Applied Geology, showing itself mainly in the study of soil, its origin and management, to serve as available plant food.
2. Applied Botany.

The plant's body and its organs and physiological processes for making living matter out of non-living matter, and so serving as food material for the animal world.

3. Applied Zoology.

(a) Man's selection and management of animals to help him in his work of winning a happy life from his environment; (b) the animals that combat his efforts—insects and other pests.

4. Community Relations.

We study :

1. Origin of Soil.
2. Contact-points between Soil and Plant.
3. Contact-points between Plants and Animals.
4. Man's Supervision and Modification of these and the effects upon them and him.
5. Crops and Crop-production.
6. Animal stock and its products.
7. Plant and Animal Pests.
8. Farm Management and Farm Economics.
9. Rural Life and Uplift Movements.

By:

1. Fairs.
2. Field Studies—Rock Masses, Cinder Tip, The Bog.
3. Farm Visits.
4. Lectures, Experiments—Studies and Reports, Demonstrations.
5. Weed Collection.
6. Good Roads Movement.
7. Movements to foster Outdoor Life—Boy Scout, Camp Fire Girls, Y. W. C. A. Eight-Weeks' Clubs.
8. Social Service—Bird Studies in Field.
9. Government Publications for Promotion of Sanitary Living—Individual and Public.

The course occupies 100 forty-five minute periods, but the program is so managed that when Laboratory is done there are double periods. The field work is done in extra time. There are never less than three trips and the minimum time is 12 hours. The time is managed so that the work extends thru the year. Plantings, Cultivations, Reapings, Studies of Animal Stocks are managed by individual work for which time provision is made.

Texts that have been used are : Halligan's *Fundamentals*, *Water's Essentials*, and *Cromwell's Agriculture and Life*.



A Portion of the Art Department

THE COLLEGE PREPARATORY DEPARTMENT

The College Preparatory Department of the Bloomsburg State Normal School is by no means a new departure. It dates from the original establishment of the school in 1866, and is maintained in connection with the teachers' courses by special provision of the state charter.

The community and the trustees of the Literary Institute were unwilling to allow the institution, which they had founded and fostered at great expense and personal sacrifice, to become a state institution, unless the provision to furnish the young people of the community with a broad, general education, could be continued.

It has always been the policy of this school to urge upon its students and graduates the importance and advantage of a higher education than a Normal School is fitted to provide and it is a source of pride and gratification to those in charge of the various departments, that the school is constantly represented among the students of the colleges and universities of the country, by large numbers of its former students and graduates.

The preparatory work done at Bloomsburg differs materially from that of the majority of preparatory schools. All the strictly College Preparatory branches, as well as those of the teachers' courses, are presented with reference to their pedagogic as well as academic value. This necessarily results in giving students a broader conception of these subjects than is otherwise possible, and renders graduates better able to think for themselves. That these methods are practical is shown by the work done in college by those who have made their preparation here.

A number of Pennsylvania colleges offer scholarships to graduates of this department, thereby testifying to the quality of its work.

Diplomas are granted to all those who complete the courses satisfactorily, and are accepted in lieu of entrance examinations at many colleges.

The growth of this department has encouraged the management to make important changes in the courses and in the manner of conducting the work, and the department now does more effective work than ever before. It is well equipped with pictures, casts, maps, etc., to assist its work. An electric lantern with a good supply of lantern slides also belongs to this department.

Note

The courses may be changed to suit individual needs in preparation for special work. Diplomas are granted for such special courses, provided sufficient points are covered to equal those of the specified courses. A full term's work in a subject with daily recitations is counted one point. For graduation in any College Preparatory Course forty-eight points are required, in addition to the work of the Preparatory Year.

According to this system the preceding courses may be thus specified:

Classical Course

English	9 Points
Mathematics	10 Points
History	6 Points
Language	20 Points
Science	3 Points
Total	48 Points

Scientific Course

English	9 Points
Mathematics	13 Points
History	6 Points
Language	12 Points
Science	8 Points
Total	48 Points

MEDICAL PREPARATORY COURSE

In fulfillment of its duty as a preparatory school the institution has constantly endeavored to show its students the advantage to be derived from a college course, and to those who contemplate entering the medical profession our invariable advice is to take a college course before entering the medical school. It is unfortunately true, however, that there are many who, for financial and other reasons, find themselves unable to do this and feel obliged to enter upon their medical work without the preliminary training of a college course.

The following course has been arranged to meet the requirements of various medical schools, and will be found an excellent preparation for a medical course. It is not claimed to be, in any sense, an equivalent of a college course, as the school offers preparatory courses only.

For the student taking this course, completely equipped laboratories such as few schools possess have been provided, and a course has been arranged which enables our students to prepare for entrance to any medical college. The

very latest and most practical laboratory methods are employed, and abundant opportunity is afforded for original independent work. The value of this training can not be estimated save by those who have taken it, and in consequence have gained standing in their medical work far in advance of those who have mistakenly entered upon medical courses with no better educational foundation than that provided by public schools.

The General Biology work of the Senior year of this course requires laboratory work leading up to the study of Histology, Embryology, and Bacteriology. Students completing this course are prepared to take up, with understanding and profit, any of the courses offered by the best medical colleges.

To meet the advanced requirements of the medical schools sixty points are now required for graduation in this course, and a diploma is granted to those completing it.

COMMERCIAL DEPARTMENT

The Purpose of the Department

To give pupils preparing for business a thorough training for work as stenographers, bookkeepers and office assistants.

To give teachers and students of the regular Normal Course an opportunity to specialize in the commercial branches.

The course for pupils preparing for business positions is arranged to give a thorough training in bookkeeping, office methods, arithmetic, commercial law, penmanship, stenography, typewriting and English.

Pupils are given credit for subjects as they are satisfactorily completed, irrespective of the time taken. They are graduated with the class of the year in which they complete all required work. The average pupil completes the course in about two years.

There is a constant and increasing need of teachers of commercial branches for public school work. It is a field that offers exceptional opportunities to Normal School graduates who have specialized in stenography and typewriting or in bookkeeping, commercial law and penmanship.

Strong students of the Normal Course may arrange to carry one or two of the commercial branches in connection with their other studies. Teachers engaged in school work

may very profitably pursue some of these studies during their school year. The department will aid such persons in planning their work, and they may have the opportunity of doing some work here during the last weeks of the spring term.

Subjects Required

Stenography.

Graham System. (This system is very largely used by the rapid writers, many of the best court reporters being "Graham" writers. The "Graham" and "Pitman" systems are very similar, and persons who have studied "Pitman" theory will experience no difficulty in continuing their studies here.)

A thoro study of the theory is followed by study of word signs, phrasing, well graded work written in shorthand, graded dictation work to develop skill and speed, new matter to be transcribed, and final tests for speed and accuracy.

Requirements in Stenography for Graduation.

A series of practical tests, dictated at different rates of speed, from 80 to 140 words a minute, from which typewritten transcripts are made, will determine the final rating in stenography. Speed in taking dictation and accuracy in transcribing are given equal weights in the rating, the rating for speed being as follows: 80 words a minute, 70%; 100 words a minute, 80%; 120 words a minute, 90%; 140 words a minute, 100%. The rating for accuracy is determined by the transcripts. (Pupils are informed of the method of marking errors, and of the penalties imposed for the various classes of errors).

Typewriting.

The "Touch Method" is used. Careful instruction in the method of fingering is given. A series of well graded exercises is followed by letter work, business and legal forms, etc. As soon as pupils have sufficient skill in stenography to take dictation they begin to make transcripts of their notes, the quantity of work being gradually increased.

Requirements in Typewriting for Graduation.

A series of practical tests in writing from copy is given to determine speed and accuracy. A rating of 70% is given for absolute accuracy in copying plain matter for ten minutes at the rate of fifteen words a minute. This rating is increased 1% for every additional word a minute. Deductions are made for errors. (Pupils are informed of the method of marking errors, and of the penalties imposed).

Tests in writing from rough draft, in tabulating, and in writing from dictation, will be given a separate rating.

Bookkeeping.

In the bookkeeping work pupils must prepare all outgoing papers involved in the various transactions and properly file and index all incoming papers.

Neatness of work and good penmanship are essentials and are factors in determining grades.

Elementary Set. Theory of double-entry bookkeeping and practice of business forms. Books of original entry used: Journal, Cash Book, Sales Book, Purchase Book.

Accounting: Trial Balance, Balance Sheet, Trading and Profit and Loss Statement.

* * *

Wholesale Set. Introducing use of Special Column in Cash book, Notes Receivable Book, Notes Payable Book, Sales Ledger.

Accounting: Trading and Profit and Loss Statements, Statement of Resources and Liabilities, Percentage Analysis of Trading and Profit and Loss Statements.

* * *

Manufacturing Set, Cost Accountancy. Voucher Register, Requisition Journal, Finished Goods Journal.

Accounting: Manufacturing Statement showing Prime cost and Production cost monthly, Trading and Profit and Loss Statements, Distribution of Profits, Statement of Assets and Liabilities.

Corporation Set. Cash Journal, Account Sales Register, Sales Book.

Accounting: Trading and Profit and Loss Statements, Statement of Resources and Liabilities.

* * *

Jobbing and Commission Set. Special Columns in books of original entry, Account Sales Book, Account Sales Register.

* * *

Banking Set. General Cash Book, Teller's Book, Discount Tickler, Discount Register, Collection Tickler, Collection Register, Demand Loan Book, Remittance Register, Stock Ledger, General Ledger, Individual Ledger.

Daily Statement of Receipts and Payments.

English.

Requirements same as in Normal Course. See Department of English (page).

Orthography.

Drills on 5,000 selected and defined words.

Pupils are required to make rating of 97% in spelling on a series of tests aggregating 500 words selected from the lists studied.

Arithmetic.

Drills to develop accuracy and rapidity in addition, subtraction, multiplication, division, common and decimal fractions, percentage, interest, etc. Practical problems in profit and loss, trade discount, commission, interest, bank discount, partial payments, averaging accounts, etc.

Commercial Law.

A study of the general principles of contracts, and the special application of the principle of contracts involved in Negotiable Instruments, Agency Partnership, Corporations, Insurance, Real Property, Personal Property, Bailment and Carriers, Guaranty and Suretyship, Drills in writing and executing simple contracts of business.

Penmanship.

Palmer Method. Pupils must develop sufficient skill to earn the "Palmer" certificate of proficiency.



The School Library

LOCATION, BUILDINGS, EQUIPMENT, Etc.

The Town of Bloomsburg

Bloomsburg is an attractive town, in one of the most beautiful regions of Pennsylvania, has a population of about eight thousand, and is easily accessible by the three largest railroads in the state: The Delaware, Lackawanna and Western, the Philadelphia & Reading, and the Pennsylvania. It is also connected with neighboring towns by electric railroads.

The town has the district system of steam heating, a public sewer system, pure water from a mountain stream, illuminating gas and electric lights, and paved streets. It is known as one of the thriftiest and healthiest towns in the state.

The school is situated 150 feet above the Susquehanna.

Nineteen acres of campus afford ample space for lawns and athletic grounds, and include a large and beautiful oak grove. Seven large buildings are admirably adapted to their different uses.

Institute Hall

This building, erected in 1867, stands at the head of Main Street, and is plainly visible from all parts of the town. On the first floor are five spacious class rooms. The approach to the building is very imposing and beautiful, and has been made much more so by the erection of a handsome bronze fountain, the gift of the class of '04.

The Auditorium

This beautiful audience room on the second floor of Institute Hall is comfortably furnished and tastefully decorated. It contains one thousand and twenty-five opera chairs, and when occasion demands, can be made to accommodate many more people. The acoustic properties are apparently perfect.

The Model School Building

This is a three-story building. It stands next to Institute Hall, and covers about eighty by ninety feet. It contains about twenty-eight school and recitation rooms, well ventilated and supplied with light, black-board surface, and the most approved furniture. It is here that the Seniors acquire the theory of teaching, and practice in the art,

twenty-one rooms being fitted up especially for their work. The basement floor of this building is used for the industrial department.

The Main Dormitory

The Dormitory is four stories high and was originally in the form of a **T** having a front of one hundred and sixty-two feet, and an extension of seventy-five feet. The buildings are supplied with steam heat, electric light, and sewer connections. On account of the steady growth of the school, this building was finally enlarged by the addition of a wing extending south from the rear of the **T** described above. Its dimensions are one hundred and four feet by forty feet, and it furnishes accommodations for about seventy students. Extending across the end of this wing and forward to the front of the building is a long piazza, about 140 feet in length. This fronts the river, and from it may be obtained one of the grandest views in eastern Pennsylvania.

