

# BLOOMSBURG STATE NORMAL SCHOOL

Quarterly

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VOLUME 26

NUMBER 4

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CATALOG NUMBER

*July, 1921*

BLOOMSBURG, PENNSYLVANIA







*The Approach to the Normal*

BLOOMSBURG  
STATE NORMAL  
SCHOOL

QUARTERLY  

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CATALOG NUMBER

1921-1922

BLOOMSBURG, PENNSYLVANIA

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Entered as Second-class Matter, July 1, 1909, at the Post Office  
at Bloomsburg, Pa., Under the Act of July 16, 1894

## SCHOOL CALENDAR

### 1921-1922

#### First Semester

Registration - - - - -	Monday, September 19
Classes begin - - - - -	Tuesday, September 20
Philologian Anniversary - -	Saturday, November 19
Thanksgiving Recess begins -	Wednesday, November 23
Thanksgiving Recess ends -	Tuesday, 8 A. M., November 29
Christmas Recess begins - -	Friday, December 23
Christmas Recess ends -	Tuesday, 8 A. M., January 3
First Semester ends - - -	Saturday, February 4

#### Second Semester

Registration - - - - -	Monday, February 6
Classes begin - - - - -	Tuesday, February 7
Calliepien Anniversary - -	Saturday, February 18
Magee Contest - - - - -	Friday, March 17
Easter Recess begins - - - -	Wednesday, April 13
Easter Recess ends - - -	Thursday, 8 A. M., April 20
Second Semester ends - - - -	Friday, June 9
Junior Reception to Seniors -	Saturday, 2 P. M., June 10
Junior Drama - - - - -	Saturday, 8 P. M., June 10
Baccalaureate Sermon - -	Sunday, 4 P. M., June 11
Class Reunions - - - - -	Monday, 10 A. M., June 12
Alumni Assembly - - - -	Monday, 11:30 A. M., June 12
Alumni Banquet - - - - -	Monday, 1 P. M., June 12
Ivy Day Exercises - - -	Monday, 3 P. M., June 12
Alumni Baseball Game - -	Monday, 4 P. M., June 12
Senior Class Day Exercises -	Monday, 8 P. M., June 12
Faculty Reception to Seniors and Parents	Monday, 10 P. M., June 12
Commencement - - - - -	Tuesday, 10 A. M., June 13
Summer School begins - - - -	Monday, June 19

## BOARD OF TRUSTEES

Term Expires First Monday of July, 1921

F. E. DOWNES	- - - - -	Harrisburg
PAUL E. WIRT, ESQ.	- - - - -	Bloomsburg
M. G. YOUNGMAN	- - - - -	Danville

Term Expires First Monday of July, 1922

A. Z. SCHOCH, <i>President</i>	- - - - -	Bloomsburg
*JAMES C. BROWN, <i>Vice-President and Secretary</i>		Bloomsburg
DAVID L. GLOVER	- - - - -	Mifflinburg

Term Expires First Monday of July, 1923

DR. R. E. MILLER	- - - - -	Bloomsburg
MRS. J. G. HARMAN	- - - - -	Bloomsburg
EFFIE LLEWELLYN	- - - - -	Shamokin

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## STANDING COMMITTEES

The President of the Board is a Member  
of all Committees

### Instruction and Discipline

PAUL E. WIRT	J. C. BROWN	F. E. DOWNES
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### Grounds and Buildings

J. C. BROWN	M. G. YOUNGMAN	EFFIE LLEWELLYN
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### Household

D. L. GLOVER	PAUL E. WIRT	MRS. J. G. HARMAN
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### Finance

M. G. YOUNGMAN	D. L. GLOVER	DR. R. E. MILLER
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### Credit and Collection

DR. R. E. MILLER	PAUL E. WIRT	F. E. DOWNES
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\*Died January 7, 1921.



## THE FACULTY

1920-1921

C. H. FISHER, A.M., <i>Principal</i>	- - - -	Education
O. H. BAKELESS, A.M.	- - - -	Education
ROXANA A. STEELE, B.S.	- - - -	Education
HETTY S. BROWNE, B.S.	- - - -	Education
FRANCES V. MASON, A.M.	- - - -	Psychology
JOHN P. HERRING, A.M., Lecturer in Educational Measurements		
MARIE M. SIEGLER	- -	Training Teacher, Kindergarten
SARA E. BALDWIN	- -	Training Teacher, First Grade
MABEL MOYER	- -	Training Teacher, Second Grade
MARION F. KIRK	- -	Training Teacher, Third Grade
HELEN F. CARPENTER	-	Training Teacher, Fourth Grade
INA JENKYN	- -	Training Teacher, Fifth Grade
CATHERINE SHELL	- -	Training Teacher, Sixth Grade
HELEN H. BABB, B.S.	- -	English, Junior High School
M. GERTRUDE SIPPLE	-	Mathematics, Junior High School
HELEN E. UNDERWOOD, B.S.		Social Studies, Junior High School
DORIS E. BENSON, A.B.	- - - -	French
J. C. FOOTE, LITT.B.	- - - -	English
ELIZABETH M. GILL, A.M.	- - - -	English
EDITH M. PERRY, A.B.	- - - -	Oral Expression
VIRGINIA DICKERSON	- - - -	Latin
WM. B. SUTLIFF, A.M.	- - - -	Mathematics
D. S. HARTLINE, A. M.	- - -	Biological Sciences
MRS. D. S. HARTLINE, M.E.		Assistant in Biological Sciences
CHARLES L. WERNTZ, A.B.		Physics, Chemistry, General Science
C. H. ALBERT, A.M.	- - - -	Geography
WILLIAM BRILL, A.B.	- - - -	Social Studies
GEORGE N. HALL	- - - -	Industrial Arts



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M. GERTRUDE CRUTTENDEN	- - - -	Household Arts
MRS. J. T. GOODWIN	- - - -	Public School Art
RUTH L. MYERS	- - - -	Public School Music
A. BRUCE BLACK	- - - -	Handwriting
RAYMOND H. DEIDRICK	- - -	Health Education for Men
BERTHA M. SCHOOLS	- - -	Health Education for Women
ESTHER BECKWITH	- -	Assistant in Health Education
EMILY ROBINSON, A.B., B.L.S.	- - -	Librarian
VIRGINIA DICKERSON	- - -	Assistant Librarian
MRS. THERESA H. HOLMES		Nurse, Instructor in Hygiene
MRS. C. L. WERTZ		English and Mathematics, High School
MRS. J. K. MILLER	- - - -	Violin, Piano, Orchestra
HELEN M. STACKHOUSE		Piano, Harmony, and Theory of Music
J. T. GOODWIN	- - - -	Commercial Subjects

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## ADMINISTRATIVE OFFICERS

1920-1921

C. H. FISHER, A.M.	- - - -	Principal
WM. B. SUTLIFF, A.M.	- - - -	Dean of Instruction
ROXANA A. STEELE, B.S.	- -	Director of Training School
HETTY S. BROWNE, B.S.	-	Director of Rural Education
FRANCES V. MASON, A.M.		Director of Extension Courses
MRS. C. L. WERTZ	- -	Principal, High School Department
M. GERTRUDE SIPPLE	- -	Principal, Junior High School
CHARLES L. WERTZ, A.B.	- - - -	Dean of Men
ANNA F. KINGMAN	- - - -	Dean of Women
MABEL C. ROGERS	- - - -	Dietitian
EVA B. GROFF	- - - -	Secretary to the Principal
F. H. JENKINS, A.M.	- - - -	Bursar
NEVIN T. ENGLEHART	- -	Supt. of Buildings and Grounds
MRS. E. M. KENDALL	-	Supt. of Dining Room and Kitchen

## STANDING COMMITTEES OF THE FACULTY

1920-1921

The Principal is ex-officio a member of each committee.

APPOINTMENT	Roxana A. Steele Hetty S. Browne O. H. Bakeless	Marion F. Kirk Helen F. Carpenter M. Gertrude Sipple
ATHLETICS	C. L. Wertz, William B. Sutliff	J. C. Foote R. H. Deidrick
AUDITORIUM EXERCISES	Edith M. Perry Frances V. Mason J. C. Foote	Mrs. J. K. Miller Ruth L. Myers D. S. Hartline
COURSE ADVISORS	Kindergarten—Primary—Marion F. Kirk. Intermediate Grades—Helen F. Carpenter. Junior High School—M. Gertrude Sipple. Rural—Hetty S. Browne. High School Dept.—Mrs. C. L. Wertz Music—Mrs. J. K. Miller. Commercial—J. T. Goodwin.	
ABSENCES AND EXCUSES	Elizabeth M. Gill Anna F. Kingman C. L. Wertz	Mrs. D. S. Hartline William Brill
EXTENSION COURSES	Hetty S. Browne	Roxana A. Steele.
HEALTH	Mrs. Theresa H. Holmes Bertha M. Schools Esther Beckwith	R. H. Deidrick C. L. Wertz Anna F. Kingman
LECTURES AND ENTERTAINMENTS	C. H. Albert William B. Sutliff	Mrs. J. K. Miller Anna F. Kingman
PUBLICATIONS	J. C. Foote Elizabeth M. Gill	Roxana A. Steele Hetty S. Browne
SCHEDULES	William B. Sutliff	
SCHOLARSHIP FUND	O. H. Bakeless J. C. Foote	Anna F. Kingman
SOCIAL LIFE	Anna F. Kingman Bertha M. Schools Helen E. Underwood H. Gertrude Cruttenden George N. Hall	Edith M. Perry Doris E. Benson Helen H. Babb C. L. Wertz Mrs. J. T. Goodwin
STUDENT ORGANIZATIONS	William Brill O. H. Bakeless Virginia Dickerson	Frances V. Mason Mrs. D. S. Hartline Hetty S. Browne
SUNDAY AFTERNOON MEETING	C. H. Albert D. S. Hartline	William Brill M. Gertrude Sipple

## GENERAL INFORMATION

**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 and Reading; and the Pennsylvania. It is also connected with neighboring towns by electric railroads.

The School is situated about a mile from the Susquehanna river, and about 150 feet above it on a gently sloping eminence, commanding a view of the valley for many miles. A campus of nineteen acres affords ample space for lawns and athletic grounds, and includes a large and beautiful oak grove. Seven large buildings, admirably adapted to their different uses, constitute the physical plant of the School.

**Institute Hall.** This is the oldest of the buildings, erected in 1867. It stands at the head of Main Street, and is plainly visible from all parts of the town. The approach to this building is very imposing and beautiful. On the first floor are five rooms devoted to the Junior High School of the Training Department.

**The Auditorium.** This room, which will seat over a thousand people, is situated on the second floor of Institute Hall. It is comfortably furnished, and has recently been tastefully redecorated. The acoustic properties are apparently perfect.

**Training School Building.** Standing immediately in the rear of Institute Hall is the Training School Building, accommodating the children of the elementary grades. It has recently been refurnished and equipped for the most up to date work. The large, well-lighted basement is made use of by the Industrial Arts department.

**Science Hall.** Science Hall was erected in 1907. It affords modern facilities for the latest methods of work in the sciences. The laboratories are large and fully equipped with the best furniture and appliances made. Large laboratories fitted up

for the work in the Biological subjects are located on the first floor. The laboratories for Physics and Chemistry are on the second floor. There are two modern lecture rooms, with lanterns, screens, and excellent equipment for demonstration and illustration work. The third story has two large well equipped and attractively decorated rooms for the use of the two literary societies. There is also a large, well-lighted Art Studio. In the basement, which is mostly above ground, ample space is provided for the Household Arts department.

**The Gymnasium.** The gymnasium is a well-lighted and well ventilated building, adequately equipped with all essential apparatus, having a running track, baths, and a parcel check room. New steel lockers have just been added to the equipment.

**The Library.** The Library is well located and well furnished for its purpose, with considerable new equipment that has recently been installed. On the shelves are the school library, the libraries of the literary societies, and those of the Y. M. C. A. and the Y. W. C. A. The collection of books comprises about 11,000 volumes of standard works of Fiction, History, Education, 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 catalog, and the constant attendance of a trained librarian and her assistants to help the students in their research work. The new course of study requires that all students have some training in library methods.

**The Dormitories.** The boys and girls of the Normal School are housed in separate buildings. The Girls' Dormitory is a four-story building large enough to comfortably accommodate a large group of students. It is equipped with an Otis electric elevator, in charge of a responsible operator. The Boys' Dormitory, North Hall, is located at a short distance from the main group of buildings. Both dormitories are equipped with steam heat and electric lights. The students' rooms are fur-



*“Far Above the River Winding”*





*Gymnasium, Dormitory, Training School, Auditorium,  
Junior High School*



*The Lagoon*

nished with beds, dressers, and chairs and may be carpeted if the student desires.

**The Dining Room.** On the first floor of the Main Dormitory is the Dining Room, an attractive and well-lighted room. It is in charge of an expert dietitian who supervises the buying, the preparing, and the serving of the food. Special effort is made to have the dining room homelike. The new round tables, each seating eight, contribute much to the social life of the meal hour.

**Provisions for Recreation and Social Life.** The Normal School believes in recreation and social life, and makes ample provision for them. There are two recreation rooms, one for the boys and one for the girls. The boys' room has a piano, a pool table, and games of various kinds. It is here that the boys gather for indoor pleasure and amusement. The girls' recreation room has recently been attractively refurnished and affords a homelike place for rest and recreation.

The tennis courts and athletic field care for outdoor interests. The constant use of these playgrounds proves their need. Hikes and picnics also attract large groups of students.

The Philologist and Calliepie societies meet on Saturday evening in their respective rooms on the third floor of Science Hall. The programs of these societies reflect some of the work of the school in a more social environment.

Other provisions for this side of the students' life may be found under the heading: Lecture and Entertainment Course, and in the Social Calendar.



## SOCIAL CALENDAR

1921-1922

### First Semester

Y. W. C. A. and Y. M. C. A. Reception	Saturday, September 24
School Party - - - -	Saturday, October 8
Faculty Reception - - - -	Thursday, October 13
Hallowe'en Party - - - -	Saturday, October 29
Philologian Reunion - - - -	Saturday, November 19
School Party - - - -	Saturday, December 10
Afternoon Tea, Seniors to Juniors	Wednesday, January 11
School Party - - - -	Saturday, January 21

### Second Semester

Valentine Party - - - -	Saturday, February 11
Calliepian Reunion - - - -	Saturday, February 18
School Party - - - -	Saturday, March 18
Afternoon Tea, Juniors to Seniors	Wednesday, April 5
School Party - - - -	Saturday, April 22
May Day Festival - - - -	Wednesday, May 10
School Party - - - -	Saturday, May 20

**Provision for Health.** Every effort is made to keep the students in good physical condition. A registered nurse is in residence and is at the service of the students. An infirmary is provided, where students, taken ill, may have quiet and be looked after by the nurse and her assistant. Doctors are always called when students so desire, or when the nurse deems it advisable. An isolation hospital, fitted with all modern conveniences, is located on the campus. It is here that students with contagious diseases are cared for by a special nurse.

**Student Lecture and Entertainment Course.** The definite policy to invest every dollar of the Registration Fee in ways that shall give the student body the full and immediate benefit of the money expended has enabled the school to greatly enrich the content of the Lecture and Entertainment Course.

Contracts have been made for the presentation of the best talent in concerts, lectures, and dramatic art. Great care is taken in the selection of material which shall be of the highest value to the life of the student.

**Student Contests.** The Magee Contest in Composition and Expression is open to all undergraduates who survive a preliminary contest. Mrs. James Magee has continued the plan originated by her husband, of offering three prizes of \$15, \$10, and \$5 respectively. These prizes are awarded at the close of the final public contest.

The Marion Evelyn Ames Miller Nature Study Prize is open to all students who may desire to compete for supremacy in this field.

**Student Government.** The value of self control is as evident when applied to a group as to the individual. With this fact in mind the girls of the school have been organized for self-direction in all matters pertaining to dormitory life. They elect their own officers, formulate the regulations and determine the penalties.

The Dean of Women is ex-officio member of all committees and of the student council. The Dean of Women with the Principal reserve the final authority to approve or disapprove of all action taken by the Student Council.

At present the regulations governing the dormitory life of the boys are in charge of the Dean of Men.

**Religion and Morals.** Recognizing the supreme value of the cultivation of a fine character, the school aims to surround the students with all the advantages of a religious and ethical standard of living. The unusually cordial relation existing between the school and the various churches of the town is of great value to the students and teachers. The school and the churches co-operate in seeking to have each student enter into the life of the local church which is to take the place of his home church.

Auditorium exercises are held daily and all students are required to attend. All students are expected to attend church on Sunday morning.

The students and teachers maintain two very efficient organizations, the Y. M. C. A. and the Y. W. C. A., which hold separate mid-week meetings. On Sunday many of the students meet in small groups for the study of the Bible. Attendance is voluntary.

The Sunday afternoon meeting, which is conducted at four o'clock in the Auditorium during the fall and winter months, is of great cultural and inspirational value to the members of the school and the citizens of the town. The aim of this meeting is to have noted speakers present their views upon vital social, moral, and religious problems of the day. Music is an important feature of this meeting.

**The School Periodical.** Recognizing the necessity in these days of changing standards, of a regular means of communication between a teacher-training institution and its alumni in service, and between that institution and its source of supply, the high schools of the State, a school periodical, the *Bloomsburg State Normal School Quarterly*, is issued in January, April, July, and October of each year. It is intended that the *Quarterly* shall reflect the purpose, spirit, and progress of the school; that it shall serve to keep those in the field in touch with the growing policy of the school, its developing courses of study, and its changing physical plant; that it shall further present to those just graduating from high school the opportunities and call to service of teaching as a profession. The January, April, and October numbers of the *Quarterly* are sent free to all Alumni, and to others upon request. The July catalog number will be sent upon request.

**Absences and Excuses.** Under the new course of study the recitation schedule of the School has been organized upon a six day basis instead of five; Saturday morning has its full program as has every other day in the week. Regular attendance upon classes is recognized as imperative. Teachers are required to make a daily report of all absences and cases of tardiness, and all excuses are evaluated, and accepted or rejected by a standing committee of the faculty. Excuses are recognized as falling in one of three classes:

A. Excuses for absences that are due to personal illness, or illness or death in the family of the student.

B. Excuses for absences that are due to causes not mentioned in Class A, but for causes that are unavoidable.

C. All excuses not included in classes A or B.

All excuses falling in Class C are refused and are recorded unexcused. Five unexcused absences shall be considered sufficient cause for suspension.

Among other provisions are these:

1. A student may have as many excused absences as there are semester hours credit in a course without affecting his class standing. Any greater number of absences, excused or unexcused, shall count zero for recitations missed.

2. For absences during the week before or the week after school holidays, one absence shall count as two, except in case of excuses belonging to classes A and B.

3. A ten per cent. absence shall be considered sufficient cause for failure in a course. When a ten per cent. absent occurs, the teacher is required to give a special examination, provided all excuses for these absences have been approved. One dollar shall be charged for a special examination. Students will be permitted to take a special examination only when they present a receipt from the bursar showing that the fee has been paid.

### EQUIPMENT

Rooms for students are furnished with double beds or single couch beds, mattresses and pillows, bureau, table, and chairs. Sheets, pillow cases, and white spreads are provided for the beds.

The following equipment is *required*—Blankets or bed comforter, towels, table napkins, a large laundry bag well marked with the student's name. *Suggested*—Three or four good framed pictures, window curtains, rugs or carpet.

All young women must be provided with a gymnasium costume consisting of bloomers, middy blouse, and a pair of gymnasium slippers. They should also have a pair of high, strong shoes suitable for hiking and climbing.

### LAUNDRY REGULATIONS

1. Each student is allowed twelve (12) articles of plain clothing in the wash each week.

2. Every article of clothing must be plainly marked with indelible ink. Defective marking is generally responsible for the missing of articles.

3. Extra charge will be made for all clothing in the wash in excess of the twelve (12) pieces allowed.

## SUMMARY OF EXPENSES

Tuition (Free to students taking the two-year teacher training course).

Registration fee (\$10.00 for each semester)	-	\$ 20.00
Board, room, laundry (\$7.00 per week for 36 weeks)		252.00

The registration fee carries with it free admission to all numbers of the students' lecture and entertainment course and all regularly scheduled games of football, basketball, and baseball.

The registration fee must be paid on the day of registration.

Bills for board, room, and laundry must be paid within one week after they are due. If such bills are not paid within the time limit, students are excluded from classes and receive no grades for their work.

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

### Payments for First Semester

September 19, Registration fee	-	-	-	-	-	\$10.00
September 19, First Payment	-	-	-	-	-	63.00
November 21, Final Payment	-	-	-	-	-	63.00

### Payments for Second Semester

February 6, Registration fee	-	-	-	-	-	\$10.00
February 6, First Payment	-	-	-	-	-	63.00
April 3, Final Payment	-	-	-	-	-	63.00

### Laboratory Fees

Physics	-	-	-	-	-	-	\$ 3.00
Chemistry	-	-	-	-	-	-	5.00
Geology, Physiology, each	-	-	-	-	-	-	5.00
Agriculture, Nature Study, each	-	-	-	-	-	-	5.00
Biology, Botany, Zoology, each	-	-	-	-	-	-	5.00
Cookery, Sewing, Industrial Arts, each	-	-	-	-	-	-	3.00

A charge of 25 cents per piece is made for hauling baggage. Baggage is hauled by the school only on the opening and closing days of each semester.



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

Certificates 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 semester 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 MEMORIAL FUNDS TO HELP WORTHY STUDENTS

1. The funds presented by the several classes shall be considered and treated as loan funds.

2. Loans from these funds, so long as any sums may be available, may be made in amounts not to exceed fifty dollars for two years. In special cases this amount may be increased to as much as a hundred dollars per year. These loans are secured by note with one or more sufficient sureties, due and payable without interest in not exceeding two years after leaving school. If not paid when due, interest thereafter at six per cent. will be charged until paid.

3. The beneficiaries of said funds shall be eligible to the Junior or Senior class in the Normal, and shall be nominated by the officials of the respective classes and approved by the Principal. The obligations given for the loan shall be approved by the committee on Credits and Collections.

4. If no nominations are made by the classes, then the selections are to be made by the Principal, subject to all the previous regulations.