The Dining Room

This large room on the first floor of the dormitory has a floor space of over four thousand square feet. It has been most tastefully beautified at an expense of more than twelve hundred dollars. The kitchen, which adjoins it, has been entirely remodeled and supplied with the latest and best culinary appliances. Its floor is of cement. Clean and vermin proof, it approximates the ideal place for the preparation of food. It is the study of the steward, and those who aid him, to furnish the table with as great a variety as possible.

An excellent cold storage room adjoining the kitchen provides for the preservation of food.

The North End Addition

It extends westward to within twenty feet of the Model School Building, with which it is connected by a two-story covered passage way. This building contains class rooms on the first floor, a large study hall and library, and several class rooms on the second floor; on third and fourth floors, additional dormitories for young men.

The Gymnasium

At the northwestern extremity of the foregoing addition, extending northward, is the gymnasium, ninety-five feet long and forty-five feet wide. It is fitted up with the

best apparatus made, is complete in its equipment, and from the first took its place as a standard gymnasium.

It has a running gallery, baths and lockers for girls and boys in the basement, and a parcels check room.

A competent director and associate with their assistants are in charge. They make physical examinations and prescribe proper and regular exercises for the students.

The Library

On the second floor, near the gymnasium, is a large room, forty-six by sixty-eight feet in size, with shelves, desks, tables, comfortable chairs, &c. It serves the double purpose of library and study hall. This happy arrangement has the advantage of placing the student near the cyclopedias and other works of reference during his periods of study.

On the shelves are the school library, the libraries of the literary societies, and those of the Y. M. and Y. W. C. A. These libraries contain the standard works of fiction, history, the leading cyclopedias, dictionaries, and books of reference. The reading tables are well supplied with all the important local and national newspapers and magazines for the free use of the students. The value of the library is greatly enhanced by a card catalogue of the most approved kind, and the constant attendance of a trained librarian to assist students in their research. Several hundred dollars' worth of new books are added to the library each year.

The Students' Rooms

Each room for students is furnished. Spring mattresses are provided for the beds. The walls are neatly papered. The rooms average about eleven feet by fifteen feet in size. Many students carpet their rooms. Rooms are frequently inspected and habits of neatness and order are inculcated. The beds of gentlemen are made, and their rooms cared for daily.

A Passenger Elevator

Is capable of lifting ten to twelve grown persons at a time and is under the management of an efficient operator. Rooms on the top floor are sought in preference to those below. They are more comfortable, quieter, and command a more extended view of the surrounding beautiful country. The elevator was built by the well known firm of Otis Brothers. It was completely overhauled in 1911, fitted with the latest and best safety devices, and with wheel control.

Recreation Rooms

A beautiful recreation room for the young ladies has been provided at an expense of several hundred dollars. A boys' parlor has been provided by the generosity of the class of 1909. These are much enjoyed.

Science Hall

This large and handsome building was erected at a cost of \$75,000, to provide additional recitation rooms, and especially to afford facilities for the latest methods of work in the sciences. The large laboratories are fully equipped with the best furniture and appliances manufactured. In the basement, which is mainly above ground, are the music rooms used for practice and teaching in connection with the music department.

The first floor is devoted to the biological departments and has large laboratories fitted up for the study of Zoology, Physiology, Botany, and Geology. There is also a laboratory for the students taking the Medical Preparatory Course.

The second floor has laboratories for Physics and Chemistry.

There are two modern lecture rooms for the use of these departments, with lanterns, screens and modern equipment for demonstration and illustration.

In the third story are large rooms 45 x 44 feet each, devoted to the use of the two literary societies, a commodious, well lighted, and properly equipped Art Studio, and two recitation rooms.

North Hall

Two floors of the building formerly used as a musical conservatory and chemical laboratory have been appropriated to students. They are fitted with all modern conveniences. The unobstructed views from most of the rooms are both wide and beautiful.

Infirmary

While the health of the students has been exceptionally good, an infirmary has been equipped with modern facilities for the care of the sick, and is in charge of a trained nurse. Students unable to attend recitations or go to meals are required to report there, that they may receive proper attention.

Hospital

The Class of 1915 has enabled the school to provide, as their memorial, upon the campus, yet remote from all other

buildings, a hospital for patients having contagious diseases. The building is fitted with all modern conveniences such as steam heat, running water and sewer connection, and is hygienically furnished in accordance with modern hospital standards.

The Athletic Field

A large athletic field is enclosed with a high fence, and is situated north and east of the grove.

Tennis Courts

Well kept tennis courts are provided for those who engage in this ideal form of exercise for students.

Control of Athletics

An Advisory Board, appointed by the Principal, consisting of four members of the Faculty for a general supervision of school athletics, together with a manager, elected by the Faculty for each of the three ball seasons, constitute a committee to legislate all matters concerning inter-school contests.

The Societies

There are two literary societies, devoted to the intellectual improvement of their members. Weekly meetings are held, the exercises of which include essays, readings, declamations and debates. Among the benefits to be derived from membership, by no means the least is the training received in the conducting of business meetings, and the knowledge required of Parliamentary rules. Debates form a distinctive feature of these societies.

The Students' Lecture Course

This course is one of the most important educational features of each school year, and is organized for the purpose of bringing before our students some of the leading lecturers of the day.

It is the aim, by means of this course of lectures, to give the students entertainment and culture.

The School Periodical

In recognition of the need of a regular means of communication between the school and its alumni, a school periodical, the B. S. N. S. Quarterly is issued. The paper is a magazine of from 12 to 20 pages, and appears in January, April and October of each year. Its editorial staff includes members of the Faculty and students. The Alumni, Athletic, Society, and Local Departments of the paper present



the work of the school in each number. The alumni department is especially interesting. The Quarterly is sent free to all alumni. Graduates who do not receive the paper will please inform us of the fact.

Contests

A Second Year Contest in Expression is held annually for those who survive a private preliminary test. Two prizes, each consisting of a set of books, are awarded to the winners in the public contest, which is usually held in April. The winners of this contest in 1916-17 were: Miss Muriel Griffiths, of Taylor Pa.; Mr. Walter Page, of Mt. Pleasant Mills, Snyder Co., Pa.

The judges in 1917 were: Dorothy Critz, Head of English Department, Pottsville High School, Pottsville, Pa.; Enola B. Guie, Head of Department of Expression, Wilkes-Barre High School, Wilkes-Barre, Pa.; L. J. Russel, Superintendent of Schools, Bradford County.

The Magee Essay Contest held as early as February 12, is open to all undergraduates having the equivalent of the first two years of the Normal School Course who pass in the preliminary contest. The prizes are provided by the liberality of President James Magee 2d, of the Magee Carpet Works, and consist of a first prize of fifteen dollars, a second of ten, and a third of five.

The winners of this contest in 1916-17 were: First prize, Martha Dean, Dorranceton, Pa.; second prize, Rebecca Augenblick, Nanticoke, Pa.; third prize, Rachel Miles, Kingston, Pa.

The judges in the last contest were: Miss Isabelle F. Bond, Milton High School; Miss Mary E. Shambach, Berwick High School; Prof. L. P. Sterner, Superintendent Bloomsburg Schools.

The Marion Evelyn Ames Miller Nature Study prize was first offered in 1914-15, and was won by Miss Elizabeth S. Welsh of Orangeville, Pa., and Miss Mary A. Brower of Herndon, Pa.

The winners of this prize in 1915-16 were: Miss Gladys A. Howe, of Rummerfield, Pa., and Miss Virginia Rohde of Dorranceton, Pa.

The Marion Evelyn Ames Miller prize for Senior Class Song was first offered in 1910-11, and was won last year by Mr. Maxwell Noack, of Moscow, Pa.

Discipline

All students are expected to observe such regulations as may be needed from time to time, in order to secure to them-

selves and other students all the benefits of the institution. Such regulations are purposely kept as few in number as possible, in order to develop a feeling of responsibility and independence of character on the part of every student. Gentlemanly and ladylike behavior are matters of necessity, and no student is allowed to remain in the school who does not show by his devotion to work, his behavior, and his personal habits, that he is in earnest in his efforts to get an education.

Students who, without permission, absent themselves from the building at times when all students are required to be in their rooms, are dismissed also.

The system of discipline used is not preventive, but rational, and has for its object character building.

Visitors to the school, whether graduates, former students or friends, are expected to conform to the regulations that apply to students, and to preserve toward teachers and others in authority the same attitude that the customs of good society everywhere require of guests.

Religion and Morals

The school proceeds upon the principle that careful religious training is essential to the proper development of character. The religious teaching is evangelical but not sectarian.

Chapel exercises are held daily. All students are required to attend church on Sunday morning. A service of Song or Bible Reading is conducted each Sunday evening. The students sustain a Young Men's Christian Association, and also a Young Woman's Christian Association, which hold separate prayer meetings each Tuesday evening.

On Sundays many of the students meet in small groups, for the study of the Scriptures. Attendance upon these is voluntary.

The Faculty

A preceptress gives especial care to the development of careful habits, favorable to health, as well as to those of neatness, industry, refined manners, and of high moral and religious character.

The trustees of the school realize that **it is the teacher that makes the school**, and they have spared neither pains nor money to secure teachers of successful experience, broad culture, and established Christian character. As a result, the graduates of the school are young men and women who command good positions and good salaries and who stand high in the estimation of the public. They may be found

in all parts of the United States, and some in foreign countries occupying prominent positions of usefulness and influence.

Deans of the Several Classes

Senior—Prof. Bakeless. 2nd Year—Prof Sutliff.
Junior—Miss Good. 1st Year—Prof. Sutliff.
College Preparatory—Prof. Hartline.

Visiting and Going Home

Parents are requested not to call pupils home during term time, except in cases of absolute necessity. In such cases written permission from parents or guardians is required.

Every recitation missed places the pupil at a disadvantage and seriously affects his standing.

Giving permission to visit friends is equally distracting.

When a visit home or elsewhere is contemplated it distracts the mind on the day of departure, and it takes the first day after returning to get the mind back to work.

This causes practically the loss of two days in addition to the time lost while absent, and makes the pupil lose much of the benefit for which he has paid. All work missed as the result of absence is required to be made up, but this does not entirely restore the standing of the student.

Boxes from Home

Parents and friends are requested not to send boxes of cooked edibles to students. Many cases of ill health may be traced to eating stale and indigestible food. Besides the ill effects of keeping food in a living room, boxes encourage eating at irregular times and produce other irregularities that interfere with good health and intellectual advancement. The school furnishes good, wholesome food, well cooked and in plenty, and arranges to have as great variety as the markets afford; so there is no occasion for sending food to students.

When to Enter

Students may enter at any time. There are classes of all degrees of advancement, and students in nearly all subjects can be accommodated, even in the middle of a term.

Students who need only one term's work to finish any particular course will find it to their advantage to attend during the fall term, as during that term they will receive instruction in the essentials of the various branches.

Applications for Teachers

The Principal frequently has applications for teachers for positions both within and outside the state. Graduates who want schools are at liberty to put their names on his list, but they should inform him as soon as they secure a position; and those who need teachers are urged to apply early that they may get the best.

Outfits

Each student is expected to furnish for personal use the following articles: Towels, table napkins, a bed comforter, a pair of blankets, slippers, overshoes, an umbrella, a pair of gymnasium slippers, a gymnasium costume, and a pair of strong high shoes suitable for climbing and walking. Each student should provide himself with a knife, fork and spoon, as silver will not be sent out of the dining room. The gymnasium slippers and costume may be ordered after students enter and learn what is needed. The use of this costume is obligatory. Health and decency require it.

Damages

All damages done to rooms, halls, furniture, or school property, will be charged to the students who do it. No nails, pins or tacks of any kind are to be driven into the walls or doors. Pictures or other decorations pasted, tacked or pinned to the wall subject the occupants of the room to the expense of papering the entire room.

Laundry Regulations

Each student is allowed twelve articles of plain clothing or their equivalent in the weekly washing. Note the following regulations.