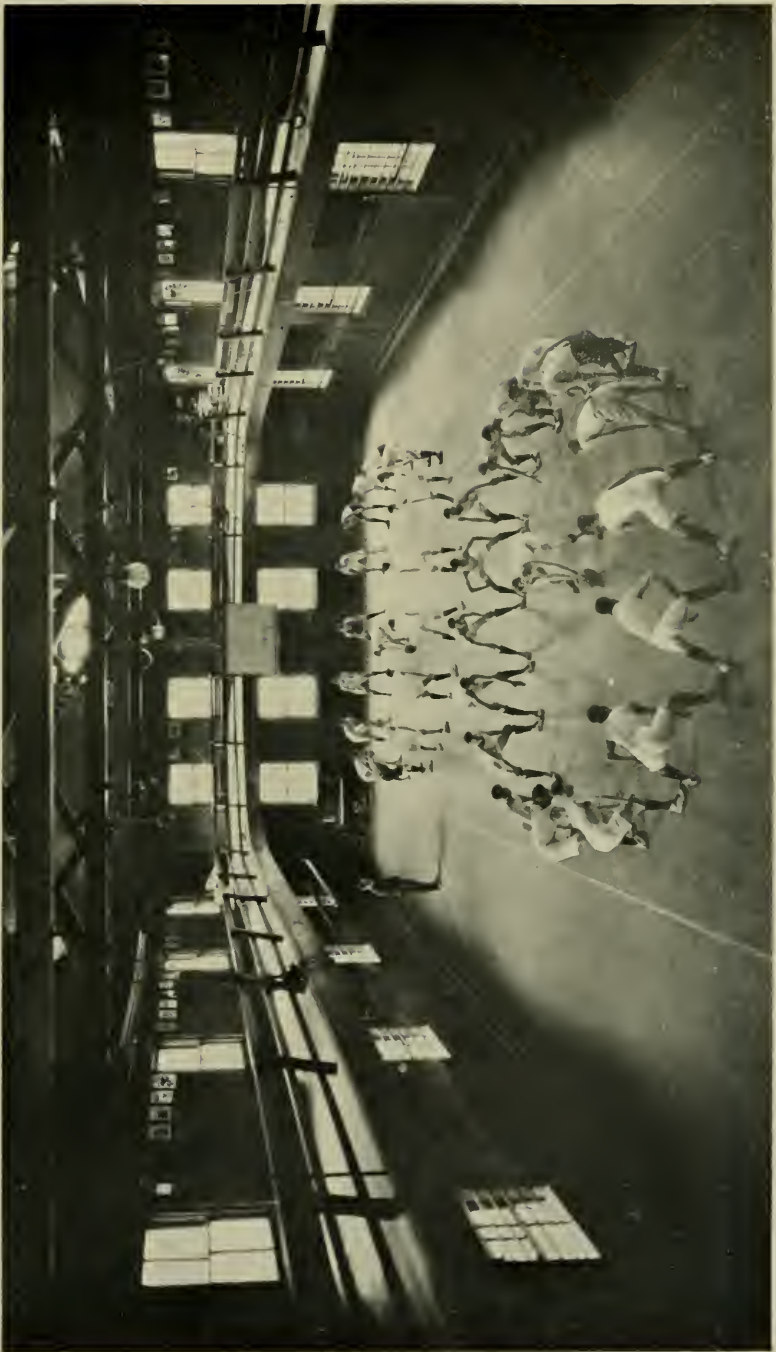
## THE TRAINING SCHOOL

A normal school cannot properly prepare teachers unless an adequate training school is maintained. Those who are to become teachers should have ample preparation in teaching in typical school situations. Considerable attention has been given to enlarging and strengthening the training school facilities of the Bloomsburg State Normal School. The training school, which is located on the campus, consists of a kindergarten and grades one to nine inclusive. There is a training teacher in charge of each class, consequently, close supervision is given to the student teaching. Along with the training school the elementary grades of the public schools of the town of Bloomsburg are used for student teaching. The splendid co-operation of the school authorities of the town of Bloomsburg makes it possible to have adequate facilities for the training of teachers for the graded schools. For the preparation of rural teachers one-room schools adjacent to the Normal School are used. Through the co-operation of the school authorities in the rural districts it has been made possible to have facilities for the training of rural teachers. The students have ample opportunity to observe well trained teachers at work and to develop skill in teaching by actual experience under normal conditions.

## THE JUNIOR HIGH SCHOOL

Grades seven, eight, and nine of the Training School are organized on the departmental plan. The program of studies for these upper grades has been completely reorganized in accordance with the best practice in junior high schools. The students who are preparing to teach in the upper grades have the advantage of preparing for strictly departmental teaching or for the junior high school. Even if students are obliged to teach in seventh or eighth grades, we believe they will be better teachers than if they were trained under the old organization.







## HIGH SCHOOL DEPARTMENT

### Why this Department is Maintained

This department is maintained for those students who desire to pursue the work of the two year teacher training course but who have not completed the fifteen units of high school work required for entrance to the two year course. In the past many splendid young men and women from the rural sections of the state who became teachers secured their high school preparation in the state normal schools. For some time to come the state normal schools will maintain high school departments for the sake of many young men and women who desire to prepare for teaching but who do not have adequate high school facilities in their home communities.

### Who are Permitted to Enter

Under the regulations laid down by the State Department of Public Instruction two classes of students are permitted to enter the high school department of a state normal school: first, those students who do not have any high school in their local school district; and second, those who have completed a course in a two or three year high school but who lack the fifteen units of high school work required for entrance to the teacher training course. The time that a student must spend in the high school department to complete the fifteen units of high school work depends upon the ability of the student. Students are not held to a rigid time requirement because there is considerable variation among the students in maturity and ability.

### Program of Studies

The subjects taught in the high school department are the same as those prescribed by the State Department for a four year high school. The following is a list of the subjects offered: Oral and Written Composition, American Literature, English Literature, Modern European History, American His-

tory, Problems of Democracy, Civics, Algebra, Plane Geometry, Solid Geometry, Biology, Botany, Zoology, Physics, Chemistry, French, Latin, Cookery, Sewing, Industrial Arts, Drawing, Music.

### Expenses

Registration fee \$10.00 for each semester - - - \$ 20.00  
Board, room, laundry (\$7.00 per week for 36 weeks) 252.00

The registration fee carries with it free admission to all numbers of the students' lecture and entertainment course and all regularly scheduled games of football, basketball, and baseball.

### Tuition

Tuition (for the year of thirty-six weeks) \$75.00. The State Department of Public Instruction has made a ruling that tuition should be charged to all students in the high school department of a state normal school. Since students in this department come from school districts where there is no high school or where there is less than a four years' course it is right that the local school district should be asked to pay the student's tuition. Students are advised to obtain the consent of the board of school directors of the district in which they live, to attend the high school department of a state normal school, and to get the board of school directors to agree to pay the tuition. The tuition must be paid by the board of school directors or by the student's parent or guardian.



## MUSIC DEPARTMENT

MRS. JOHN KETNER MILLER	-	-	-	-	Piano, Violin
HELEN M. STACKHOUSE	-	-	-	-	Piano, Harmony, Theory
RUTH L. MYERS	-	-	-	-	Voice, Chorus
JESSIE A. PATTERSON, A.B.	-	-	-	-	Public School Music
HARRIET M. MOORE, MUS.B.	-	-	-	-	Public School Music

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, as much depends upon the early training. The result of establishing correct fundamental principles is steady, satisfactory growth, and development.

Courses are offered in the following subjects:

1. **Piano, Voice, Violin**—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, Solfeggio, and Harmonic Analysis. A study of these subjects is recommended to all students of music for general musical development.

2. **Musical Appreciation**—A course in Musical Appreciation is offered to students of all departments, free of charge. This course extends throughout 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.

Certificates are granted only to students who show natural musical ability. All pupils are entitled to certificates upon satisfactory completion of the Four Years 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 English branches of the high school department will be the minimum requirement.

### Expense for Music Students

Individual instruction in Piano, Voice, and Violin, \$1.00 per lesson.

Individual instruction in Harmony, \$1.00 per lesson.

Class instruction in Harmony, \$10.00 per semester.

Class instruction in Analysis, \$12.00 per semester.

Class instruction in History of Music, \$10.00 per semester.

Use of piano for practice (one period daily), \$4.00 per semester.

Use of piano for practice (one period daily) for those not taking special lessons, \$6.00 per semester.

Preference in the use of pianos for practice will be given to students taking special lessons.

Students will be charged for the full time they agree to take lessons and no rebate will be made on account of lessons missed by students.

## EXTENSION COURSES 1921-1922

The state salary schedule for teachers and the new law on the certification of teachers are going to attach greater value to the Normal School Certificate. Never was it worth so much to be a normal school graduate. The normal schools must do all they can to help teachers secure a Normal School Certificate. To those who cannot take a regular year's work in residence at a normal school, opportunity must be given through summer school and extension courses.

The Bloomsburg State Normal School will offer in September, 1921, in extension courses, any subject included in the regular normal school courses. Ordinarily each course will be given two hours at a time each week for fifteen weeks. The same amount of credit will be given as similar work receives at the normal school. The members of the faculty stand ready to serve the teachers, if the teachers will only make their wants known. We feel that instructors would not be warranted in going out to teach a course unless at least fifteen teachers wanted the same course. A minimum fee of five dollars will ordinarily be charged for each course.

Miss Frances V. Mason will be the Director of Extension Courses. Miss Mason is teaching psychology at present. She is a graduate of the Geneseo New York State Normal School and received both her B.S. and M.A. degrees from Teachers College, Columbia University. Miss Mason has had a wide experience teaching in high schools, graded schools, and rural schools. She has been a critic teacher in a New York State Normal School, and has served as Director of Rural Education in a neighboring state.

A special bulletin gives detailed announcements of the extension courses.



## SUMMER SCHOOL OF 1922

June 19-August 18

The summer school aims largely to meet the needs of teachers who are preparing to meet the requirements of the different certificates issued by the authority of the State Department of Public Instruction. The summer school continues in session for nine weeks. This provides ample time for students to complete the courses that many are interested in having to their credit for various certificates. Since the regular school year is thirty-six weeks, a fourth of a year's work may be completed during a summer session, and in four summers a year's work of the regular two-year teacher training course may be completed.

An important feature of the summer session is the observation and demonstration school which includes all the grades of the elementary school. A skilful teacher is in charge of each grade. Here teachers may observe and have demonstrated for them the best practice in modern teaching. A one-room rural observation and demonstration school is maintained on the campus. All grades are represented as in a typical one-room school. A skilful teacher is in charge who demonstrates problems in management and methods of teaching in a one-room school.

An interesting feature of the summer school is the series of lectures and entertainments provided throughout the nine weeks. Lecturers discuss important political and social problems of current interest. Other lectures discuss current educational topics. Music and dramatic programs are provided by well-known artists. Occasional band concerts are given on the campus.

The summer school of 1921 was the third summer school of the Bloomsburg State Normal School. That the summer school has amply justified its existence is clearly shown by the growing attendance. During the summer school of 1921 the enrollment was slightly less than five hundred. This enrollment almost reached the capacity of the school.

## COURSES OF STUDY

Adopted for all the State Normal Schools of Pennsylvania,  
March 23, 1920.

### Requirements for Admission

1. Graduates of approved secondary schools who can present evidence of having completed 15 units of high school work will be admitted as regular students to the state normal schools.

2. A unit shall consist of not less than 36 weeks of work requiring at least 4 periods per week of not less than 40 minutes per period or its time equivalent. (Subjects not requiring out-of-class preparation or study shall require double time in estimating the units).

3. Credentials of all students entering the state normal schools shall be received and evaluated by the normal schools and submitted to the State Department of Public Instruction for approval.

4. Adequate knowledge of the subject matter in the elementary subjects will be presupposed on the part of all students admitted to the normal schools.

5. Required units for admission :

English	3 units.
Mathematics	1 unit.
Science	1 unit.
Social Studies	1 unit, after Sept., 1923, 2 units.
Elective	9 units, after Sept., 1923, 8 units.
Total	<u>15</u> units.

6. The holders of permanent and professional certificates will be given one unit credit toward admission as regular students to the normal schools for each subject of high school grade written on the certificate.

7. Advanced credit will be given for equivalent courses in approved teacher training institutions, but no student may obtain a normal school certificate without a minimum residence of one year.

8. For the present the normal schools shall, when necessary, conduct a secondary department of first class high school grade for those students who do not have similar high school facilities available in their home communities.

## CURRICULA OF THE PENNSYLVANIA STATE NORMAL SCHOOLS

### Students Must Select One of Four Curricula

The four curricula that are offered to students have been organized upon the principle that teaching in the elementary schools can be classified into sufficiently definite types to require specialization. Each curriculum prepares for a specific type of teaching position.

The two years work of the normal school is divided into four semesters. The work of the first semester is the same for all students. A large purpose of the work of the first semester is to acquaint students with the requirements for successful teaching in the different grades so that they may be able to decide intelligently in what grade or grades they prefer to teach. The course entitled "Introduction to Teaching," which includes observation and participation in the training school, is especially designed to aid students in a wise selection of a curriculum.

At the end of the first semester, students are asked to select one of the four curricula for the purpose of specializing in a specific field of teaching. The work of each curriculum must be completed in its entirety. Students may be granted the privilege of changing from one curriculum to another only on condition that the prescribed courses of any curriculum so selected must be completed before a certificate of graduation is granted.

### The Four Curricula

Group 1. Kindergarten-Primary—for teachers of Kindergarten and grades 1, 2 and 3.

Group II. Intermediate grades—for teachers of grades 4, 5 and 6.

Group III. Grammar Grades and Junior High School—for teachers of grades 7, 8 and 9.

Group IV. Rural—for teachers of rural schools.



*Science Hall*

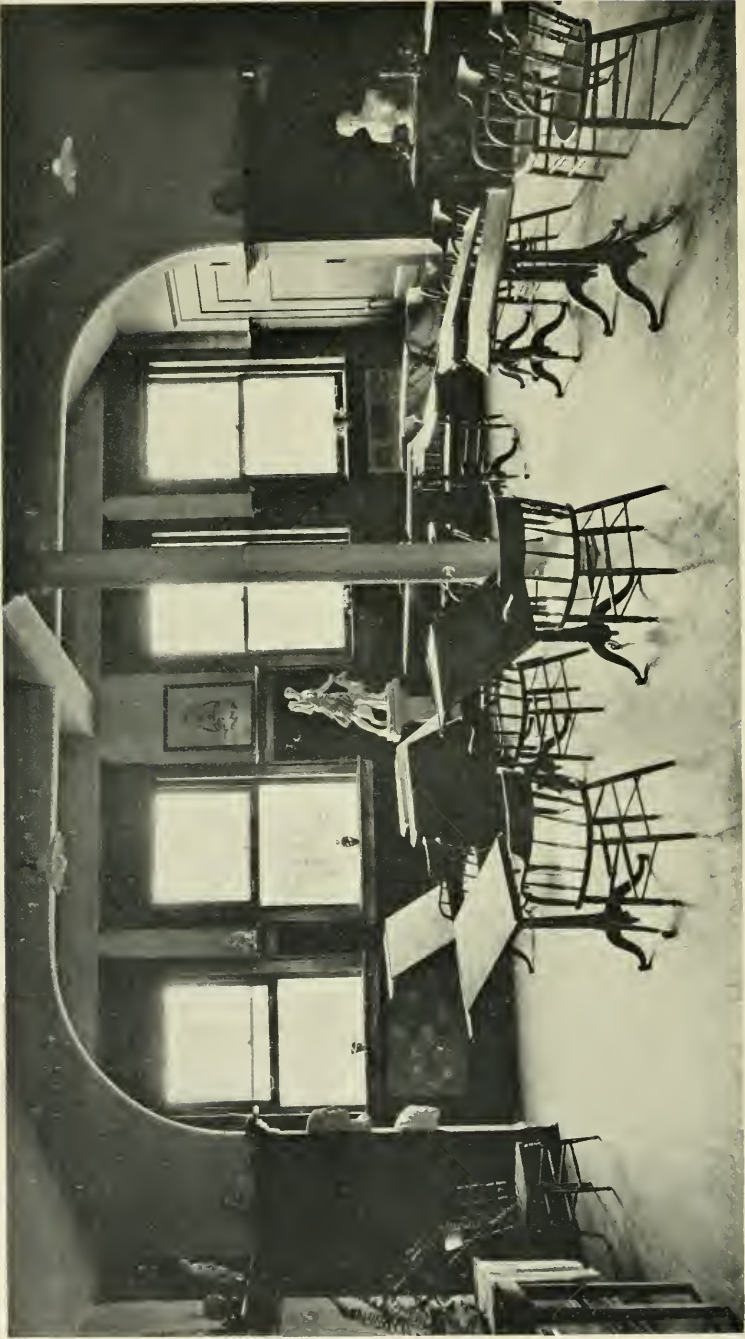




*Kindergarten*



*A Socialized Recitation in the Junior High School*



*The Art Studio*



## GROUP I (Kindergarten and Grades 1, 2, 3)

## First Semester

	Periods	Credit Hours		
Introduction to Teaching - - - -	4	3		
English Fundamentals - - - -	3	3		
English Composition - - - -	2	2		
Nature Study - - - -	3	2		
Art - - - -	3	1½		
Music - - - -	2	1		
Personal and School Hygiene - - - -	2	2		
Health Education - - - -	3	1½		
Elective—Arith., Biology, Geog., Hist. - - - -	3	3		
	<u>25</u>	<u>25</u>	<u>19</u>	<u>19</u>

## Second Semester

Psychology and Child Study - - - -	3	3		
Kindergarten Theory - - - -	2	2		
English Composition - - - -	2	2		
Oral Expression - - - -	2	2		
The Teaching of Primary Reading - - - -	3	3		
Industrial Arts - - - -	4	2		
Handwriting - - - -	2	1		
Music - - - -	2	1		
Health Education - - - -	3	1½		
	<u>23</u>	<u>23</u>	<u>17½</u>	<u>17½</u>

## Third Semester

Student Teaching including				
School Efficiency and Conferences - - - -	15	15		
The Teaching of Primary Subjects - - - -	3	3		
Health Education - - - -	3	1½		
	<u>21</u>	<u>21</u>	<u>19½</u>	<u>19½</u>

## Fourth Semester

History and Principles of Education - - - -	3	3		
Children's Literature and Story Telling - - - -	3	3		
Educational Sociology - - - -	3	3		
Art Education - - - -	4	3		
Music - - - -	2	1		
Health Education - - - -	3	1½		
Elective - - - -	3	3		
	<u>21</u>	<u>21</u>	<u>17½</u>	<u>17½</u>
Total - - - -		<u>90</u>	<u>73½</u>	<u>73½</u>

Electives of three semester hours credit may be offered in each semester for capable students.

## GROUP II (Grades 4, 5, 6)

## First Semester

	Periods	Credit Hours		
Introduction to Teaching - - - -	4	3		
English Fundamentals - - - -	3	3		
English Composition - - - -	2	2		
Nature Study - - - -	3	2		
Art - - - -	3	1½		
Music - - - -	2	1		
Personal and School Hygiene - - - -	2	2		
Health Education - - - -	3	1½		
Elective—Arith., Biology, Geog., Hist. - -	3	3		
	<u>25</u>	<u>19</u>	25	19

## Second Semester

Psychology and Child Study - - - -	3	3		
Oral Expression - - - -	2	2		
English Composition - - - -	2	2		
The Teaching of Arithmetic - - - -	3	3		
The Teaching of Geography - - - -	3	3		
The Teaching of History - - - -	3	3		
Handwriting - - - -	2	1		
Music - - - -	2	1		
Health Education - - - -	3	1½		
	<u>23</u>	<u>19½</u>	23	19½

## Third Semester

Student Teaching including School Efficiency and Conferences - - -	15	15		
The Teaching of English - - - -	3	3		
Health Education - - - -	3	1½		
	<u>21</u>	<u>19½</u>	21	19½

## Fourth Semester

History and Principles of Education - - -	3	3		
Juvenile Literature - - - -	3	3		
Educational Sociology - - - -	3	3		
Art Education - - - -	4	3		
Music - - - -	2	1		
Health Education - - - -	3	1½		
Elective - - - -	3	3		
	<u>21</u>	<u>17½</u>	21	17½
Total - - - -			<u>90</u>	<u>75½</u>

Electives of three semester hours credit may be offered in each semester for capable students.

## GROUP III (Grades 7, 8, 9)

First Semester				Periods	Credit Hours
Introduction to Teaching	-	-	-	4	3
English Fundamentals	-	-	-	3	3
English Composition	-	-	-	2	2
Nature Study	-	-	-	3	2
Art	-	-	-	3	1½
Music	-	-	-	2	1
Personal and School Hygiene	-	-	-	2	2
Health Education	-	-	-	3	1½
Elective—Arith., Biology, Geog., Hist.	-	-	-	3	3
				<u>25</u>	<u>19</u>
				25	19
Second Semester					
Psychology and Adolescence	-	-	-	3	3
English Composition	-	-	-	2	2
Oral Expression	-	-	-	2	2
Health Education	-	-	-	3	1½
Elective—Major Group	-	-	-	6	6
Minor Subjects	-	-	-	6	6
				<u>22</u>	<u>20½</u>
				22	20½
Third Semester					
Student Teaching including					
School Efficiency and Conferences	-	-	-	15	15
Health Education	-	-	-	3	1½
Elective—Major Group	-	-	-	3	3
				<u>21</u>	<u>19½</u>
				21	19½
Fourth Semester					
History and Principles of Education	-	-	-	3	3
Educational Sociology	-	-	-	3	3
Health Education	-	-	-	3	1½
Elective	-	-	-	3	3
Elective—Major Group	-	-	-	6	6
Minor Subject	-	-	-	3	3
				<u>21</u>	<u>19½</u>
				21	19½
Total	-	-	-	<u>89</u>	<u>78½</u>

Electives of three semester hours credit may be offered in each semester for capable students.

Major and minor electives shall not include more than three semester hours in the special subjects for which separate curricula are provided in the State Normal Schools.

## GROUP IV (Rural)

## First Semester

	Periods	Credit Hours		
Introduction to Teaching - - - -	4	3		
English Fundamentals - - - -	3	3		
English Composition - - - -	2	2		
Nature Study - - - -	3	2		
Art - - - -	3	1½		
Music - - - -	2	1		
Personal and School Hygiene - - - -	2	2		
Health Education - - - -	3	1½		
Elective—Arith., Biology, Geog., Hist. - -	3	3		
	25	25	19	19

## Second Semester

Psychology and Child Study - - - -	3	3		
English Composition - - - -	2	2		
Oral Expression - - - -	2	2		
The Teaching of Arithmetic - - - -	3	3		
The Teaching of Geography - - - -	3	3		
The Teaching of History - - - -	3	3		
Handwriting - - - -	2	1		
Music - - - -	2	1		
Health Education - - - -	3	1½		
	23	23	19½	19½

## Third Semester

Student Teaching including School Efficiency and Conferences - - -	15	15		
The Teaching of Reading - - - -	3	3		
Health Education - - - -	3	1½		
	21	21	19½	19½

## Fourth Semester

History and Principles of Education - -	3	3		
Children's Literature and Story Telling -	3	3		
Agriculture - - - -	3	3		
Rural Sociology - - - -	3	3		
Art Education - - - -	4	3		
Music - - - -	2	1		
Health Education - - - -	3	1½		
Elective - - - -	3	3		
	24	24	20½	20½
Total - - - -	93	93	78½	78½

Electives of three semester hours credit may be offered in each semester for capable students.

## ELECTIVES

All electives are taught from the professional point of view and are of college grade of work.

All electives are to be chosen with special reference to the group in which the teacher is preparing to teach and with the approval of the principal of the school.

Each normal school is required to offer at least one elective in each of the six groups of electives. Additional electives of similar grade may be offered at the discretion of the principal of the school.

		Semester	Hours	Credit
<b>Education—</b>	Educational Measurements	-	-	3
	Educational Psychology	-	-	3
	Kindergarten—Primary Methods	-	-	3
	School Administration	-	-	3
	Psychology of Adolescence	-	-	3
	Physiological Psychology	-	-	3
<b>English and Foreign Language—</b>	English Literature	-	-	3
	Latin	-	-	6
	Modern Language	-	-	6
<b>Mathematics—</b>	Solid Geometry	-	-	3
	Plane and Spherical Trigonometry	-	-	3
	Plane Trigonometry and Surveying	-	-	3
	Intermediate Algebra	-	-	3
	Advanced Algebra	-	-	3
<b>Science—</b>	Agriculture	-	-	3
	Biology	-	-	6
	Botany	-	-	3
	Zoology	-	-	3
	Chemistry	-	-	6
	Geography	-	-	3
	Geology	-	-	3
	Physics	-	-	6
The Teaching of General Science	-	-	3	
<b>Social Studies—</b>	Economics	-	-	3
	History	-	-	3
	Sociology	-	-	3
<b>Arts—</b>	Cookery	-	-	2
	Art	-	-	2
	Music	-	-	2
	Mechanical Drawing	-	-	2
	Sewing	-	-	2
	Woodwork	-	-	2



## BRIEF DESCRIPTION OF THE COURSES OF STUDY

### The State Course of Study

The state course of study is used as the basis for the courses in the teaching of the elementary school subjects.

### Classification and Numbering of Courses

All courses are classified in seven departments. All courses numbered below 10 are common to all groups. A decimal indicates that two or more courses of the same department occur in the same semester. A single digit or the last of two digits indicates the semester in which the course occurs. The first of two digits indicates the group in which the course occurs.

## EDUCATION

### EDUCATION 1.—Introduction to Teaching.

All groups, 1st semester. 4 periods, 3 hours credit.

The primary purpose of this course is to aid students in selecting a specific curriculum at the end of the first semester, and to imbue them with a strong professional spirit and high standards of professional ethics. It includes consideration of the different types of teaching service, the general aims of the public schools and, more specifically, the work to be accomplished by the primary, intermediate, junior high, and rural schools respectively, a brief sketch of the characteristics of children in these different types of schools and the qualifications required of teachers to meet the needs of children at the different age levels in these different types of schools. The broad social aims of each type of school and its relation to the state are emphasized.

The instruction in this course is closely correlated with frequent visits of observation and participation in the training school.

### EDUCATION 2.—Psychology and Child Study.

All groups, 2nd semester. 3 periods, 3 hours credit.

This is an elementary course in psychology combining the important topics of both general and educational psychology and forming the basis of the specific courses in educational theory and practice. The chief topics considered are: (a) instinctive tendencies; (b) habit-formation; (c) memory, association (including localization of functions), and economy of learning; (d) the affective life; (e) the thought processes; (f) the extent and causes of individual differences among children, and the use of intelligence tests in determining them; (g) the treatment of exceptional children. About one-third of the course is given to the study of the characteristics of children at the different levels of growth. One laboratory period each week is given to the observation of children. While this course is practically identical in all curricula, there is differentiation in the observation

of children and in the laboratory experiments, each group emphasizing the characteristics of children at the age level of its particular curriculum.