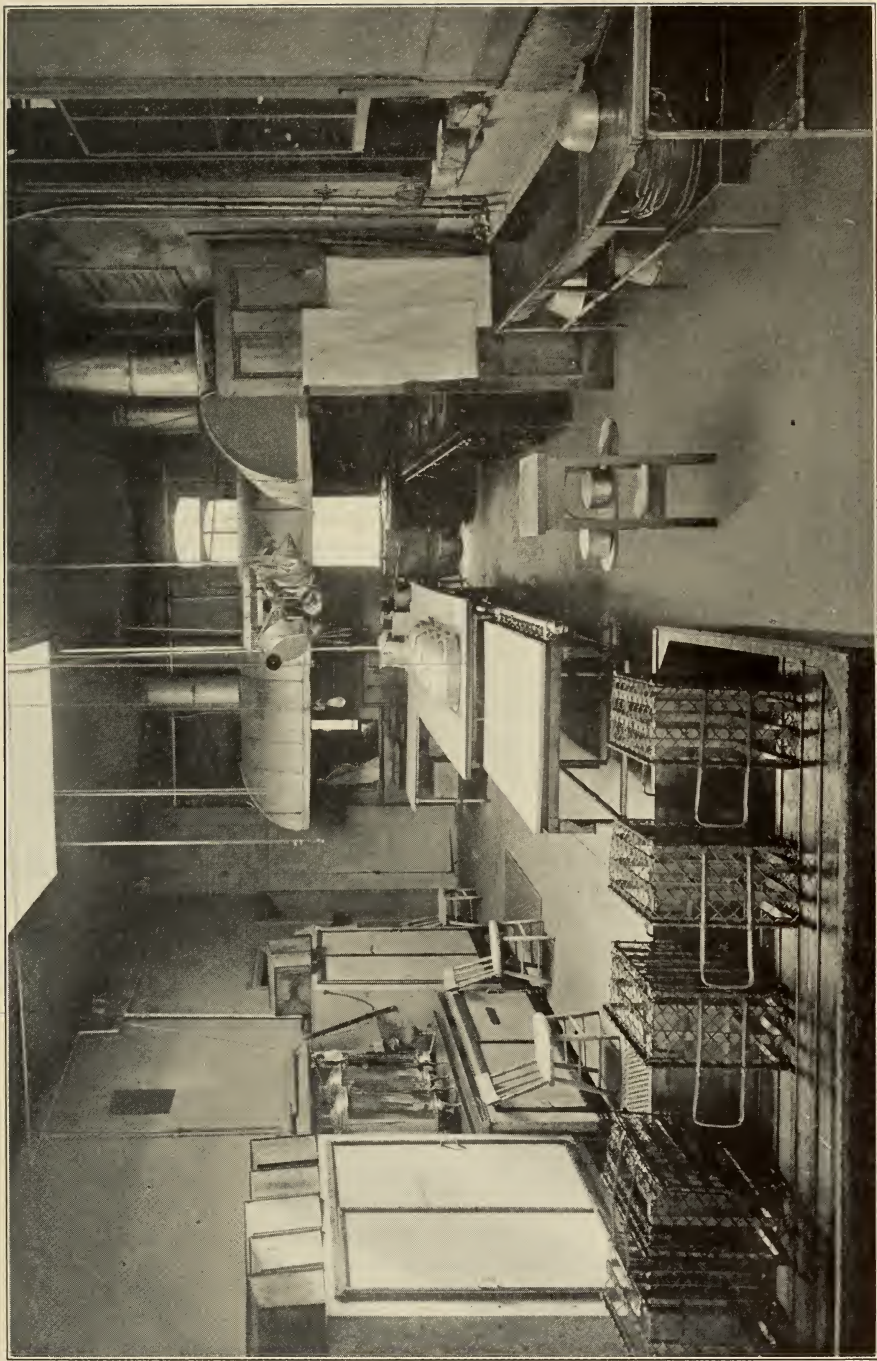
1. Have your name on every article of clothing. Write it plainly, and use nothing but indelible ink. Most missing articles are lost because of defective marking.

2. Have a large clothes bag, so that ironed clothes need not be folded much when put into it for delivery. Be sure to have you name on the clothes bag.

3. The personal wash must be ready for collection by six o'clock on Monday morning.

4. On Saturday morning, after breakfast, the personal wash will be delivered.

5. Exchange soiled bed linen (one sheet and two pillow cases) for clean linen on each Friday morning after breakfast.



One of the Kitchens

6. For all clothing in the wash in excess of the twelve articles allowed, an extra charge will be made.

State Aid

To all persons in the regular course over seventeen years of age who will sign an agreement to teach in the common schools of the state for two school years, tuition is free, and will be free as long as the Legislature's appropriation is sufficient for the purpose.

Expenses

Those who are seeking an education should exercise the same judgment and foresight in selecting a school that they use in other business matters.

It is possible to find cheaper schools than this. There are schools of all degrees of cheapness, just as there are articles of merchandise varying in quality.

This school gives to the student, in benefits, every dollar of its income both from what students pay and from state appropriations. Added to this is the use of buildings and apparatus accumulated that are now worth probably half a million dollars.

The tabulated statement on page 73 gives full information in regard to charges. One-half board and tuition plus registration fee is payable at the beginning of each term, the remainder at the middle of each term.

Note that the state aid is never deducted from the half-term payment due at the time of entrance.

The tuition for the Commercial Course is the same as for the regular Normal Course.

Applications for the filling out of certificates of admission to colleges or other higher institutions of learning will be granted on payment of a fee of one dollar.

A charge of 50 cents for each branch per week is made to special students in music, typewriting, or stenography, who desire to take one or two branches with their special subjects.

No extra charges are made for class instruction in vocal music.

For absence two consecutive weeks or more on account of personal sickness, a deduction for board and tuition is made. No other deduction is made for absence. No deduction for absence is made during the first two or the last two weeks of a term.

EXPENSES

	Fall Term 13 Weeks	Winter Term 13 Weeks	Spring Term 14 Weeks	Full Year	Fract'n of Term per W'k
FOR BOARDING STUDENTS (All courses excepting Music)					
Board, furnished room, heat, light and laundry	\$ 65.00	\$ 65.00	\$ 70.00	\$200.00	5.25
Tuition	19.50	19.50	21.00	60.00	
*Registration fee	2.00	2.00	2.00	6.00	
Total	\$ 86.50	\$ 86.50	\$ 93.00	\$266.00	
Amount due on entrance	\$ 44.25	\$ 44.25	\$ 47.50		
(½ Board and Tuition plus Registration fee)					
State aid	\$ 42.25	\$ 42.25	\$ 45.50		
(State aid is not credited until end of term)	\$ 19.50	\$ 19.50	\$ 21.00		
Amount due middle of term	\$ 22.75	\$ 22.75	\$ 24.50		
Full year, laboratory fees excepted				\$206.00	
FOR DAY STUDENTS (All courses excepting Music)					
Tuition	\$ 19.50	\$ 19.50	\$ 21.00	\$ 60.00	1.50
*Registration fee	2.00	2.00	2.00	6.00	
Total	\$ 21.50	\$ 21.50	\$ 23.00	\$ 66.00	
State aid	\$ 19.50	\$ 19.50	\$ 21.00	\$ 60.00	
(State aid is not credited until end of term)					
Amount due middle of term	\$ 2.00	\$ 2.00	\$ 2.00	\$ 6.00	
FOR MODEL SCHOOL DAY PUPILS					
No reduction is made for attendance for a fraction of a term	\$ 3.50	\$ 3.50	\$ 3.50	\$ 10.50	
Tuition, (payable at middle of term)					
No charge to pupils under 9 years of age					
Registration fee75	.75	.75	2.25	
	4.25	4.25	4.25	12.75	
FOR MUSIC PUPILS					
Piano or Voice, (2 lessons per week) ..	\$ 16.00	\$ 16.00	\$ 16.00	\$ 48.00	.75
Piano or Voice, (1 lesson per week)	9.75	9.75	9.75	29.25	
Use of Piano (for practice one period daily per term	2.50	2.50	2.50		
Class Lessons in Harmony	7.00	7.00	7.00		
Private Lessons in Harmony same as Piano					
Class Lessons in Analysis	7.50	7.00	7.00		
Class Lessons in History of Music	7.50	7.50	7.50		
EXTRAS					
Fee, Chemical Laboratory, (for course)				\$ 5.00	
Fees, for Zoology, Botany, and special Biology, each for course				4.00	
Fees, for Physiology, Geology, Agriculture, each, for course				2.00	
Fee, Domestic Science—Cooking Laboratory				2.00	
Sewing Courses, charges for materials used				2.00	

MEMBERSHIP IN SPECIAL CLASSES

Sewing or millinery, 10 lesson.....	\$5.00 and material.
Cooking, 10 lessons	\$6.00 or 75 cents per lesson.

*The Registration Fee in Main School carries with it free admission to all numbers of the Students' Lecture Course and all regularly scheduled games of foot ball and base ball.

A charge of 15 cents per piece is made for hauling baggage. Baggage is hauled by the school only on the opening and closing days of each term.

The scale of charges is made on the basis of two students to each room; therefore students can not be accorded the privilege of rooming alone without extra charges.

Bills for one term must be settled before students will be permitted to enter upon the next term, unless by special arrangement.

Diplomas will not be issued to those whose accounts are unsettled.

Rooms engaged beforehand will not be reserved longer than Tuesday of the first week of the term, except by special arrangement.

Students not living at their own homes are required to board in the school dormitories, except by special arrangement, made in accordance with conditions established by the Board of Trustees. The Principal will make known these conditions on request.

When a student's room in the dormitory is held for him during his absence, and cannot be temporarily filled, a charge of \$1.00 per week is made.

Students are considered members of the School until the Principal is notified of their withdrawal.

Class Memorials

- Class of 1876—Marble Model of Independence Bell.
- Class of 1879—Bible for Chapel, and Reference Books.
- Class of 1882—Fountain on Lower Campus.
- Class of 1883—Nucleus of Library—Library of Universal Knowledge.
- Class of 1884—Desk for Study Hall.
- Class of 1885—Clock for Auditorium.
- Class of 1886—Model School Apparatus, \$225.
- Class of 1887—Relief Maps and Tellurian.
- Class of 1888—Manikin.
- Class of 1889
- Class of 1890—Stanford's Maps, Weights and Measures.
- Class of 1891—Columbian Encyclopedia.
- Class of 1892—Curtain for Stage.
- Class of 1893—Scholarship of \$144.38.
- Class of 1894—Scholarship of \$159.95.
- Class of 1895—Scholarship of \$150.00.
- Class of 1896—Scholarship of \$103.05.

- Class of 1897—Scholarship of \$161.72.
 Class of 1898—Scholarship of \$150.00.
 Class of 1899—Sun Dial.
 Class of 1900—Scholarship of \$203.85.
 Class of 1901—Scholarship of \$200.00.
 Class of 1902—Scholarship of \$150.00.
 Class of 1903—\$100 for use of Dept. of Pedagogy.
 Class of 1904—Fountain at Main Entrance.
 Class of 1905—Scholarship of \$200.00.
 Class of 1906—\$300 for Department of Languages.
 \$ 50 for Department of Natural
 Science.
 \$ 50 for Department of Geografy.

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 \$400

- Class of 1907—\$150 for Department of Higher
 Mathematics.
 \$130 for Department of English.
 \$130 for Department of History.

—
 \$410

- Class of 1908—Beautifying and Improvement of
 School Grove, \$379.15.
 Class of 1909—Boys' Recreation Room, \$350.
 Class of 1910—Fitting up Dressing Rooms and Re-
 fitting Chapel Stage, \$350.
 Class of 1911—Fire Escapes, \$350.
 Class of 1912—Concrete Walks, Steps and Bronze
 Casts, \$525.
 Scholarship of \$100.00.
 Class of 1913—Stage Curtain and Rug, replacing Me-
 morial of the Class of 1892, \$400.
 Class of 1914—Class of 1914 Book Fund, \$250.
 Class of 1915—New Hospital, \$350.
 Class of 1916—Concrete Pergola in the grove, \$394.
 Class of 1917—Botanical Conservatory.

Suggestions

- Avoid tardiness at the opening of the term.
 Plan for continuous attendance to the end.
 Be ready for work the hour it begins.
 It is almost never the part of wisdom to plan to do the
 work of two years in one.
 The four years' course gives full work for four years.
 Oaks cannot be grown as fast as mushrooms.



A Model School Class

CATALOGUE OF STUDENTS, 1916-17

Resident Graduates

Benson, Anna, Bloomsburg, Columbia.
Cole, Lillian, '11, Bloomsburg, Columbia.
Elwell, Sara M., '05, Bloomsburg, Columbia.
Fry, Harriet E., '02, Danville, Montour.
Herring, Jessie F., '09, Orangeville, Columbia.
Harrison, Emma, '16, Forks, Columbia.
Kendall, Kathleen, '16, Bloomsburg, Columbia.
Little, Katherine, '15 & '16, Bloomsburg, Columbia.
Meenahan, Frank J., '16, Shamokin, Northumberland.
Waller, Elizabeth, Bloomsburg, Columbia.