#### **EDUCATION 12.—Kindergarten Theory.**

Group I, 2nd Semester. 2 periods, 2 hours credit.

This course deals primarily with kindergarten aims, purposes, technique, and equipment. Special attention is given to modern tendencies in kindergarten practice, and particularly to the relation of the kindergarten to the primary grades. Observation and participation in the training school is a prominent feature of the course.

#### **EDUCATION 13.—School Efficiency.**

Group I, 3rd semester. 3 periods, 3 hours credit.

This course correlates closely with the student teaching, deriving a large part of its meaning from the teaching experience of the student. The instruction is shaped by the aim and purposes of the kindergarten and grades one, two, and three, and includes such topics as: class room routine, the organization of the daily study and recitation program; hygienic standards for and care of class rooms; the making and keeping of records; and is followed by the analysis and study of such class room technique as: the significance of the play spirit in the primary grades; the management of primary grades; the use of seat work; the value of dramatic expression; types of class room exercises applicable in the primary grades; and the project and problem method as applicable to children of this age; and the practical application of educational tests and scales.

#### **EDUCATION 23.—School Efficiency.**

Group II, 3rd semester. 3 periods, 3 hours credit.

This course correlates closely with the student teaching, deriving a large part of its meaning from the teaching experience of the student. The instruction is colored and shaped by the purposes and nature of the work in the intermediate grades and includes class room routine, the daily study and recitation program, hygienic standards for and care of class rooms, the making and keeping of records, and is followed by the analysis and study of such class room technique as: methods of lesson assignment; types of class room exercises; efficient methods of study; types of questioning; the value and uses of intelligence and educational tests; and the project and problem method as applicable to the fourth, fifth, and sixth grades. The problem of discipline in these grades receives attention.

#### **EDUCATION 33.—School Efficiency.**

Group III, 3rd semester. 3 periods, 3 hours credit.

This course deals with the principles of instruction common to the teaching of all subjects in the seventh, eighth, and ninth grades, and is closely correlated with student teaching. Consideration will be given to such topics as types of lessons, the recitation, the assignment, the question, the project and problem method, the socialized recitation, lesson plans, supervised and independent study, the use of educational tests and scales, problems, in discipline, economy in class room management. A considerable part of the time of this course is devoted to a discussion of educational guidance problems. The course analyzes the processes and problems of the important types of human

occupations, the aptitudes and training required for each, the financial rewards, the hazards, the opportunities and avenues for advancement in each field. As far as possible typical occupations are studied at first hand, including occupations of agriculture, manufacture, transportation, exchange, public service, professional service, domestic and personal service, and clerical occupations. The pertinent printed matter in books, pamphlets, and magazines is examined and organized.

#### **EDUCATION 13.1.—The Teaching of Primary Subjects.**

Group I, 3rd semester. 3 periods, 3 hours credit.

This is a composite course including the best modern primary methods in number, geography, history, and handwork. It is devoted to a consideration of environmental materials in geography and the development of correct geographical concepts; to the aims and purposes of history in the primary grades and the materials available for these grades, with emphasis on the selection of materials for patriotic and other special days; to the best methods of inculcating in children simple health habits; and to the best available means of seat work through paper cutting, weaving, clay modeling, etc.

#### **EDUCATION 4.—History and Principles of Education.**

All groups, 4th semester. 4 periods, 4 hours credit.

This is an integrating course and aims to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The course begins with a brief review of the origin and development of present day practices and tendencies in public school education, the large emphasis being placed on these movements that have originated, or at least have come into prominence, since the time of Rousseau. The discussion of such topics as: the aims and purposes of education; the development of various conceptions of educational values; and the history and present status of such educational movements as: vocational education; the treatment of backward children; scientific measurements; the junior high school; the doctrine of interest; formal discipline; the transfer of learning; project and problem teaching; and the socialized recitation.

#### **EDUCATION 43.—Rural School Efficiency.**

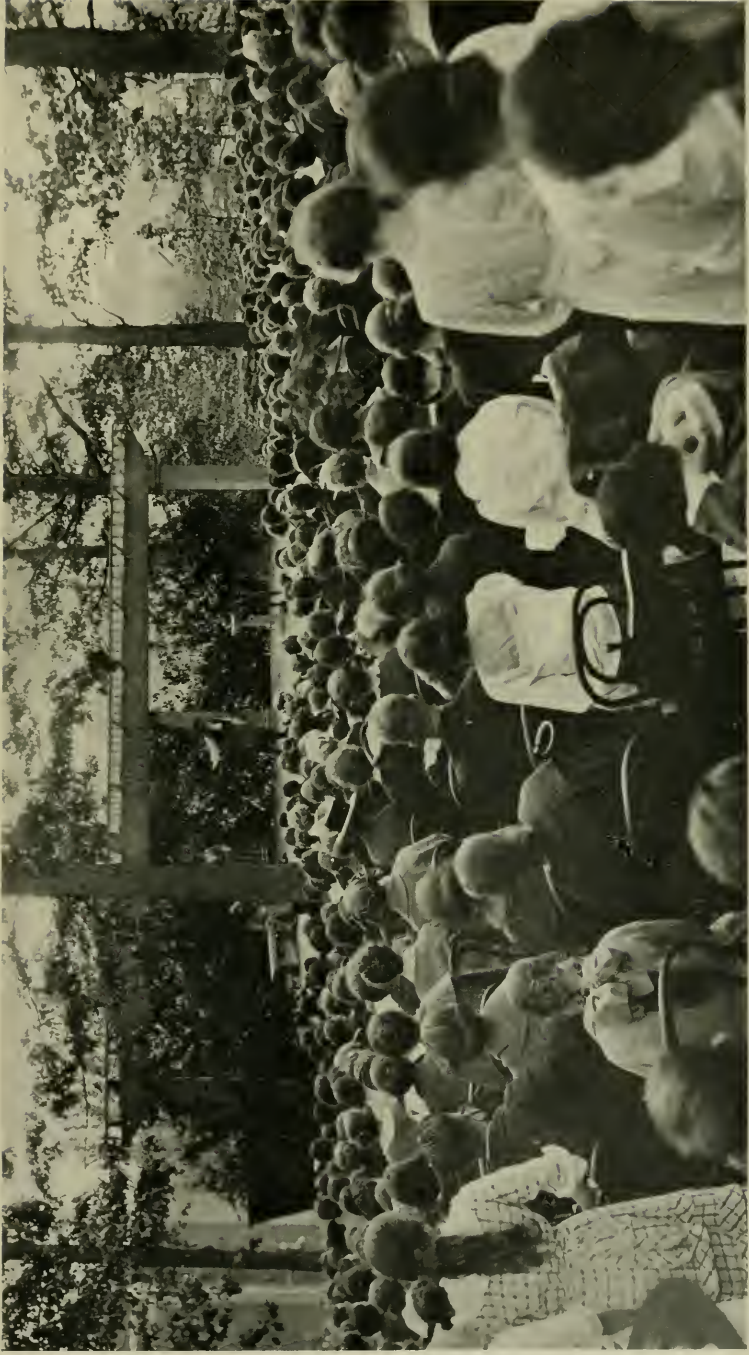
Group IV, 4th semester. 3 periods, 3 hours credit.

The aim of this course is similar to that of the course in School Efficiency in Groups I, II, and III, and includes in addition the defects of the one-room rural school treated constructively, not destructively; the advantages of consolidation; the organization of the rural school; the daily study and recitation program reducing the number of classes by combining grades, alternating grades, correlation, etc.; vitalizing the course of study; club work; community center work; heating and ventilation; play and recreation; and beautifying the school grounds. The discipline of the rural school is discussed.

#### **EDUCATION 3.—Student Teaching.**

All groups, 3rd semester. 10 periods, 10 hours credit.

**The Training School.** The training school is the pivotal point of all the work of the normal school. It functions as a laboratory for every department of the school, and articulates with peculiar intimacy with the Department of Education.



*“Twelfth Night” in the Grove*





*The Girls' Chorus*



**Observation and Participation.** Although student teaching is confined to the senior year, junior students are given frequent opportunities for participation in the work of the training school, and observation of expert teaching in the training school is a feature of all the courses in education and of many other courses throughout the curricula. One critic teacher is assigned to each two class rooms and demonstration lessons are taught from time to time in exemplification of the various phases of good educational practice.

**Distribution of Time.** A minimum of two consecutive 60-minute periods per day for one semester is given to student teaching. Where two student teachers are assigned to the same class in the training school, the assignments are so adjusted that each student teacher has a definite problem. The distribution of teaching time is designed to progressively give to the student an increasing class responsibility.

**Lesson Plans.** Plan forms are used upon which all lessons taught by student teachers are planned. Critic teachers hold daily conferences with the student teachers under their charge and approve all lesson plans of student teachers before the lessons are taught.

**Student Teachers.** Every student teacher confines his teaching to the grades of the group which he has elected. Student teachers electing Group I and Group II have practice experience in all the subjects of the curriculum and, if possible, in all the grades of the group. Student teachers electing Group III confine their practice teaching largely to the subjects in which the student has elected to specialize and, if possible, have practice teaching in all the grades of the group. Student teachers electing Group IV confine their practice teaching largely to the rural one-room ungraded school and have opportunity for contact with the community problems. All assignments for student teachers contemplate the completion of a unit problem.

**Training Classes.** Training classes aim to have not less than 20 nor more than 30 pupils; that is, enough pupils to set up a normal social situation, and yet not so many as to unduly tax the limited skill of the teacher.

**The Pupils.** The pupils in the training school by reason of the careful planning of each lesson and the close supervision of expert teachers, as well as through the use of abundant and elaborate equipment of the normal school, are most favorably situated to secure the best possible education.

## ENGLISH

### ENGLISH 1.—English Fundamentals.

All groups, 1st semester. 3 periods, 3 hours credit.

The purpose of this course is to acquaint the student with the source of material in English and the forms of correct expression. A definite standard of written and spoken English must be acquired and maintained by all students. Further work in English without extra credit will be required of all who fail to reach and maintain this standard.

A few periods of instruction are given in the method of classifying and cataloging books and in the use of reference books, readers' guides, etc.

About a third of the time of the course is devoted to a thorough review in the basic principles of English grammar, and special attention is paid to the structure of sentences and the syntax of their various parts. The course includes a brief history of the language and the principles underlying its development.

About a sixth of the time of the course is devoted to a study of words, including pronunciation, diacritical marking based on a generally recognized system of phonetics, and attention is paid to basic principles in etymology.

#### **ENGLISH 1.1, 2.1.—English Composition.**

All groups, 1st and 2nd semesters, 2 periods, 2 hours credit each semester.

This course includes a thorough study of the forms of English prose composition together with much practice in writing. The four types of English prose—narration, description, exposition, and argumentation—are carefully studied and analyzed with reference to form, content, and technique. Special attention is given to the essay and the short story as media of prose expression, and students are required to write frequent themes illustrative of the various prose forms discussed. These are made the subject of class criticism and discussion. The teacher in charge of the class meets the students from time to time for personal consultation.

#### **ENGLISH 2.—Oral Expression.**

All groups, 2nd semester. 2 periods, 2 hours credit.

This course is designed primarily to insure (1) a good teaching voice, and (2) effective address with facility and ease in oral expression.

#### **ENGLISH 12.—The Teaching of Primary Reading.**

Group I, 2nd semester. 3 periods, 3 hours credit.

The primary aim of this course is to enable the student to acquire skill in the teaching of reading to beginners, including the development of skill in the use of phonics. The course includes a comparison of the principal methods of teaching reading, and the historical development of various methods of teaching reading is traced. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in reading. This course is accompanied with observations of primary reading classes as well as the actual teaching of reading.

#### **ENGLISH 23.—The Teaching of English.**

Group II, 3rd semester. 3 periods, 3 hours credit.

This course treats all the subjects that are generally comprehended under the subject of English in the intermediate grades, such as, spelling, oral and written composition, and silent reading. Students are made familiar with the standard measurements and tests in connection with each phase of the course. The work of this course is closely related to student teaching.

**ENGLISH 43.—The Teaching of Reading.**

Group IV, 3rd semester. 3 periods, 3 hours credit.