Under-Graduates

Abbott, Arthur M., Bloomsburg, R. D. No. 2, Columbia.
Adams, Louise, Berwick, Columbia.
Ahlers, Annie, Bloomsburg, Columbia.
Ahlers, Walter Paul, Bloomsburg, Columbia.
Ale, Ambrose, Bloomsburg, Columbia.
Altmiller, Florence, Hazleton, Luzerne.
Ammerman, Carl R., Sterling, Wayne.
Andreas, Nellie I., Mifflinville, Columbia.
Andres, Helen G., Bloomsburg, Columbia.
Andrews, Bertha, Bloomsburg, Columbia.
Anthony, Ralph, Bear Creek, Luzerne.
Anzman, Madeline, Wilkes-Barre, Luzerne.
Arment, Armantine L., Bloomsburg, Columbia.
Arment, Helen, Bloomsburg, Columbia.
Arnold, Georgia F., Kingston, Luzerne.
Atherton, Florence, Hunlock's Creek, Luzerne.
Augenblick, Rebecca D., Nanticoke, Luzerne.
Aurand, Edna, Wilkes-Barre, Luzerne.
Austin, Helen, Forty Fort, Luzerne.
Averill, Florence, Berwick, Columbia.
Avery, Mildred E., Mehoopany, Wyoming.
Baden, Ella E., Hazleton, Luzerne.
Bailey, Florence M., Berwick, Columbia.
Baird, Ruth, Laketon, Luzerne.
Bakeless, David, Bloomsburg, Columbia.
Bakeless, Katharine H., Bloomsburg, Columbia.
Baker, Bertha, Espy, Columbia.
Baker, Frances, Bloomsburg, Columbia.
Baker, Mary, E., Bloomsburg, Columbia.
Baker, Paul N., Espy, Columbia.
Bankes, Byron E., Bloomsburg, Columbia.
Bankes, Lester, Bloomsburg, R. D. No. 5, Columbia.
Bankes, Maud, Bloomsburg, R. D. No. 5, Columbia.
Bankes, Violus, Bloomsburg, R. D. No. 5, Columbia.
Barber, Doris, Bloomsburg, Columbia.
Barber, Emily, Bloomsburg, Columbia.
Barkel, Calvin H., Bloomsburg, Columbia.
Barndt, Hester, Catawissa, Columbia.
Barnum, Margaret, West Berwick, Columbia.
Barrall, Otis R., Nanticoke, Luzerne.
Bavolack, Daniel, McAdoo, Schuylkill.

- Beatty, Marie, Olyphant, Lackawanna.
Becker, Helen R., Plymouth, Luzerne.
Beckley, Kathryn, Nanticoke, Luzerne.
Bednarek, George G., Jr., Wilkes-Barre, Luzerne.
Beehn, Laura M., Newfoundland, Wayne.
Beishline, S. D., Orangeville, R. D. No. 2, Columbia.
Bell, Harriet M., Ashley, Luzerne.
Belles, Rupert, Benton, Columbia.
Bennett, Mark H., Bloomsburg, Columbia.
Benovitz, Esther, Dickson City, Lackawanna.
Benscoter, Effie, Peckville, Lackawanna.
Berger, Anna, Catawissa, Columbia.
Berger, Belle, Catawissa, Columbia.
Berger, Carl R., Leighton, Carbon.
Berlew, Mildred, Pittston, Luzerne.
Berlew, Nora L., Dallas, Luzerne.
Bitler, Mary E., Pottsgrove, Northumberland.
Black, Lessing, Bloomsburg, Columbia.
Boody, Leonard R., Bloomsburg, Columbia.
Bower, Ruth I., Berwick, Columbia.
Boyer, Blanche, Paxtonville, Snyder.
Boyle, Hugh, Leviston, Carbon.
Boyle, Mary D., Drifton, Luzerne.
Brace, Katherine, Bloomsburg, Columbia.
Brace, Laura W., Bloomsburg, Columbia.
Brace, Leslie E., Bloomsburg, Columbia.
Brace, Molly, Bloomsburg, Columbia.
Brader, Evangeline, Bloomsburg, Columbia.
Breisch, Pearl M., Catawissa, Columbia.
Brennar, Marion, Brandonville, Schuylkill.
Brink, J. Frank, Benton, R. D. No. 2, Columbia.
Brittain, Norma, Register, Luzerne.
Broadt, Bertha E., Hazleton, Luzerne.
Broadt, Elva, Bloomsburg, Columbia.
Broadt, Emma, Bloomsburg, Columbia.
Broadt, Florence, Bloomsburg, Columbia.
Broadt, Hester, Bloomsburg, Columbia.
Broadt, Robert, Bloomsburg, Columbia.
Brobst, Elva C., Sugarloaf, Luzerne.
Brotherton, Nellie, Forty Fort, Luzerne.
Brower, Mary E., Bloomsburg, Columbia.
Brown, Claude, Light Street, Columbia.
Brown, Margaret, Vanceboro, N. C.
Brown, Marion S., Forest City, Susquehanna.
Brown, Ruth A., Wilkes-Barre, Luzerne.
Brunstetter, G. H., Orangeville, Columbia.
Bryant, Myrtle E., Wilkes-Barre, Luzerne.
Buck, Leroy, Bloomsburg, Columbia.
Bundy, Gladys M., Bloomsburg, Columbia.
Burns, Alice, Oneida, Schuylkill.
Burns, Nellie C., Danville, Montour.
Butler, Ella C., Angels, Wayne.
Button, Stuart C., Springville, Susquehanna.
Byers, Daniel H., Baltimore, Md.
Byers, Helen E., Baltimore, Md.
Cadman, Emma E., Bloomsburg, Columbia.
Caley, Margaret, Wanamie, Luzerne.

Callender, Wayne, Sweet Valley, Luzerne.
Camara, Alfonso, Merida-Yucatan.
Campbell, Dorothy, Bloomsburg, Columbia.
Carey, Margaret, Freeland, Luzerne.
Castellani, Peter E., Old Forge, Lackawanna.
Caswell, Blanche M., Plymouth, Luzerne.
Caswell, Elizabeth, Bloomsburg, Columbia.
Chalfin, Harry I., Bloomsburg, Columbia.
Chapin, Gueneviere, Kingston, Luzerne.
Cherrington, Paul L., Catawissa R. D. No. 2, Columbia.
Cherrington, Ross M., Catawissa, R. D. No. 2, Columbia.
Christian, J. Loomis, Lopez, Sullivan.
Chromis, Mae, Bloomsburg, Columbia.
Church, John, Bloomsburg, Columbia.
Clapham, Elizabeth, Bloomsburg, Columbia.
Clark, L. Funston, Catawissa, Columbia.
Cleaver, Emma V., Elysburg, Columbia.
Cleaver, Grace K., Elysburg, Columbia.
Cocklin, Alice F., Shickshinny, Luzerne.
Cohen, Marx I., Wilkes-Barre, Luzerne.
Cole, Anna M., State College, Centre.
Colley, Beth, Bloomsburg, Columbia.
Colley, Martha R., Bloomsburg, Columbia.
Colley, Mary, Bloomsburg, Columbia.
Comas, Lorenza, Santiago, Cuba.
Comas, Rafael, Santiago, Cuba.
Conety, Esther E., Glen Summit, Luzerne.
Conahan, Helen, Beaver Brook, Luzerne.
Connors, Althea A., Lee, Luzerne.
Corcoran, Mollie A., Plains, Luzerne.
Corgan, Alberta, Kingston, Luzerne.
Costello, Anne E., Hazleton, Luzerne.
Cotner, Kathryn, Danville, R. D. No. 6, Montour.
Cox, Margaret M., Centralia, Columbia.
Creasy, Jean, Bloomsburg, Columbia.
Creasy, Jessie, Dalton, Lackawanna.
Creasy, Leroy, Espy, Columbia.
Cromis, Allen L., Washingtonville, Montour.
Cromis, Marie, Washingtonville, Montour.
Cromley, Ada P., Strawberry Ridge, R. D. No. 1, Montour.
Crumb, Sadie M., Bloomsburg, Columbia.
Cryder, Margaret A., Berwick, Columbia.
Cuff, Mary, Shenandoah, Schuylkill.
Cunningham, Christie, Bloomsburg, Columbia.
Cunningham, Susie, Bloomsburg, Columbia.
Curry, Isabel J., Parsons, Luzerne.
Curry, S. Eloise, Mooresburg, Montour.
Daniells, Lydia A., Wilkes-Barre, Luzerne.
Davenport, Edna M., Sweet Valley, Luzerne.
Davis, Anna M., Ringtown, Schuylkill.
Davis, Grace M., Bloomsburg, Columbia.
Davis, Samuel, Ringtown, Schuylkill.
Dean, Martha B., Dorranceton, Luzerne.
Deaner, Hildred L., Mainville, Columbia.
Decker, Dorothy, North Mehoopany, Wyoming.
Deily, Edna, Bloomsburg, Columbia.
Delaney, Eugene, Plymouth, Luzerne.

Dennis, Hope, Bloomsburg, Columbia.
Dennis, James, Bloomsburg, Columbia.
Dennis, J. Elliott, Bloomsburg, Columbia.
Deppen, Thelma, Dalmatia, Northumberland.
De Reamer, Verna, Bloomsburg, Columbia.
Derr, Charlotte M., Bloomsburg, Columbia.
Derr, Edgar M., Bloomsburg, Columbia.
Derr, G. Harry, Lairdsville, Lycoming.
Detato, Antonio, Pittston, Luzerne.
Devers, Anna E., Pittston, Luzerne.
Dice, Charles, Bloomsburg, Columbia.
Dieffenbacher, M. Louisa, Jerseytown, Columbia.
Diemer, Mary J., Bloomsburg, Columbia.
Dodson, Edna B., Berwick, Columbia.
Donovan, Anna, Beaver Meadow, Carbon.
Dormack, Walter, Detroit, Mich.
Doyle, John, Ashley, Luzerne.
Drake, LaRue, Light Street, Columbia.
Dreibelbis, F. Ralph, Virginville, Berks.
Duke, Blanche, Berwick, Columbia.
Dunlap, M. Elsie, Gracedale, Luzerne.
Dymond, Mabel L., Dallas, Luzerne.
Edgar, Dorothy, Espy, Columbia.
Edwards, Cridwyn E., Scranton, Lackawanna.
Edwards, Margaret, Bloomsburg, Columbia.
Edwards, L. Mildred, Luzerne, Luzerne.
Edwards, Vida, Benton, Columbia.
Emanuel, John, Wilkes-Barre, R. D. No. 1, Luzerne.
Emmitt, Ethel, Danville, Montour.
Emmitt, John F., Danville, R. D. No. 3, Montour.
Emmitt, Sara, Danville, R. D. No. 3, Montour.
Engel, Rose, Glen Lyon, Luzerne.
English, Frances I., Bloomsburg, Columbia.
Ent, Edna, Light Street, Columbia.
Enterline, Emily V., Turbotville, Montour.
Erwin, Ruth, Catawissa, Columbia.
Eshleman, Fay, Mifflin, Juniata.
Evans, Bessie H., Rendham, Lackawanna.
Evans, Eloise, Bloomsburg, Columbia.
Evans, Melba, Olyphant, Lackawanna.
Eveland, Orville R., Huntington Mills, Luzerne.
Eyerly, Edwin, Jr., Bloomsburg, R. D. No. 5, Columbia.
Farrell, Mae C., Mahanoy Plane, Schuylkill.
Faus, Hester P., Bloomsburg, Columbia.
Fester, Franklin E., Bloomsburg, R. D. No. 6, Columbia.
Fetterolf, Nita, Mifflinville, Columbia.
Fidler, John L., Espy, Columbia.
Fiore, Eleanora, Scranton, Lackawanna.
Fischer, Viola M., Glen Lyon, Luzerne.
Fisher, Donald, Rupert, Columbia.
Fisher, Mary, Bloomsburg, Columbia.
Flaherty, Irene C., Wilkes-Barre, Luzerne.
Flynn, Mary H., Centralia, Columbia.
Foote, Dorothy, Bloomsburg, Columbia.
Foote, Paul, Bloomsburg, Columbia.
Foster, Albert K., Wiconisco, Dauphin.
Fought, Raymond S., Millville, Columbia.



A Student's Room, Girls' Dormitory

- Foust, Raymond K., Bloomsburg, R. D. No. 3, Columbia.
Fox, Annie E., Bloomsburg, Columbia.
Foye, Elva C., Bloomsburg, Columbia.
Freas, Martha C., Berwick, Columbia.
Frew, Agnes, Olyphant, Lackawanna.
Fritz, Catherine, Bloomsburg, Columbia.
Fritz, Charles, Bloomsburg, Columbia.
Fritz, Sarah, Jamison City, Columbia.
Frumkin, Ida R., Hazleton, Luzerne.
Frumkin, Morris, Hazleton, Luzerne.
Fry, Ralph D., Bloomsburg, R. D. No. 2, Columbia.
Fullerton, Donald J., Bloomsburg, Columbia.
Furman, Frances, Bloomsburg, Columbia.
Gaff, Frank, Shenandoah, Schuylkill.
Gaffney, Kathryn M., Pittston, Luzerne.
Garrison, Sarah C., Bloomsburg, Columbia.
Gass, Helen, Danville, Montour.
Gearhart, Evelyn, Danville, Montour.
Gennaria, Charles R., Bloomsburg, Columbia.
Gensemer, Lillian O., Bloomsburg, Columbia.
Getty, Raymond F., Catawissa, R. D. No. 5, Columbia.
Gheen, Carl, Bloomsburg, Columbia.
Gift, J. Claire, Bloomsburg, Columbia.
Gift, Robert W., Jr., Bloomsburg, Columbia.
Gilbert, Marjorie, Bloomsburg, Columbia.
Gilbert, Miriam W., Bloomsburg, Columbia.
Gillespie, Mary, Hazleton, Luzerne.
Gingles, Horace H., Jerseytown, Columbia.
Ginley, Theresa D., Girardville, Schuylkill.
Ginnis, Andrew L., Catawissa, Columbia.
Girton, Robert H., Danville, R. D. No. 3, Montour.
Good, Zareta, Wilkes-Barre, Luzerne.
Gordon, William, Pittston, Luzerne.
Gorham, Anthony F., Ashley, Luzerne.
Gorman, Clara, Girardville, Schuylkill.
Gotshall, Lola I., Bloomsburg, Columbia.
Gray, Franklin, Bloomsburg, R. D. No. 3, Columbia.
Greener, Florence M., Wilkes-Barre, Luzerne.
Gregory, Helen E., Wilkes-Barre, Luzerne.
Griffith, Joseph, Connerton, Schuylkill.
Griffiths, Muriel, Taylor, Lackawanna.
Grimes, Ellamae, Bloomsburg, Columbia.
Grimes, Joseph S., Bloomsburg, Columbia.
Gronka, Rose, Glen Lyon, Luzerne.
Gross, Ruth V., Hazleton, Luzerne.
Grossman, Lena, Hazleton, Luzerne.
Guckavan, Marie, Hazleton, Luzerne.
Hackenberg, Ernestine, Northumberland, R. D. No. 1, North'd.
Hacker, Bertha M., Peckville, Lackawanna.
Hackett, Cadwallader E., Bloomsburg, Columbia.
Hagemeyer, Martha, Scranton, Lackawanna.
Hahn, Edith, Nanticoke, Luzerne.
Harley, Anna C., Wilkes-Barre, Luzerne.
Harmany, Lee A., Bloomsburg, Columbia.
Harris, Charles D., Bloomsburg, Columbia.
Harrison, Bertelle, Shickshinny, Luzerne.
Harrison, Dorothy, Plymouth, Luzerne.

Hart, Ralph, Nescopeck, Luzerne.
Hartline, H. Keffer, Bloomsburg, Columbia.
Hartzell, Laura A., Bloomsburg, Columbia.
Hassert, Claire, Bloomsburg, Columbia.
Hatcher, Kenneth W., Bloomsburg, Columbia.
Hayes, Bessie, Wilkes-Barre, R. D. No. 1, Luzerne.
Healey, Genevieve, Pittston, Luzerne.
Hedden, Claire, Benton, Columbia.
Heimbach, Alice, Pittston, Luzerne.
Heller, Edwin S., Dorranceton, Luzerne.
Henrie, Margaret, Millville, Columbia.
Henry, Martha, Berwick, Columbia.
Henrie, William, Danville, Montour.
Henry, C. Ruth, Tower City, Schuylkill.
Henwood, Grace M., Dunmore, Lackawanna.
Herman, Almira, Bloomsburg, Columbia.
Herman, Carl, Bloomsburg, Columbia.
Herman, Frances E., Bloomsburg, Columbia.
Herman, William, Bloomsburg, Columbia.
Herring, Dorothy, Orangeville, Columbia.
Hess, Florence L., West Pittston, Luzerne.
Hetler, Eleanor, Bloomsburg, Columbia.
Hicks, Loretta, Bloomsburg, Columbia.
Higgins, Jerome J., Scranton, Lackawanna.
Hill, F. Harriett, Beach Haven, Luzerne.
Hill, Olive, Bloomsburg, Columbia.
Hill, Rebecca, Hazleton, Luzerne.
Hite, Frederick S., Bloomsburg, Columbia.
Hoag, Esther, Nescopeck, Luzerne.
Hobbs, E. A., LaPlume, Lackawanna.
Hobensack, Miriam, Lewisburg, Union.
Hodder, John, Wilkes-Barre, Luzerne.
Hodgson, Clarence T., York, York.
Hodgson, Ruth, Avoca, Luzerne.
Hoffman, Karleen, Bloomsburg, Columbia.
Hofnagle, Harold, Bloomsburg, Columbia.
Hopper, Paul G., Espy, Columbia.
Hower, Max, Bloomsburg, Columbia.
Howland, Warren, Binghamton, N. Y.
Hoyt, Kittie B., Jermyn, Lackawanna.
Hummel, Foster M., Light Street, Columbia.
Hutton, Helen, Bloomsburg, Columbia.
Hutton, Neal, Bloomsburg, Columbia.
Hutton, Oswald, Berwick, Columbia.
Hutton, Emily, Bloomsburg, Columbia.
Hutton, Ruth, Bloomsburg, Columbia.
Ikeler, Roy, Millville, Columbia.
Isaacs, Annie E., Kingston, Luzerne.
James, Anna L., Wilkes-Barre, Luzerne.
Jenkins, Nan, Nesquehoning, Carbon.
Jennings, Kathryn, North Mehoopany, Wyoming.
John, Hazel, Catawissa, Columbia.
Johns, Howard P., Jr., Forest City, Susquehanna.
Johnson, Lillian, Catawissa, Columbia.
Jones, Arthur, Ashley, Luzerne.
Jones, Edward C., Wilkes-Barre, Luzerne.
Jones, Elsie A., Wilkes-Barre, Luzerne.

Jones, Freda E., Kingston, Luzerne.
Jones, Louise, Nanticoke, Luzerne.
Jones, Margaret, Ariel, Wayne.
Jones, Muriel E., Audenried, Carbon.
Jordan, Rema E., Dalton, R. D. No. 3, Lackawanna.
Joyce, Walter L., Pittston, Luzerne.
Kabusk, Nellie M., Kingston, Luzerne.
Kahny, Mary C. C., Saltsburg, Indiana.
Kaiser, Ruth C., Elysburg, Northumberland.
Kase, Katharine M., Riverside, Northumberland.
Keen, Carrie, Glen Lyon, Luzerne.
Kehler, Miriam, Locust Dale, Schuylkill.
Kehler, Ronald E., Locust Dale, Schuylkill.
Keiser, Myrtle E., Wilkes-Barre, Luzerne.
Keller, George J., Bloomsburg, Columbia.
Keller, William U., Unityville, Lycoming.
Kelly, Julia, Bloomsburg, Columbia.
Kelly, Mabel, Bloomsburg, Columbia.
Kennedy, Veronica M., Minersville, Schuylkill.
Kenney, Julia, Tuscarora, Schuylkill.
Kepner, Mary K., Bloomsburg, Columbia.
Kepner, Robert, Bloomsburg, Columbia.
Kerstetter, Jean D., Liverpool, Perry.
Kerstetter, M. Irene, Northumberland, Northumberland.
Kester, Paul E., Bloomsburg, R. D. No. 1, Columbia.
Kester, Ray R., Millville, Columbia.
Kester, Ruth, Bloomsburg, Columbia.
Kester, Vida, Bloomsburg, Columbia.
Kester, W. Fred, Bloomsburg, Columbia.
Kilcoyne, Marion, Wilkes-Barre, Luzerne.
Killgore, R. Sinclair, Wilkes-Barre, Luzerne.
Kimble, Alice, Bloomsburg, Columbia.
Kindig, Bruce, Harveyville, Luzerne.
Kindig, Ralph W., Harveyville, Luzerne.
Kishbach, Grace, Gordon, Schuylkill.
Kline, M. Genevieve, Mt. Carmel, Northumberland.
Kline, Sadie G., Register, Luzerne.
Klingaman, Foster E., Berwick, Columbia.
Klingaman, Ray H., Mainville, Columbia.
Klinger, Allen L., Gratz, Dauphin.
Knedler, J. Warren, Moscow, Lackawanna.
Knoll, Gertrude, Nanticoke, Luzerne.
Knouse, Helen, Benton, Columbia.
Koons, Elizabeth, Shickshinny, Luzerne.
Kovelkoskie, Clarence T., Shamokin, Northumberland.
Kresge, Clara A., Freeland, Luzerne.
Kressler, Russell, Nanticoke, Luzerne.
Krum, Arnold, Danville, Montour.
Kurtz, Nellie M., Lewisburg, Union.
Lage, Francisco, Habana, Cuba.
Lanning, John, Bloomsburg, Columbia.
Lanning, Robert, Bloomsburg, Columbia.
Laudig, J. Frear, Deseronto, Ontario.
Law, Hannah W., Bloomsburg, Columbia.
Law, James, Bloomsburg, Columbia.
Leach, Bernard M., Shenandoah, Schuylkill.
Lecher, Gertrude C., Wilkes-Barre, Luzerne.

Lecher, Grace H., Wilkes-Barre, Luzerne.
Lee, Harold, Orangeville, Columbia.
Leonard, Charles W., Scranton, Lackawanna.
Leonard, Harry, Scranton, Lackawanna.
LeVan, Katie, Catawissa, Columbia.
Lewis, Mabel, Hawley, Wayne.
Lewis, William W., Trevorton, Northumberland.
Lineberg, Franklin, Bloomsburg, Columbia.
Lineberg, Irma, Bloomsburg, Columbia.
Linville, Leta M., Bloomsburg, Columbia.
Lohman, Elmer, Nanticoke, Luzerne.
Long, Clark, Berwick, Columbia.
Long, E. Paul, Trevorton, R. D. No. 1, Northumberland.
Long, John M., Trevorton, R. D. No. 1, Northumberland.
Longshore, Jennie W., Shamokin, Northumberland.
Longstreet, Samuel, Jr., Scranton, Lackawanna.
Lopez, Victor E., Merida, Mexico.
Lord, Gertrude, Mt. Carmel, Northumberland.
Lord, Helen E., Bloomsburg, Columbia.
Lord, Helen G., Scranton, Lackawanna.
Lott, Beatrice, Forest City, Susquehanna.
Lowenberg, Clare, Bloomsburg, Columbia.
Lowenberg, Elsie, Bloomsburg, Columbia.
Luchs, Clyde R., Angels, Wayne.
Ludwig, Miriam, Catawissa, Columbia.
Ludwig, Ruth, Nescopeck, Luzerne.
Lundahl, Esther, Ringtown, Schuylkill.
McCarthy, Helen M., Scranton, Lackawanna.
McDonald, Elizabeth, Avoca, Luzerne.
McDermott, Thomas D., Peckville, Lackawanna.
McDonald, Anthony J., Centralia, Columbia.
McDowell, John, Light Street, Columbia.
McDyer, Grace, Coaldale, Schuylkill.
McFadden, Katharine, Hazleton, Luzerne.
McGill, Mary S., Jeddo, Luzerne.
McGill, Sara A., Jeddo, Luzerne.
McHenry, John F., Stillwater, Columbia.
McHenry, Rachael, Bloomsburg, Columbia.
McHugh, Margaret, Hazleton, Luzerne.
McKeon, Anna, Wilkes-Barre, Luzerne.
McLane, Anna H., Scranton, Lackawanna.
MacManamon, Marie M., Ashley, Luzerne.
McManus, Mary F., Shenandoah, Schuylkill.
McManus, Mary M., Locust Gap, Northumberland.
Magee, Harry, Bloomsburg, Columbia.
Maher, Elizabeth R., Hopbottom, Susquehanna.
Manteca, Rogelio, Mexico City, Mexico.
Marcé, Baudilio R., Santiago, Cuba.
Mariscal, Rafael, Sagua la Grande, Cuba.
Marks, Gerald E., Plymouth, Luzerne.
Martin, Alice C., Mahanoy City, Schuylkill.
Martin, Frances, Bloomsburg, Columbia.
Martin, William H., Philadelphia, Philadelphia.
Masteller, Ruth, Bloomsburg, Columbia.
Mauser, Max H., Bloomsburg, Columbia.
Mauser, Pauline, Danville, Montour.
Maust, Agnes G., Bloomsburg, Columbia.