The aim of this course is to enable the student to acquire skill in the teaching of reading to beginners and the handling of the technique of silent reading with older pupils. Attention is given to the development of skill in the use of phonics. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in oral and silent reading. The course includes a comparison of the principal methods of teaching reading, and is accompanied with observations of oral and silent reading classes as well as the actual teaching of such classes.

**ENGLISH 44.—Children's Literature and Story Telling.**

Group I, 4th semester. 3 periods, 2 hours credit.

This course involves the collection and study of literature in verse and prose suited to children of this age. The selections are studied for the purpose of finding the elements contained therein that are likely to appeal strongly to children. The study of folk tales and fairy stories is included in this course.

The course in story telling covers the principles involved in telling stories to children. It involves also the application of the principles of child psychology and voice training to the telling of stories.

**ENGLISH 24.—Juvenile Literature.**

Group II, 4th semester. 3 periods, 3 hours credit.

This course is planned to give a foundation for teaching literature and silent reading to pupils of the intermediate grades. It aims to give an adequate knowledge of those literary types that are most suitable for children of this age.

Magazines and current literature are studied and selections made from these sources as well as from standard authors.

A study is made of the difficulties that children meet in their effort to comprehend thought from the printed page. Students are made familiar with the scientific measurements of silent reading.

## MATHEMATICS

**MATHEMATICS 22.—The Teaching of Arithmetic.**

Group II, 2nd semester. 3 periods, 3 hours credit.

This course aims to develop a systematic presentation of the facts and principles of arithmetic with special emphasis upon the topics that are most significant in the work of the intermediate grades. The treatment illustrates at every step the most effective methods of teaching arithmetic. Attention is given to the results of the recent experiments in the psychological processes involved in the teaching of arithmetic and to the measurement of efficiency in this subject by the standard tests and scales. Observation of the teaching of arithmetic in the intermediate grades is an essential part of the course.

**MATHEMATICS 32.—The Teaching of Mathematics.**

Group III, 2nd semester. 3 periods, 3 hours credit.

This course includes important topics in the teaching of arithmetic in the seventh and eighth grades and in the junior high school. Em-

phasis is placed upon the commercial and industrial applications of arithmetic, with much practice in the making and solution of problems. Attention is given to the teaching of a course in composite mathematics in the junior high school. The use of standard measurements is given consideration. Observation of the teaching of mathematics in these grades is a requirement of the course.

#### **MATHEMATICS 42.—The Teaching of Arithmetic.**

Group IV, 2nd semester. 3 periods, 3 hours credit.

This course aims to present a systematic study of the topics in arithmetic that are found in the course of study of the rural school. A special effort is made to have students understand how to use the resources of the country in supplying opportunities for the application of arithmetic. Attention is given to the psychology of arithmetic and to the standard measurements in this subject. Observation is an essential part of the course.

### **SCIENCE**

#### **SCIENCE I.—Nature Study.**

All groups, 1st semester. 3 periods, 2 hours credit.

The term nature study is used in a broad sense to cover all phases of elementary science adapted to all groups. This course aims to give the student a definite body of knowledge of common forms of environmental materials, and to supply the principles that will guide him in selecting and using environmental materials wherever he may be located. The course includes as wide a range of observation as possible of materials which the prospective teacher may be called upon to use in his work. Field trips are supplemented by laboratory study. For teachers of the upper grades a differentiation is made in favor of materials that supply the basis for further scientific study, especially in the field of biology.

#### **SCIENCE 22, 32, 42.—The Teaching of Geography.**

Groups II, III and IV, 2nd semester. 3 periods, 3 hours credit.

This is a general course in geography given from the standpoint of man's reaction to his environment, and aims to co-ordinate fundamental principles of geography. The course is developed from the viewpoint of causal relations rather than the mere enumeration of facts and principles. As far as time permits some study is made of regional geography as a type of further application. Students get training in the organization and the presentation of geographic data through the use of the project and problem method; in the preparation and the use of maps, graphs, diagrams, and other illustrative material; and in the problems and methods involved in teaching field geography. Students are made familiar with the use of standard educational measurements in geography. The observation of classes in the teaching of geography is a necessary part of the course. Such differentiation in the application of the above principles and methods is made for the different groups as the course of study in geography requires.

#### **SCIENCE 44.—Agriculture.**

Group IV, 4th semester. 3 periods, 3 hours credit.

A large purpose of this course is to give to the teachers of rural schools an insight into and a sympathy with the basic industry of the



rural population and to appreciate the larger aspects of this industry as related to our national welfare. The rural teacher is instructed how to relate a knowledge of agriculture to the experiences of rural children with a view to motivating the teaching of the common branches. Opportunity is offered for participation in agricultural projects so that teachers can initiate and supervise projects with their pupils. Through this course teachers come in touch with the leaders of agricultural improvement and learn of the available sources of information on agricultural subjects.

## SOCIAL STUDIES

### SOCIAL STUDIES 22.—The Teaching of History.

Group II, 2nd semester. 3 periods, 3 hours credit.

This course includes a study of such history as will equip students to teach the history of the intermediate grades as recommended by the state course of study. Observation of teaching in these grades is a feature of the course.

Attention is given to teaching civics in the intermediate grades. The course for the fourth and fifth grades centers around the idea of community co-operation, emphasizing those who furnish us food, clothing, shelter, medical aid, light, transportation, protection, etc. The work for the sixth grade centers around the idea of industrial co-operation with emphasis upon vocational opportunities, study of community service through occupations, and the qualifications required for each occupation.

### SOCIAL STUDIES 32.—The Teaching of History.

Group III, 2nd semester. 3 periods, 3 hours credit.

A course primarily for those specializing in social studies. An intensive course in the teaching of American history with emphasis on the European background. The difference between secondary and primary source material is shown and the student gets acquainted with available source materials as well as acquires a knowledge of the principal text and reference books. The value and danger of historical parallels is shown as well as the importance of relating the study of history to current events. Students are taught to test historical data and to interpret historical facts.

The teaching of community civics follows *Bulletin No. 23, 1915*, of the *United States Bureau of Education*. The larger responsibilities of citizenship and of patriotism as revealed by the World War are presented, and the student gets acquainted with the many books in these fields available for children as well as the proper reference material for the teacher.

### SOCIAL STUDIES 42.—The Teaching of History.

Group IV, 2nd semester. 3 periods, 3 hours credit.

This is a composite course in the teaching of history and civics using as a basis the report of the *Committee of Eight* of the American Historical Association and *Bulletin No. 23, 1915*, of the *United States Bureau of Education*, entitled "*The Teaching of Community Civics*." Special emphasis is laid upon the opportunities for citizenship in rural communities and upon the ultimate dependence which all civili-



zation has upon the products of the soil. This course aims to develop resourcefulness in the student in the use of available text and reference books.

#### **SOCIAL STUDIES 4.—Educational Sociology.**

All groups, 4th semester. 2 periods, 2 hours credit.

This course aims to clearly define the meaning of democracy and to discuss the fundamental problems in a democratic social system; to point out the community relationships as expressed in family, church, school, industry, and state to the development of democracy; to emphasize the responsibilities of the individual citizen in his vocation, in his political activities, in his use of leisure, and in the many aspects of social intercourse to the life of democracy; and to all the phases of democracy to make clear the responsibilities of teachers and of public education.

#### **SOCIAL STUDIES 44.—Rural Sociology.**

Group IV, 4th semester. 3 periods, 3 hours credit.

The primary aim of this course is the inculcation in the minds of the students of a love for, and just appreciation of the importance of a healthy country life, and includes consideration of such topics as: defects of present day country life, treated constructively; the lack of rural pride and rural co-operation; land tenantry; migration from the country to the city and its causes; co-operative buying and selling; the need for scientific agriculture; the country home; the country church; good roads; and the country school as an agent in intellectualizing, socializing, and spiritualizing country life.

### **ARTS**

#### **ARTS 1.—Art.**

All groups, 1st semester. 3 periods, 1½ hours credit.

The aim of this course is to enable students to teach the public school course of study in drawing, including the representation of common objects, the elementary principles of design, lettering, composition, and color harmony in their application to dress, home, school, and community interests; to give students facility and confidence in their ability to draw and illustrate on the blackboard a wide range of school subjects; to develop appreciation of art and ability to teach pupils the appreciation of art, including the study of pictures. Such differentiation is made in this course for the different groups as the course of study requires, including the teaching of the elements of mechanical drawing for the upper grades.

#### **ARTS 2.—Handwriting.**

All groups, 2nd semester. 2 periods, 1 hour credit.

At the beginning of this course the handwriting of students is measured by one of the handwriting scales, and if they fall below the standard set for teachers they are put in special classes for practice. The time of this course is devoted largely to methods of teaching writing and to developing skill in blackboard writing. Students are instructed in the results of the recent investigations in the psychology of writing. Through measuring their own handwriting and the handwriting of children, students become acquainted with the use of handwriting scales.

**ARTS 12.—Industrial Arts.**

Group 1, 2nd semester. 4 periods, 2 hours credit.

This course aims to instruct students in the use of various materials that will enable them to work out simple problems as they arise out of the daily necessities of food, clothing, and shelter. Students learn to appreciate the problems that are within the interests of children and how such problems may be graded according to the child's control of technique. The course includes clay modeling, paper and cardboard construction, and simple problems in wood and textiles. Students observe demonstrations of this work in the training school and participate in such work.

**ARTS 1.1, 2, 4.—Music.**

All groups, all semesters. 2 periods, 1 hour credit.

This course presupposes a knowledge of the elements of music. The purpose of this course is to fit students to teach music in the public schools. The salient features of this course are: a treatment of the child voice, a study of the tonal and rhythmic problems of each grade, ear training, melody writing, sight reading, and part singing, a study of the song material adapted to each grade, the use of the phonograph to develop musical appreciation, and the development of musical programs. Students are taught how to apply the standard musical tests to discover musical talent. Observation and practice teaching are a requirement of the course.

**ARTS 14, 24, 44.—Art Education.**

All groups, 4th semester. 4 periods, 3 hours credit.

This course is a continuation of the elementary course in art. It includes the principles of design and their application to special problems in pottery, house decoration, textiles, costume, and basketry. Special attention is given to art appreciation. A study is made of the world's great masterpieces of art, composition, and color.

## HEALTH EDUCATION

**HEALTH 1.1.—Personal and School Hygiene.**

All groups, 1st semester. 2 periods, 2 hours credit.

**Personal Hygiene.** The aim of this course is to secure in the students settled habits in the care of the body which will lead to stronger, healthier, and more efficient lives. The course aims to have students understand the hygiene of posture, nutrition, clothing, exercise, fatigue, rest, and sleep; the causes of ill health and disease, together with their control and prevention. Only those facts of physiology and anatomy which have special significance for hygiene are considered. The instructor will hold personal conferences with students as a part of the course.

**School Hygiene.** The aim of this course is to equip the student with the knowledge of school and child hygiene necessary for a teacher. The following topics are included; normal growth and its standards; the ill effects of malnutrition, bad air, lack of exercise, excessive exercise, lack of proper rest, defective vision, defective hearing, adenoids, diseased tonsils; remedies for various defects and the best methods of treating them from the school standpoint; hygiene

of program making; school sanitation, including school furniture, ventilation, heating, lighting, water supply, toilets, etc.; regulations of state and local boards of health; the problem of nutrition as applied to school children, with laboratory exercises in food values and food preparation. Observation of good hygienic school conditions and of good hygienic teaching is an important feature of this course.

#### **HEALTH 1.2.—Health Education.**

All groups, 1st and 2nd semesters. 3 periods  $1\frac{1}{2}$  hours credit each semester.

**Two hours each semester—Physical Education.**—Floor work; apparatus; marching; rhythmic work; including clubs, wands, and folk dancing; games, athletics, including track and field events, tennis, hockey, hiking, skating, etc. Corrective work including proper exercises for students unable to take regular gymnasium work.

**One hour each semester—a graded course in health education** including physical exercises and games arranged to meet the needs of children at various stages of development through the grades. Discussion of the different theories of play, and the management and equipment of playgrounds. First aid in emergencies is included.

#### **HEALTH 3, 4.—Health Education.**

All groups, 3rd and 4th semesters. 3 periods,  $1\frac{1}{2}$  hours credit each semester.

**Two hours each semester—Physical Education.**—Floor work; apparatus; marching; rhythmic work; including clubs, wands, and folk dancing; games, athletics, including track and field events, tennis, hockey, hiking, skating, etc. Corrective work including proper exercises for students unable to take regular gymnasium work.