Maust, Laura Mae, Jerseytown, Columbia.
Maust, Mabel E., Bloomsburg, Columbia.
Meder, Vitella, Fountain Springs, Schuylkill.
Medo, Edith, Glen Lyon, Luzerne.
Meehan, Mary, Hazleton, Luzerne.
Melan, Genevieve, Wilkes-Barre, Luzerne.
Melick, Harland, Bloomsburg, R. D. No. 4, Columbia.
Mellick, Joseph, Bloomsburg, Columbia.
Melick, Lena, Bloomsburg, R. D. No. 4, Columbia.
Mendez, Carlos, Bloomsburg, R. D. No. 1, Columbia.
Merkal, Leah R., Catawissa, Columbia.
Mileham, Mildred F., Wilkes-Barre, Luzerne.
Miles, Rachel, Kingston, Luzerne.
Millard, Pauline R., Bloomsburg, Columbia.
Miller, Charles F., Bloomsburg, Columbia.
Miller, Clyde A., Bloomsburg, Columbia.
Miller, David B., Bloomsburg, Columbia.
Miller, Dorothy C., Bloomsburg, Columbia.
Miller, Elizabeth G., Ashland, Schuylkill.
Miller, Mary Ruth, Bloomsburg, Columbia.
Miller, Ralph E., Jr., Bloomsburg, Columbia.
Monahan, Rose, Girardville, Schuylkill.
Montgomery, Clara, Orangeville, Columbia.
Moore, Blanche, Berwick, Columbia.
Moore, Dorothy J. C., Shamokin, Northumberland.
Moore, Zach, Bloomsburg, Columbia.
Moorehead, Harriette, Pottsgrove, Northumberland.
Morgan, Arthur C., Nanticoke, Luzerne.
Morris, D. R. Wilkes-Barre, Luzerne.
Morris, Minnie, Bloomsburg, Columbia.
Moss, Mary J., Plymouth, Luzerne.
Moss, Warner A., Hunlock's Creek, Luzerne.
Moyer, Miriam, Orangeville, Columbia.
Moyle, Elizabeth, Plymouth, Luzerne.
Mullen, Mary D., Honesdale, Wayne.
Murphy, Mary, Hazleton, Luzerne.
Musgrave, James, Moscow, R. D. No. 1, Lackawanna.
Myers, Anna, Bloomsburg, Columbia.
Myers, Helen, Bloomsburg, Columbia.
Needle, Esther, Throop, Lackawanna.
Newell, Geo., Gouldsboro, Wayne.
Nicholson, Grace, Jermyn, Lackawanna.
Noble, David, Berwick, Columbia.
Nyhart, Arline, Wilkes-Barre, Luzerne.
Nyhart, Geraldine, Glen Lyon, Luzerne.
O'Brien, Martha E., Benton, R. D. No. 1, Columbia.
O'Donnell, Clara, Girardville, Schuylkill.
O'Donnell, Margaret, Wilkes-Barre, Luzerne.
Orndorf, Mary R., Danville, Montour.
O'Rourke, Helen F., Wilkes-Barre, Luzerne.
Osuna, Pedro, Bloomsburg, Columbia.
Padagomas, Lucy, Glen Lyon, Luzerne.
Paddon, Marion, Priceburg, Lackawanna.
Page, Walter, Mt. Pleasant Mills, Snyder.
Papciak, Nellie, Glen Lyon, Luzerne.
Patterson, J. Claire, Orangeville, Columbia.
Patterson, Ottis, Bloomsburg, Columbia.



Girls' Reception Room

Patterson, Rowena, Nescopeck, Luzerne.
Peck, Jane, Forty Fort, Luzerne.
Peckham, Florence, Scranton, Lackawanna.
Pegg, Esther, Bloomsburg, Columbia.
Pegg, Harold J., Buckhorn, Columbia.
Pegg, William, Bloomsburg, Columbia.
Pennington, Anna, Bloomsburg, Columbia.
Pennington, Hilda, Millville, Columbia.
Perez, Evaristo, Sagua la Grande, Cuba.
Pettebone, Margaret, Kingston, Luzerne.
Phillips, Marian L., Bloomsburg, Columbia.
Platt, Beatrice, Mainville, Columbia.
Platt, Richard, Girardville, Schuylkill.
Pollock, Dorothy, Hazleton, Luzerne.
Pollock, Mary A., Strawberry Ridge, Montour.
Pollock, Miles, Strawberry Ridge, Montour.
Pope, Ruth G., Nanticoke, Luzerne.
Poust, Lyle, Orangeville, Columbia.
Powell, Anna M., Scranton, Lackawanna.
Powell, Mary, Miners Mills, Luzerne.
Pressler, Herman, Lime Ridge, Columbia.
Probert, Elizabeth, Hazleton, Luzerne.
Pursell, Anna, Burnham, Mifflin.
Pursel, Beatrice E., Danville, Montour.
Pursel, Celia E., Bloomsburg, Columbia.
Pursell, Edna M., Shenandoah, Schuylkill.
Pursel, Elizabeth, Bloomsburg, Columbia.
Pursel, Marjory, Bloomsburg, Columbia.
Pyne, Caroline, Plymouth, Luzerne.
Quick, Ruth, Berwick, Columbia.
Quinnan, Rose, Wilkes-Barre, Luzerne.
Quinney, Evalyn, Hawley, Wayne.
Ramage, Russell A., Pittston, Luzerne.
Rarig, Fanny, Numidia, Columbia.
Rees, John B., Taylor, Lackawanna.
Rees, Theodore D., Taylor, Lackawanna.
Rehill, Kathleen, Wilkes-Barre, Luzerne.
Reichard, Mary, Milton, Northumberland.
Reider, Hilda A., Trevorton, Northumberland.
Reilly, John J., Bloomsburg, Columbia.
Reitz, Harold, Dornsife, Northumberland.
Remensnyder, Anna, Shickshinny, Luzerne.
Renner, Grace V., Sunbury, Northumberland.
Rhawn, Wm. H., Catawissa, Columbia.
Rhoads, Helen C. (Girton) Bloomsburg, Columbia.
Rhoads, Mary, Numidia, Columbia.
Rhodes, Walter M., Bloomsburg, Columbia.
Rice, Howard, Espy, Columbia.
Rice, Mildred, Espy, Columbia.
Richards, Anna M., Peckville, Lackawanna.
Richards, Earl E., Mountain Top, Luzerne.
Richards, Fred J., Bloomsburg, Columbia.
Richards, Phoebe M., Light Street, Columbia.
Richart, John E., Bloomsburg, Columbia.
Richardson, John L., Jr., Bloomsburg, Columbia.
Richardson, Maine E., Mahanoy City, Schuylkill.
Ridall, Beatrice, Shickshinny, Luzerne.

Rifkin, Lillian H., Wilkes-Barre, Luzerne.
Rishton, Tom P., Bloomsburg, Columbia.
Roat, Esther, Kingston, Luzerne.
Robbins, George A., Bloomsburg, Columbia.
Robbins, Rachel, Bloomsburg, Columbia.
Robbins, Rhoda, Bloomsburg, Columbia.
Robinson, John, Berwick, Columbia.
Robinson, Olive O., Honesdale, Wayne.
Robinson, Ruth, M., Scranton, Lackawanna.
Rommel, Mary Ford, Pittston, Luzerne.
Rosell, Victor J., Trujillo, Peru.
Rovaine, Francisco, Santiago, Cuba.
Row, Kathryn, Bloomsburg, Columbia.
Royer, May D., Nescopeck, Luzerne.
Roys, G. Emily, Bloomsburg, Columbia.
Ruddy, Helen, Wilkes-Barre, Luzerne.
Runyon, Marion, Alden Station, Luzerne.
Russell, Mildred E., Rome, Bradford.
Ruth, John J., Hellertown, Northampton.
Rutter, Betty, Bloomsburg, Columbia.
Rutter, Wm. McK., Bloomsburg, Columbia.
Ryan, Lucille, Plymouth, Luzerne.
Ryan, Nan A., Wilkes-Barre, Luzerne.
Saltzer, Hester, Bloomsburg, Columbia.
Sands, Donald, Orangeville, Columbia.
Santee, Clara W., Conyngham, Luzerne.
Schaeffer, John, Shenandoah, Schuylkill.
Schaller, Mary F., Hazleton, Luzerne.
Schlegel, Harry, Urban, Northumberland.
Schuyler, Thursabert, Bloomsburg, Columbia.
Scriven, Augusta, Olyphant, Lackawanna.
Search, Margaret, Wilkes-Barre, Luzerne.
Seiler, Camille, Bloomsburg, Columbia.
Seltzer, Alva, Ringtown, Schuylkill.
Shaffer, Frederick H., Bloomsburg, Columbia.
Shaffer, Laura C., Berwick, R. D. No. 3, Columbia.
Shales, Ernest, Wilkes-Bare, Luzerne.
Shannon, Nora I., Wilkes-Barre, Luzerne.
Sharpless, Harriet E., Bloomsburg, Columbia.
Sharpless, Myra S., Bloomsburg, Columbia.
Shaw, Esther R., Broadway, Luzerne.
Shearer, Bruce M., Willow Hill, Franklin.
Sherwin, Arthur, Bloomsburg, Columbia.
Sherman, Carlton, Plymouth, Luzerne.
Shirk, Caroline, Burnham, Mifflin.
Shultz, Sara L., Bloomsburg, Columbia.
Shuman, Harriette, Bloomsburg, Columbia.
Shuman, John, Bloomsburg, Columbia.
Shuman, Josephine, Bloomsburg, Columbia.
Shuman, Melba, Mainville, Columbia.
Shuman, Sara, Catawissa, Columbia.
Siegfried, Flossie, Benton, Columbia.
Silvius, Ruth, Sunbury, Northumberland.
Sites, Carrie, Hallstead, Susquehanna.
Smith, Arline, Ashley, Luzerne.
Smith, Edmond, Bloomsburg, Columbia.
Smith, Henry, Bloomsburg, Columbia.

Smith, Margaret, Mahanoy City, Schuylkill.
Smith, Mary Agnes, Bloomsburg, Columbia.
Smith, Paul, Bloomsburg, Columbia.
Smith, Ruth, Center Hall, Centre
Smith, Theodore, Bloomsburg, Columbia.
Smith, Victoria, Bloomsburg, Columbia.
Smith, Zola, Bloomsburg, Columbia.
Smoyer, Madolyn, Bloomsburg, Columbia.
Snyder, Alice, Bloomsburg, Columbia.
Snyder, Freda B., Dallas, R. D. No. 3, Luzerne.
Snyder, Guy, Mountain Top, Luzerne.
Snyder, Robert, Bloomsburg, Columbia.
Sonn, Clara, Throop, Lackawanna.
Sosa, Miguel, Isabela Sagua, Cuba.
Sotolongo, Israel, Havana, Cuba.
Soule, Blanche, Bloomsburg, Columbia.
Spangler, Helen, New Berlin, Union.
Speary, F. Ruth, Wilkes-Barre, Luzerne.
Spencer, Kathryn M., Mahanoy City, Schuylkill.
Sperling, Ida, Wilkes-Barre, Luzerne.
Splain, Ella, Berwick, Columbia.
Stackhouse, Helen, Bloomsburg, Columbia.
Stackhouse, Ruth E., Bloomsburg, Columbia.
Sterner, Alice, Bloomsburg, Columbia.
Stetler, Evelyn A., Bloomsburg, Columbia.
Stevens, Reuben, Madisonville, Lackawanna.
Stocker, Miriam, Milton, R. D. No. 3, Northumberland.
Stroh, Helen, Bloomsburg, Columbia.
Sutliff, Emily, Fairmount Springs, Luzerne.
Sutliff, Helen, Bloomsburg, Columbia.
Sutliff, Nellie, Nanticoke, Luzerne.
Sutliff, Robert, Bloomsburg, Columbia.
Sutton, Margaret, Wyoming, Luzerne.
Suwalski, Amelia, Nanticoke, Luzerne.
Sweeney, Elizabeth, Shaft, Schuylkill.
Sweeney, Frances R., Scranton, Lackawanna.
Sweetwood, Ida J., Centre Hall, Centre.
Swortwood, Burrell, Mountain Top, Luzerne.
Sypniewski, Helen, Nanticoke, Luzerne.
Taylor, Martha, Bloomsburg, Columbia.
Teel, Anastasia, Bloomsburg, Columbia.
Terwilliger, Reginald, Light Street, Columbia.
Thomas, F. Harold, Gracedale, Luzerne.
Thomas, William J., Gracedale, Luzerne.
Tiffany, Alice, Kingsley, Susquehanna.
Titman, Ruth E., Bloomsburg, Columbia.
Titman, Selena M., Bloomsburg, Columbia.
Tosh, Beatrice, Wilkes-Barre, Luzerne.
Townsend, Dawn E., Bloomsburg, Columbia.
Townsend, Anne Kathryn, Bloomsburg, Columbia.
Traub, Frank, Bloomsburg, Columbia.
Traub, John Howard, Bloomsburg, Columbia.
Treon, Margaret, Turbotville, Northumberland.
Trimble, James, Bloomingdale, Luzerne.
Tripp, Anna, Pittston, R. D. No. 3, Luzerne.
Troy, Donald Joy, Bloomsburg, Columbia.
Troy, Irene, Mifflinville, Columbia.

Trump, Marguerite, Bloomsburg, Columbia.
Trump, Rolandus, Bloomsburg, Columbia.
Turner, Freda, Alden Station, Luzerne.
Turner, Lee, Bloomsburg, Columbia.
Ulrich, Marie, Strawberry Ridge, Montour.
Unger, Marion, Orangeville, Columbia.
Vance, Cordelia, Orangeville, Columbia.
Vanderslice, Sadie D., Bloomsburg, R. D. No. 3, Columbia.
Vannatta, Helen, Bloomsburg, Columbia.
Vannatta, Margaret, Bloomsburg, Columbia.
Vannatta, Rosanna, Bloomsburg, Columbia.
Varker, Mabel, Alden Station, Luzerne.
Vavolo, John B., Pittston, Luzerne.
Veale, Edna C., Hazleton, Luzerne.
Wagner, Esther, Milroy, Mifflin.
Wagner, Lawrence, Conyngham, Luzerne.
Wagner, Lillian, Hazleton, Luzerne.
Wagner, May, Bloomsburg, Columbia.
Walker, Leonora, Northumberland, Northumberland.
Walters, Ruth, Bloomsburg, Columbia.
Walton, Lena, Berwick, Columbia.
Walty, Marguerite M., Dorranceton, Luzerne.
Wanich, Creasy, Light Street, Columbia.
Warner, Agnes, Laceyville, Wyoming.
Waters, Katherine, Catawissa, Columbia.
Watrous, Alice M., Bloomsburg, Columbia.
Watrous, Marguerite, Bloomsburg, Columbia.
Watts, Helen E., Wilkes-Barre, Luzerne.
Way, Frances, Bloomsburg, Columbia.
Weber, Mahlon M., Alexandria, Huntingdon.
Welker, Esther M., Williamsport, Lycoming.
Welker, Ruth M., Shamokin, Northumberland.
Welliver, Eugene, Bloomsburg, Columbia.
Welliver, Miriam E., Bloomsburg, Columbia.
Welliver, R. Carman, Danville, Montour.
Werkheiser, Charlotte, Bloomsburg, Columbia.
Werkheiser, Warner, Bloomsburg, Columbia.
Wertman, Milroy, Bloomsburg, Columbia.
Wheatley, Amina, Bloomsburg, Columbia.
Wiant, Herman E., Huntington Mills, Luzerne.
Wiant, Jessie, Shickshinny, Luzerne.
Wiant, J. Stewart, Huntington Mills, Luzerne.
Wieland, Edwina, Linden Hall, Centre.
Wigfall, Elizabeth, Bloomsburg, Columbia.
Wilcox, Cora D., West Nanticoke, Luzerne.
Wilkes, Blanche, Wanamie, Luzerne.
Wilkinson, Abbie, Dornsife, Northumberland.
Wilkinson, Ida, Dornsife, Northumberland.
Wilkinson, Ralph, Trevorton, Northumberland.
Williams, Edward, Nanticoke, Luzerne.
Williams, Elizabeth, Alden Station, Luzerne.
Williams, Jane, Edwardsville, Luzerne.
Williams, Margaret, Nanticoke, Luzerne.
Williams, Mary E., Sugar Notch, Luzerne.
Williams, Ruth, Taylor, Lackawanna.
Williams, Stanford, Shickshinny, R. D. No. 4, Luzerne.
Williams, Thomas H., Bloomsburg, Columbia.

Wilson, Frank H., Bloomsburg, Columbia.
 Wilson, Ida G., Bloomsburg, Columbia.
 Wintle, Gretchen, Pittston, Luzerne.
 Witchey, Fred B., Mountain Grove, Luzerne.
 Witchey, Violet, Mountain Grove, Luzerne.
 Wolf, Helen E., Bloomsburg, Columbia.
 Wolfe, Charles R., Bloomsburg, Columbia.
 Wolfe, Marjorie, Millville, Columbia.
 Woodring, Dorothy, St. John's, Luzerne.
 Woodward, Edwin D., Plains, Luzerne.
 Yocum, Myron C., Catawissa, Columbia.
 Yost, Edward H., Bloomsburg, Columbia.
 Young, H. Dana, Plymouth, Luzerne.
 Young, H. Robins, Mifflinburg, Union.
 Young, Ruth, Catawissa, Columbia.
 Youngman, Beatrice, Hazleton, Luzerne.
 Zarr, Ben, Bloomsburg, Columbia.
 Zarr, Jean, Bloomsburg, Columbia.
 Zehner, David W., Sugarloaf, Luzerne.
 Zelif, Courson, Washingtonville, Montour.
 Zelinsky, Agnes E., Cressona, Schuylkill.
 Zierdt, Miriam G., Hazleton, Luzerne.

SUMMARY OF STUDENTS

Number during Fall Term	675
Number during Winter Term	666
Number during Spring Term	687
Number of boys during the year	254
Number of girls during the year	503
Total enrollment	757

THE ALUMNI

Alumni Association

Annual Meeting, Commencement Day

OFFICERS

President, Geo. E. Elwell, B.L.I., '67.
 Vice President, D. J. Waller, Jr., B.L.I., '67.
 Corresponding Secretary, G. E. Wilbur.
 Recording Secretary, S. J. Johnston, '93.
 Treasurer, H. E. Rider, '04.

Executive Committee

Prof. O. H. Bakeless, '79, Chairman.
 Prof. C. H. Albert, '79.
 Mrs. F. H. Jenkins, '75.
 Harriet, F. Carpenter, '96.

Alumni Association of Luzerne County

Annual Meeting, Week of County Institute

OFFICERS

President, G. J. Clark, '83.
 Treasurer, B. Frank Myers, '88.
 Secretary, Nan S. Wintersteen, '98.



Boys' Recreation Room

Alumni Association of Lackawanna County

Annual Meeting, Week of County Institute

OFFICERS

President, C. R. Powell, '83.
 Vice President, W. H. Jones, '00.
 Treasurer, John Jones, '12.
 Secretary, Mamie Morgan, '95.

Alumni Association of Susquehanna County

Annual Meeting, Week of County Institute

OFFICERS

President, Mae M. Byington, '13.
 Vice President, Helen Reynolds, '16.
 Secretary, Anna Kroeger, '16.
 Treasurer, Annette McCormick, '16.

Alumni Association of Schuylkill County

Annual Meeting, Week of County Institute

OFFICERS

President, Richard W. McHale, '90.
 Secretary and Treasurer, Anna Curtin, '12.

Alumni Association of Dauphin County

OFFICERS

President, R. A. Ronemus, '01.
 Vice President, L. H. Dennis, '99.
 Secretary, Mrs. Walter M. Swope.
 Treasurer, Mary Pendergast, '95.

Alumni Association of Wayne County

OFFICERS

President, Harold C. Box, '10.
 Secretary and Treasurer, Florence L. Walters, '14.

Alumni Association of Mifflin County

OFFICERS

President, John B. Boyer, '04.
 Vice President, Edith Cole, '12.
 Secretary, H. W. Ramer, '12.

Alumni Association of Snyder County

OFFICERS

President, Dr. A. J. Herman, '92.
 Secretary and Treasurer, Sue E. Toole, '09.

Alumni Association of Lycoming County

Organized at Muncy, December 29, 1910

OFFICERS

President, Mary Truckenmiller, '98.
 Secretary and Treasurer, W. J. Farnsworth, '05.

Alumni Association of Wyoming County**OFFICERS**

President, Dr. Chas. H. O'Neil, '93.
 Vice President, Mrs. Adelaide McKown Hawke, '89.
 Secretary and Treasurer, Jessie R. Dersheimer, '13.

Alumni Association of Northumberland County**OFFICERS**

President, Benjamin Apple, '89.
 Secretary, Ruth F. Nicely, '13.
 Treasurer, Harry Ramer, '12.

Alumni Association of Union County**OFFICERS**

President, Paul C. Snyder, '02.
 Vice President, Nellie Fetterolf, '04.
 Secretary, Helen Bingman.
 Treasurer, Lauretta Latshaw, '96

Alumni Association of Montour County**OFFICERS**

Organized December 23, 1915
 President, Fred W. Diehl, '09.
 Vice President, Winifred Evans, '00.
 Secretary and Treasurer, Mrs. Jennie Moore, '84.

Alumni Association of New York City and Vicinity**OFFICERS**

President, W. C. Fisher, '05.
 Vice President, Dr. A. K. Aldinger, '04.
 Secretary, Mrs. C. C. Shuman, '01.
 Corresponding Secretary, Mrs. F. W. McMurray, '04.

Alumni Association of Carbon County**OFFICERS**

President, E. P. Heckert, '95.
 Secretary and Treasurer, Alice Fenner, '93.

GRADUATES OF 1917**Normal Course**

Arnold, Georgia Frances, 59 Vaughn St., Kingston.
 Atherton, Florence Leatha, Hunlock's Creek.
 Avery, Mildred E., Mehoopany.
 Baden, Ella Elaine, 100 N. Pine St., Hazleton.
 Baker, Mary Elizabeth, Bloomsburg.
 Barnum, Margaret Estella, 1515 Spring Garden Ave., W. Berwick.
 Barrall, O. R., 276 E. Green St., Nanticoke.
 Beckley, Kathryn Angela, 122 E. Green St., Nanticoke.
 Beehn, Lura Mae, Newfoundland.
 Bell, Harriet M., 93 Mary St., Ashley.
 Belles, Francis Rupert, Benton.