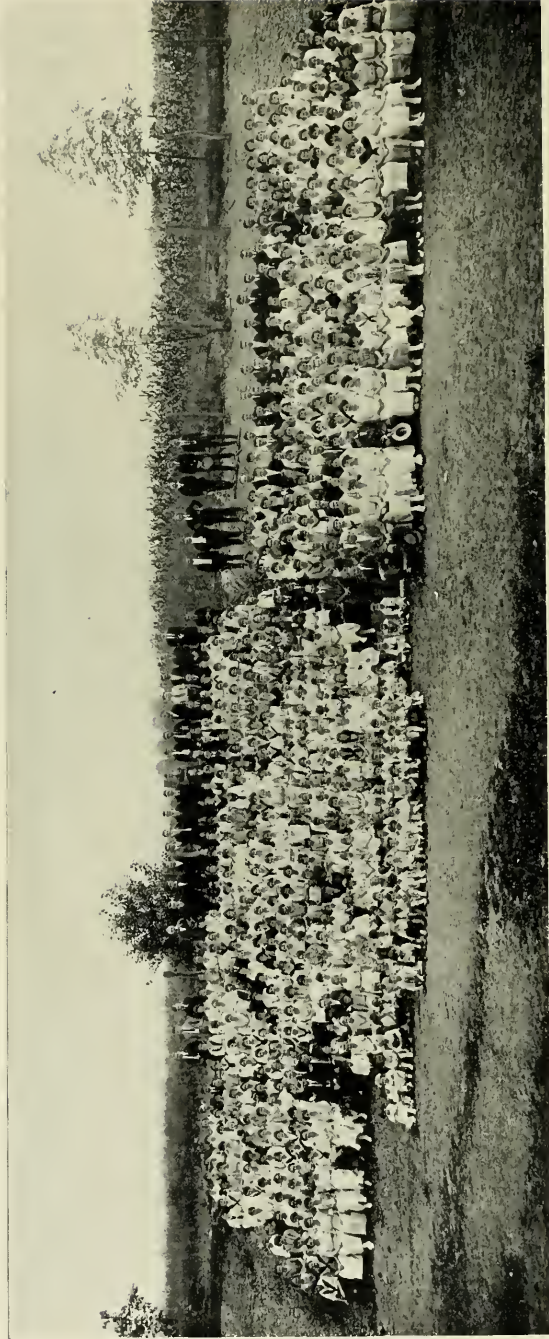
**One hour each semester—the graded course in health education** for children continued. Demonstration lessons and student teaching. Athletic activities for use on playground. Physical examination of school children.

**Social Hygiene.**—A part of the time of this course is devoted to a discussion of problems of heredity, environment, sex hygiene and eugenics.



*A Nature Study Trip*





*Summer School, 1921*



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**LIST OF STUDENTS**1920-1921

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**TEACHER TRAINING COURSE****Seniors**

Agnew, Marian E., Pittston	Eisenhauer, Helen E., Mifflinville
Alden, Jennie L., Plymouth	Evans, Angeline P., Scranton
Allen, Alice J., Alderson	Evans, Olwen E., Nanticoke
Allison, Josephine P., Catawissa	Eyerly, A. Mae, Bloomsburg
Aponick, Lucy L., Nanticoke	Fagan, Julia M., Lattimer Mines
Austin, Louise M., Wilkes-Barre	Felker, Charles A., Beaver Springs
Baker, Estella M., McClure	Fernsler, Mary, Wilkes-Barre
Baldauski, Margaret, Wyoming	Fetherolf, Elizabeth E., Ringtown
Beddall, Gladys L., Hazleton	Fischer, T. Edison, Glen Lyon
Behr, Oda H., Lopez	Fisher, Clara E., Mahanoy City
Billmeyer, Bertha, Danville	Fisher, Warren L., Mainville
Blackman, Beatrice M., Kingston	Flynn, Gladys J., Great Bend
Blossom, Edith H., Hawley	Foley, Marie C., Pittston
Boetticher, Laura C., Hazleton	Garrison, Anna C., Bloomsburg
Bohn, Lydia A., Scranton	Gerhard, Ruth I., Bloomsburg
Boyer, Helen, Paxtonville	Gillaspy, Mary, Benton
Brady, Margaret M., Wilkes-Barre	Gilroy, Mary R., Wilkes-Barre
Breisch, Lillie E., Ringtown	Griffiths, Grace, Plymouth
Brobst, Ruth A., Wyalusing	Gronka, Katherine E., Glen Lyon
Brower, Mary E., Bloomsburg	Grossman, Ben L., Hazleton
Brown, Marian V., Hazleton	Harkins, Marie V., Wilkes-Barre
Buchinski, Adeline M., Mt. Carmel	Harned, Margaret G., Peckville
Carl, Aleta M., Bloomsburg	Hartman, Ruth E., Benton
Cleaver, Emma V., Elysburg	Henrie, Hester E., Mifflinville
Cole, Martha A., Jamison City	Herman, Camilla L., Mehoopany
Conner, Jean C., Wilkes-Barre	Hines, Margaret E., Berwick
Cooke, Jennie C., Scranton	Hobbes, Marion R., Wilkes-Barre
Corse, Howard C., Susquehanna	Hutchinson, Winifred A., Bloomsburg
Davis, Samuel A., Ringtown	Jervis, Caroline, Scranton
DeBonis, Anna M., Wilkes-Barre	Johnson, Elizabeth J., Olyphant
Decker, Helen E., Bloomsburg	Johnson, Muriel V., Carbondale
Deitrick, Margaret J., Mt. Carmel	Johnson, Pauline M., Moore
Dennis, Marion A., Wilkes-Barre	Klem, Frank, Glen Lyon
Dobkavige, Victor E., Wilkes-Barre	Kline, Ruth M., Bloomsburg
Downing, Mildred L., Trucksville	Koch, Ruth M., Hazleton
Dreese, Mary E., McClure	Kraft, Mabel D., Hazleton
Eckrote, Elsie M., Conyngham	Lanshe, Beatrice K., Allentown
Edwards, Helen E., Bloomsburg	Lewis, Leona, Olyphant

## LIST OF STUDENTS—Continued

Lobez, Alice, Lakewood	Scott, Olive, Kingston
Lowe, Helene E., Montrose	Seltzer, Emma C., Ringtown
Manhart, Margaret S., Berwick	Shaffer, H. Lucile, Rohrsburg
Manley, Theodora Alice, Scranton	Shaffer, Myrlynn T., Wilkes-Barre
Martin, Clare A., Bloomsburg	Shannon, Eleonora, Wilkes-Barre
Martin, Frances C., Bloomsburg	Sheets, Grace E., Catawissa
Martin, Mabel M., Mehoopany	Shuman, Ralph G., Mainville
Maust, Elsie M., Bloomsburg	Siegel, Edna M., Hazleton
McCollum, Katharine, Bloomsburg	Smith, Alice G., Dorranceton
McDonald, Anthony J., Centralia	Smith, Evelyn Z., Berwick
McDonnell, Alice M., Ashland	Smith, Margretta H., Hazleton
McCoy, Sue M., Hazleton	Souder, Erma N., Nescopeck
McKeown, Marguerite, Nanticoke	Stanton, Lydia E., W. Pittston
McKinstry, Chloe A., Bloomsburg	Sterner, Edna G., Tunkhannock
McShea, May D., McAdoo	Swanberry, Anna L., Wanamie
Merithew, Kathryn, Dorranceton	Thomas, Anna, Plymouth
Miller, Gertrude E., Duryea	Thomas, Beatrice D., Kingston
Miller, Pauline S., Mifflinville	Thomas, Gwendolyn E., Wilkes-Barre
Morgan, Sara B., Frackville	Thomas, Norton J., Bloomsburg
Nagle, Christina, Wilkes-Barre	Treverton, Mildred E., Hazleton
Nelson, Lillian M., Honesdale	Trimbie, Emily F., Kingston
Nelson, Teresa, Avoca	Utt, Jessie Claire, Pottsgrove
O'Neill, Edith B., Tunkhannock	VanGorden, Nora, Moscow
Owen, Marion A., N. Mehoopany	Ward, Mary C., Avoca
Pensyl, Maree E., Bloomsburg	Weiss-Chesney, Helen P., Glen Lyon
Phillips, Helen B., Bloomsburg	Weiss, L. Arline, Bloomsburg
Platt, Beatrice C., Mainville	Welliver, Helen M., Jerseytown
Pritchard, Bernice E., South Gibson	Williams, F. Beatrice, St. Johns
Pursel, Edna B., Bloomsburg	White, Jennie D., Olyphant
Pursel, Edna M., Shenandoah	Wolfe, Mary M. J., Luzerne
Pursel, Russel H., Bloomsburg	Zeigler, Hazel M., Bloomsburg

## Juniors

Arnold, Lillian, Shickshinny	Campbell, Sara, Doylestown
Bahr, Genevieve, Sugar Run	Coira, Josephine E., Bloomsburg
Baker, Gertrude, Bloomsburg	Cornell, Beatrice, Alderson
Barnett, Bessie, Miners Mills	Cryder, Adele C., Bloomsburg
Berry, Helen, Scranton	Devenport, Florence H., Sweet Valley
Birch, Sarah, Bloomsburg	Deitrick, Helen Frances, Bloomsburg
Blaine, Kenneth J., Broadway	Derr, Eleanor, Danville
Boop, Marlin, Millmont	Derr, Lillian, Rohrsburg
Bower, Russell W., Berwick	Donnelly, Francis B., Locust Gap
Brittain, Coreene, Berwick	Dougherty, Mildred, Old Forge
Burke, Alice M., Plymouth	Dyer, Dorothy, Scranton

## LIST OF STUDENTS—Continued

Edwards, Tydvil, Ashley	Lesser, Margaret, Freeland
Ely, Bertha, Lehman.	Lewis, Olwen M., Scranton
Ely, Helen L., Millville	Lloyd, Hazel, Starrucca
Emanuel, Hannah, Wilkes-Barre	Logan, Ruth, Logan Falls
Enterline, Myers, Turbotville	Lumbert, Cecelia, Forest City
Faust, Dorothy, Hazleton	Luxton, Mattie, Pottsville
Fry, Margaret, Danville	McDermott, Lucy, Jessup
Gamble, Kathryn, Sugar Run	McGrath, Crescentia, Forest City
Getty, Mary C., Strawberry Ridge	McIntyre, Ruth, Bloomsburg
Gilbert, Elizabeth, Pottsgrove	McKeon, Anna, Olyphant
Gilligan, Anna D., Wilkes-Barre	McKinstry, Cleora, Bloomsburg
Graham, Marion, Peckville	McLean, M. Pauline, Wilkes-Barre
Granahan, Anna, Pittston	Maginn, William F., Locust Gap
Gray, Mildred, Wilkes-Barre	Martin, Olive E., Shamokin
Grotz, Dorothy, Bloomsburg.	Mifflin, Arline R., Beach Haven
Hampton, Alma, Nescopeck	Miller, Gertrude S., Bloomsburg
Hankee, Mildred, West Pittston	Miller, Laura H., Catawissa
Hart, Marion R., Mountain Grove	Moon, Beryl J., Bloomsburg
Harter, Edna, Nescopeck	Morgan, Eva M., Scranton
Harter, Lillie M., Nescopeck	Murray, Margaret C., Mahanoy City
Hartman, Alice, Catawissa	Naylor, Anna, Duryea
Havard, Catharine M., Plymouth	Newman, Paulene, Rupert
Hayes, Katharine, Scranton	O'Brien, Agnes, Forest City
Hendrickson, Miriam, Danville	O'Brien, Annette, Forest City
Henry, Stanlea, Kingston	O'Rourke, Margaret, Pittston
Hess, Arden, Benton	Owens, Elizabeth, Scranton
Hess, Helen, Benton	Payne, Catherine E., Shamokin
Hill, Rufus, White Hall	Pfahler, Lois P., Catawissa
Hinkle, Thomas L., Milnesville	Phillips, Earl, Jr., Turbotville
Hoy, Harold L., Milton	Philbin, Cecelia M., Archbald
Jones, Isabel, Peely	Ramage, Gladys, Pittston
Jones, Madeline, Laketon	Randall, Bertha, Truckville
Jones, Martha, Scranton	Reed, Helen G., Mt. Carmel
Judge, Mac L., Peckville	Rees, Mabel A., Peckville
Jury, Lucille, Bloomsburg	Rhawn, George B., Jr., Catawissa
Kelchner, Ruth, Mifflinville	Rhoades, Henrietta, Wyoming
Kimble, Hazel, Scranton	Riegel, Thelma M., Nescopeck
King, J. Marie, West Pittston	Robbins, Ruth E., Bloomsburg
Klinger, Lena, Benton	Ruggles, Evadne, Pikes Creek
Knoll, H. Theresa, Nanticoke	Sammon, Margaret C., Pittston
Kressler, Rachel, Bloomsburg	Santee, Edna, Conyngham
Lawrence, Martha E., Plymouth	Saxe, Esther J., Wyoming
Lawrence, Mary L., Danville	Schultz, Geraldine, Bloomsburg
Lees, Helen R., Wilkes-Barre	Schultz, Harriet, Millville