Benscoter, Effie Maud, 750 Main St., Peckville.
Berlew, Mildred, 306 Delaware Ave., Pittston.
Berlew, Nora Leona, Dallas.
Bitler, Mary Eva, Pottsgrove.
Bower, Ruth Irene, 1328 W. Front St., Berwick.
Boyer, Blanche, Paxtonville.
Boyle, Hugh E., Leviston.
Breisch, Pearl May, Catawissa.
Brink, J. Frank, Benton, R. D. No. 2.
Broadt, Bertha E., 104 S. Poplar St., Hazleton.
Brobst, Elva C., Sugarloaf.
Brown, Marion S., Forest City.
Brown, Ruth A., 522 S. Franklin St., Wilkes-Barre.
Brunstetter, Guy H., Orangeville.
Bryant, Myrtle Elizabeth, 144 Dana St., Wilkes-Barre.
Buck, Daniel Leroy, Bloomsburg.
Button, Stuart Clinton, Springville.
Caley, Margaret, 2 E. Main St., Wanamie.
Caswell, Blanch Mason, 402 E. Main St., Plymouth.
Chalfin, Harry, Bloomsburg.
Chapin, Gueneviere, 42 Goodwin St., Kingston.
Cohen, Marx Irving, 353 S. River St., Wilkes-Barre.
Conahan, Helen Beatrice, Beaver Brook.
Corcoran, Mollie Agnes, Plains.
Cox, Margaret Mary, Centralia.
Cromis, Allen L., Washingtonville.
Curry, Isabel Jane, 102 Henry St., Plains.
Davis, Grace Margaret, Bloomsburg.
Dean, Martha Blanchard, 107 Park Place, Dorranceton.
Decker, Dorothy O., North Mehoopany.
Delaney, Eugene Leo, Plymouth.
Dennis, Hope, Bloomsburg.
Derr, George Harry, Lairdsville.
Dieffenbacher, Mary Louisa, Jerseytown.
Dunlap, Elsie, Gracedale.
Dymond, Mabel, Dallas, R. D. No. 3.
Emmitt, Sara, Danville, R. D. No. 3.
Enterline, Emily Vietta, Turbotville.
Evans, Bessie Howell, 103 Center St., Rendham.
Evans, Melba, 130 2d St., Olyphant.
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Fiore, Eleanor, 1345 N. Main Ave., Scranton.
Fisher, Mary Leota, Mainville.
Flaherty, Irene Cecelia, 39 Parrish St., Wilkes-Barre.
Frew, Agnes Parry, 509 3d St., Olyphant.
Garrison, Sarah Corinne, Bloomsburg.
Gensemer, Lillian O., Bloomsburg.
Getty, Raymond F., Catawissa, R. D. No. 5.
Gift, J. Claire, Bloomsburg.
Ginley, Theresa D., 420 N. Main St., Girardville.
Greener, Florence May, 212 Dana St., Wilkes-Barre.
Gregory, Helen E., 39 Madison St., Wilkes-Barre.
Grimes, Ellamae, Bloomsburg.
Grossman, Lena, 81 S. Pine St., Hazleton.
Hacker, Bertha M., 413 Keystone Ave., Kingston.
Heller, Edwin S., 97 Walnut St., Dorranceton.
Hoag, Esther, Nescopeck.



1917 SENIOR BASKETBALL



VARSITY BASKETBALL SQUAD



1917 BASEBALL TEAM



1917 SENIOR BASKETBALL



GIRLS VARSITY 1917



FOOTBALL SQUAD 1916



Y. W. C. A. CABINET



Y. M. C. A. CABINET

- Hobbs, Ervin A., La Plume.
Hodgson, Clarence Thomas, 925 W. College Ave., York.
Hodgson, Ruth, Avoca.
Hoyt, Kittie B., Jermyn.
Isaacs, Annie E., 60 Slocum St., Kingston.
James, Anna Lois, 41 S. Grant St., Wilkes-Barre.
Jenkins, Nan Rachel, Nesquehoning.
Jennings, Kathryn, North Mehoopany.
Johnson, Lillian, Catawissa.
Jones, Elsie Andora, 16 Grove St., Wilkes-Barre.
Jones, Freda Ellsworth, 252 Chestnut Ave., Kingston.
Jones, Louise Beddow, 267 E. Green St., Nanticoke.
Joyce, Walter L., 140 Butler St., Pittston.
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Keller, William Unger, Unityville.
Kelly, Mabel R., Bloomsburg.
Kester, Fred, Bloomsburg, R. D.
Kester, Veda Elizabeth, Bloomsburg.
Killgore, R. S., 65 Carlisle St., Wilkes-Barre.
Kindig, Bruce, Harveyville.
Kindig, Ralph W., Harveyville.
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Lecher, Grace Helen, 162 Carey Ave., Wilkes-Barre.
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Lord, Helen Elizabeth, Bloomsburg.
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McHenry, John Franklin, Stillwater.
McHenry, Rachel, Bloomsburg.
McHugh, Margaret M., 602 Alter St., Hazleton.
McManus, Mary Flavia, 118 S. Grant St., Shenandoah.
Maher, Elizabeth M. R., Hopbottom.
Maust, Agnes, Bloomsburg.
Maust, Mabel Eleanor, Bloomsburg.
Mileham, Mildred Furman, 131 Moyallen St., Wilkes-Barre.
Miller, Dorothy, Bloomsburg.
Mitchell, Arline, Shickshinny.
Monahan, Rose, Girardville.
Moss, Mary Jane, 111 W. Main St., Plymouth.
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Padagomas, Lucy, Glen Lyon.
Papciak, Nellie, Glen Lyon.
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Pegg, Esther, Bloomsburg.
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Rice, Mildred M., Espy.
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Richards, Earl E., Mountain Top.
Richards, Phoebe Marie, Light Street.
Rifkin, Lillian Helen, 78 Lincoln St., Wilkes-Barre.
Row, Kathryn, Bloomsburg.
Runyon, Marion Elizabeth, Alden Station.
Russell, Mildred E., Rome.
Ryan, Anna A., 343 New Grant St., Wilkes-Barre.
Schaller, Mary Frances, 180 S. Cedar St., Hazleton.
Search, Margaret E., 262 Madison St., Wilkes-Barre.
Shaffer, Frederick H., Bloomsburg.
Shirk, Caroline V., Burnham.
Shuman, Harriette John, Bloomsburg.
Silvius, Ruth Virginia, 9th and Race St., Sunbury.
Smith, Arline, 8 W. Germania St., Ashley.
Smith, Ruth, Centre Hall.
Smith, Theodore Paul, Bloomsburg.
Snyder, Alice, Bloomsburg.
Sutliff, Emily, Fairmount Springs.
Sutliff, Nellie G., 6 W. Green St., Nanticoke.
Suwalski, Amelia, 7 E. Green St., Nanticoke.
Tiffany, Alice H., Kingsley.
Titman, Selena M., Bloomsburg.
Tripp, Anna Mae, Pittston, R. D. No. 3.
Turner, Freda A., 4 Gruver St., Alden Station.
Vanderslice, Sadie D., Bloomsburg R. D. No. 3
Varker, Mabel Audrey, Alden Station.
Vavolo, John B., 141 Parsonage St., Pittston.
Veale, Edna C., 301 E. Chapel St., Hazleton.
Wagner, Esther C., Milroy.
Wagner, Lillian B., 109 S. Pine St., Hazleton.
Walty, Marguerite Marie, 140 Dorrance St., Dorranceton.
Warner, Mary Agnes, Laceyville.
Watts, Helen, 901 S. Franklin St., Wilkes-Barre.
Wiant, Herman E., Huntington Mills.
Wiant, James Stewart, Huntington Mills.
Wilkes, Blanche, Wanamie.
Williams, Edward, Nanticoke.
Williams, Elizabeth M., Alden Station.
Williams, Margaret, Dewey Park, Nanticoke.
Williams, Ruth B., Taylor.
Williams, Stanford, Shickshinny, R. D. No. 4.
Wolf, Marjorie J., Millville.
Youngman, Beatrice May, 312 E. Juniper St., Hazleton.
Zierdt, Miriam G., 619 W. 6th St., Hazleton.

COLLEGE PREPARATORY COURSE

Beishline, S. D., Medical Preparatory, Orangeville, R. D. No. 2.
 Christian, Loomis, Medical Preparatory, Lopez.
 Curry, Isabel Jane, 102 Henry St., Plains.
 Dennis, Hope, Latin Scientific, Bloomsburg.
 Kester, Fred, Latin Scientific, Bloomsburg, R. D.
 Richardson, John, Jr., Latin Scientific, Bloomsburg.
 Sharpless, Harriet Ethel, Latin Scientific, Bloomsburg.
 Young, H. Robbins, Latin Scientific, Mifflinburg.

MUSIC COURSES

Supervisor of Public School Music

Cromis, A. Marie, Washingtonville.
 Saltzer, Hester E., Bloomsburg.

Piano

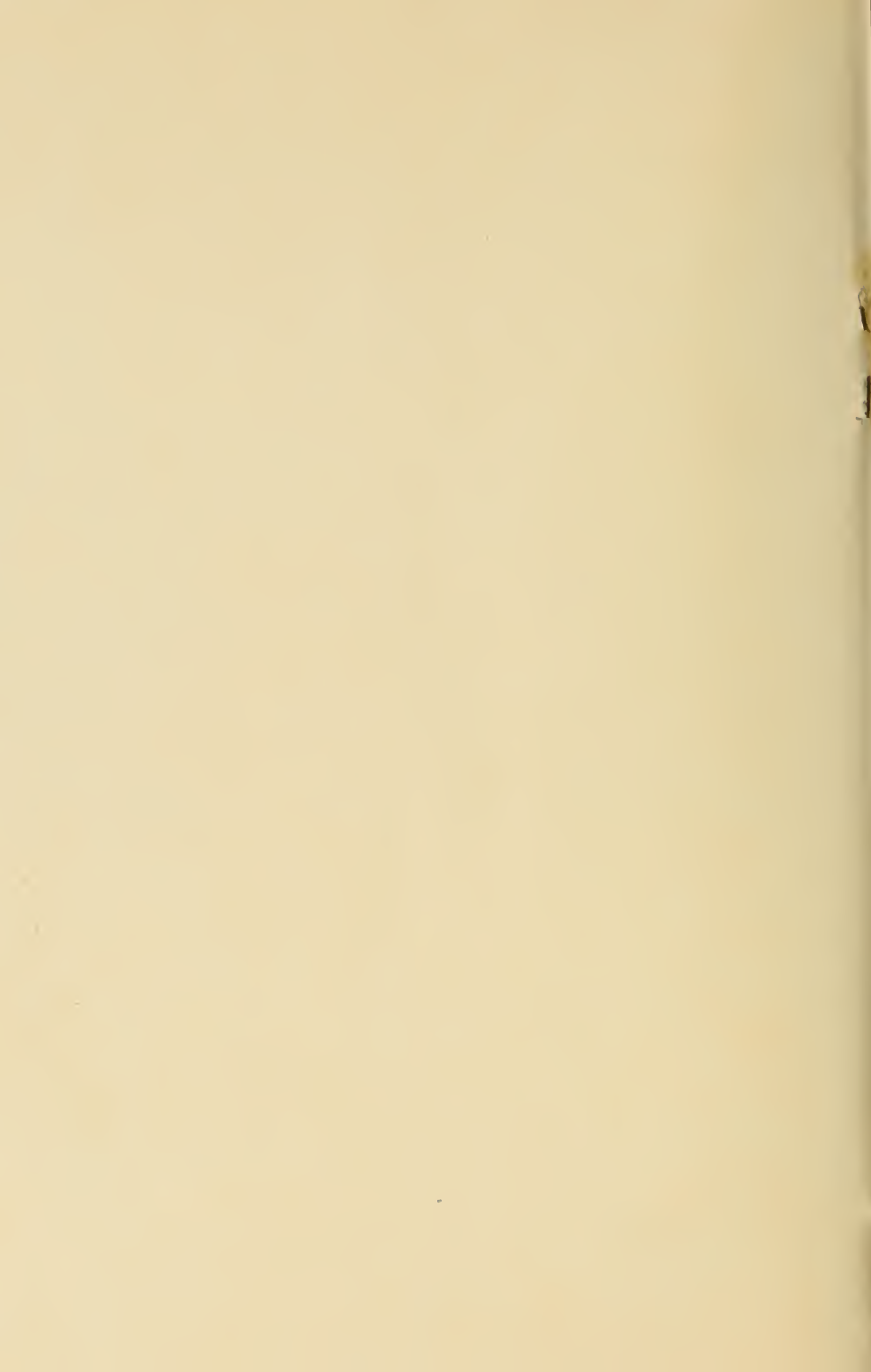
Cromis, A. Marie, Washingtonville.
 Saltzer, Hester E., Bloomsburg.

CLASS SECRETARIES

1871. J. M. Garman.
 1875. Lorena G. Evans.
 1876. Mary J. Hunt.
 1878. C. D. Andreas.
 1880. Celeste Kitchen (Prutzman)
 1883. G. J. Clark.
 1885. Cora Hagenbuch Holmes.
 1887. Mary P. Sheep.
 1889. Helen Barton John.
 1890. Lulu M. McAlarney.
 1891. C. C. Major.
 1892. Anna E. Stair.
 1893. Eva E. Dintinger (Mrs. E. D. Frick).
 1895. Mary Detwiler (Mrs. E. E. Brader).
 1896. Florence Kitchen (Mrs. C. Fullmer).
 1897. Susan B. Bodmer.
 1898. Clara M. Swank.
 1899. Ira A. Ziegler.
 1901. Esther Abbott.
 1902. Harriet Fry.
 1903. Mollie Moran.
 1904. Maud Davis.
 1905. J. Lee Tiffany.
 1906. Mabel Hartzell (Zarr).
 1907. Bertha H. Bacon.
 1908. Marion Smith.
 1909. Julia Simpler.
 1910. Bertha V. Polley.
 1911. Mabel VanReed.

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