## LIST OF STUDENTS—Continued

Shaffer, Clarence A., Waymart	Thomas, Elizabeth J., Olyphant
Shaffer, Emma, Gravity	Thomas, Florence E., Moosic
Sharpe, Regina, Ranshaw	Thomas, Mabel, Old Forge
Sharretts, Clarissa, Berwick	Thornton, Zellma, Duryea
Shepela, Frank, Alden Station	Tosh, Arline, Wilkes-Barre
Sickler, Mary E., Dallas	Vivian, Helen G., Wilkes-Barre
Slater, Alderetta E., Scranton	Wagner, Julia B., Hazleton
Smiles, Mary C., Pittston	Wagner, Ruth, Hazleton
Smith, Mildred, Hawley	Walker, Marjorie, Northumberland
Snyder, Lucille M., Hazleton	Wanamaker, L. E., Mountain Grove
Sober, Ruth, Bloomsburg	Wardan, Lenora C., Truckville
Steele, Freda E., Orangeville	Welliver, Esther G., Millville
Stewart, Robert F., Weatherly	Wheeler, Stella J., Catawissa
Sugerman, Florence, Scranton	Williamson, Louise F., Shamokin
Sutton, Edgar B., Wyoming	Wintermute, Mabel, Mehoopany
Sweeney, Harry F., Ashley	Wright, Minnie, Berwick
Swigart, Anna F., Aspy	Yocum, Jesse E., Benton
Sypniewski, Valeria, Nanticoke	Yost, Edward L., Ringtown

## HIGH SCHOOL DEPARTMENT

## Seniors

Arnold, Hazel E., Jermyn	Foust, Beaver S., Danville
Bakeless, David Waller, Bloomsburg	Hadsall, Marion A., Alderson
Beaver, Irvin B., Aristes	Kostenbauder, Matilda E., Aristes
Breisch, Florence Irene, Catawissa	Kostenbauder, Miles M., Aristes
Butler, Margaret N., Tonawanda, N. Y.	Quick, Annie, Orangeville
Chaykosky, Hilda O., Jermyn	Riel, Ethel Beatrice, Elmhurst
Colley, Mary Josephine, Bloomsburg	Schlegel, Harry Daniel, Urban
Edwards, Raymond H., Bloomsburg	Seeley, Grace Edna, Nescopeck
Felker, Fred K., Beaver Springs	Shaughnessy, Sadie C., Glen Lyon
Foster, Albert K., Wiconisco	Sutliff, Helen Elizabeth, Bloomsburg

## Juniors

Agnew, Norma, Pittston	Hutton, Neal, Bloomsburg
Belig, Margaret, Bloomsburg	Kistler, Josephine H., Bloomsburg
Berlew, Martha, Dallas	Klees, Clair, Aristes
Chamberlain, Clarence, Rock Glen	Kleinfelter, Kathlyn, New Milford
Comas, Lorenzo L., Santiago, Cuba	Kroberger, Elizabeth, Sunbury
Deaner, Perry L., Mainville	Lawson, Andrew B., Bloomsburg
Franks, Gertrude, Collegeville	Leal, Carlos, Washington, D. C.
Herring, Dorothy J., Orangeville	Lenker, Harlan, Pillow

## LIST OF STUDENTS—Continued

MacDonald, Margaret, Nanticoke	Singer, Dorothy W., Bloomsburg
McInay, Anna M., Danville	Singley, Mae, Nuremburg
Magee, Harry, Bloomsburg	Smith, Hervey B., Bloomsburg
Miller, Charles F., Bloomsburg	Smith, J. Franklin, Beach Haven
Moore, Zach, Bloomsburg	Smith, Millicent, White Hall
Moss, Clarence G., Bloomsburg	Smith, Nerline, Conyngham
Payne, William T., Girardville	Smoczynski, Hedwig E., Bloomsburg
Pearce, Rachel, Mountain Grove	Tirpak, Andrew, Glen Lyon
Ringrose, Fred A., Bloomsburg	Tripp, Ethel, Pittston
Ritter, James, Danville	Williams, Mildred, Ariel
Roney, Mabyl, Lake Como	Williamson, Helen C., Noxen
Rutter, William McK., Bloomsburg	Witchey, Blanche, Mountain Grove
Seely, William Leslie, Nescopeck	Wright, Rolland, Sugar Loaf

## COLLEGE PREPARATORY DEPARTMENT

## Seniors

Cherrington, Lawrence R., Bloomsburg	Johnson, Joseph Donald, Mainville
Foresman, Wilbur Sheffer, Dewart	Patrick, Paul David, Tower City

## COMMERCIAL DEPARTMENT

## Seniors

Anderson, Mildred H., Nanticoke	Parulis, Joseph Albert, Minersville
Boruch, Oglá Margaret, Minersville	Reiter, Edward Richard, Berwick
Buck, Miller Isaiah, Danville	Rhodes, Walter Monroe, Bloomsburg
Burgess, Adaline, Wyoming	Runciman, Harold James, Minersville
Burlingame, Clyde E., Bloomsburg	Vanderslice, Elisha H., Bloomsburg
Greene, Lydia Alberta, Scranton	Wernert, Kline Siefert, Minersville
Miller, Ruth Louise, Catawissa	

## Juniors

Ampudia, Lola, Camayney, Cuba	Gallagher, Nancy, Lansford
Bocanegra, José, Cifuentes, Cuba	Gearhart, Erma, Bloomsburg
Boody, Leonard, Rupert	Godinez, Ralph, Laguna, Cuba
Cotner, Clyde, Strawberry Ridge	Gomez, José, Constantino, Cuba
Creasy, George, Bloomsburg	Greenwalt, Helena, Espy
Creasy, LeRoy, Espy	Grimes, Elizabeth, Bloomsburg
Dreibelbis, Stuart, Bloomsburg	Hetler, Maude, Mifflinville
Ent, James S., Light Street	Hill, William E., Bloomsburg
Furman, Frances, Bloomsburg	Lagé, Francisco, Havana, Cuba



## LIST OF STUDENTS—Continued

Lawless, Hilda, Bloomsburg	Serene, Owen M., Saltsburg
Melick, Arthur, Bloomsburg	Shobert, Harriet N., Bloomsburg
Peniche, Manuel, Merido Tuc, Mexico	Smith, Samuel J., Gouldsboro
Quick, George, Bloomsburg	Stecker, Paul D., Bloomsburg
Rhawn, Kathryn, Catawissa	Stiner, Phoebe, Bloomsburg
Rodriguez, René, Cifuentes, Cuba	Tyson, Gladys, Bloomsburg
Ruck, Fred L., Gouldsboro	Weber, Emma, Bloomsburg

## MUSIC DEPARTMENT

Achy, Russell, Bloomsburg	Hyde, Jack, Bloomsburg
Annis, Alan J., Jr., Bloomsburg	Isaacs, Edna, Bloomsburg
Annis, Madeline, Bloomsburg	Ivey, Harriet, Bloomsburg
Aul, Geraldine, Espy	Ivey, Lester, Bloomsburg
Baker Frances, Bloomsburg	Jones, Margaret, Plymouth
Berman, Ethel, Berwick	Kelley, Mary, Bloomsburg
Berman, Leonard, Berwick	Kline, Ray, Orangeville
Bitting, Vada, Ringtown	Krauss, Nathan, Bloomsburg
Cholar, Margery, Bloomsburg	Kreisher, Kathryn, Catawissa
Christian, Mabel, Bloomsburg	Kreisher, Margaret, Catawissa
Conner, Frances, Orangeville	Low, Anna, Orangeville
Creasy, Jean, Bloomsburg	Low, Mary, Orangeville
Cruttenden, Gertrude, Bloomsburg	Lowenberg, Clare, Bloomsburg
Davis, Anna, Ringtown	Lowenberg, Sarah, Bloomsburg
Davis, Margaret, Berwick	McHenry, Marjorie, Bloomsburg
Davis, Rufus, Ringtown	Mayer, Leonard, Bloomsburg
Eaton, Dorothy, Bloomsburg	Mengel, Esther, Sunbury
Fahringer, Blanche, Catawissa	Mensch, Arline, Rupert
Follmer, Winifred, Bloomsburg	Mensch, Matilda, Rupert
Gedrich, Leah G., Bloomsburg	Merkal, Lea, Catawissa
Getz, Laura, Bloomsburg	Miller, Mary Ruth, Bloomsburg
Giger, Minnie, Bloomsburg	Moyer, Mabel, Bloomsburg
Gillespie, Jessie, Catawissa	Phillips, Mary J., Bloomsburg
Greenly, Salome, Bloomsburg	Pursel, Marjorie, Bloomsburg
Groff, Eva B., Bloomsburg	Ripa, Fannie, Berwick
Hackett, Cadwallader, Bloomsburg	Roan, Harriet, Bloomsburg
Hartman, Harriet, Bloomsburg	Roberts, Mary Lee, Bloomsburg
Hartman, Martha E., Bloomsburg	Robins, Leah M., Catawissa
Heiss, Raymond, Mifflinville	Rowe, Elizabeth, Bloomsburg
Herring, Jessie F., Orangeville	Rupert, Regina, Espy
Holmes, Christine, Bloomsburg	Schalles, Hope C., Berwick
Holmes, William, Bloomsburg	Scott, Pearl, Bloomsburg
Hower, W. Clair, Bloomsburg	Seiler, Camille, Bloomsburg

## LIST OF STUDENTS—Continued

Sharpless, Myra, Bloomsburg	Utt, Florence R., Bloomsburg
Sheerer, Kathareen, Mattawana	Vance, Cordelia, Bloomsburg
Sherburne, Arthur, Bloomsburg	Vastine, Mary Frances, Danville
Shuman, Josephine L., Bloomsburg	Waller, Elizabeth, Bloomsburg
Smith, Christine, Catawissa	Walter, Alice, Turbotville
Smith, Victoria, Bloomsburg	Wentz, Eloise, Bloomsburg
Splain, Ella, Bloomsburg	Werkheiser, Arline, Bloomsburg
Stackhouse, Cora, Bloomsburg	Wert, Paul A., Bloomsburg
Stackhouse, Helen P., Bloomsburg	White, Elizabeth, Almedia
Stackhouse, Ruth, Bloomsburg	Williams, Harriet, Bloomsburg
Straub, Miriam, Espy	Wilson, Frank H., Jr., Bloomsburg
Strausser, Creveling, Bloomsburg	Wolf, Robert, Bloomsburg
Terwilliger, Madge, Bloomsburg	Young, Ruth, Catawissa
Terwilliger, Marion, Bloomsburg	

## Special

Long, Bessie M., '02, Catawissa	Parsons, Gladys I., Harbor Grace, Newfoundland
Murphy, Margaret, St. Johns, New- foundland	Sweppenheiser, Ella E., '20, Blooms- burg.

## Pennsylvania Counties Represented

1920-1921

Bradford	3
Bucks	1
Carbon	2
Columbia	215
Dauphin	2
Indiana	1
Lackawanna	35
Lehigh	1
Luzerne	126
Mifflin	1
Montgomery	2
Montour	14
Northumberland	20
Schuylkill	22
Snyder	5
Sullivan	1
Susquehanna	9
Union	1
Wayne	11
Wyoming	8

## Other States

New Jersey	1
New York	1

## Other Countries

Cuba	7
Newfoundland	2
Mexico	1

Grand Total 492

## SUMMARY OF ENROLLMENT

### Teacher Training Department

	Girls	Boys	Total
Senior Class .....	125	13	138
Junior Class .....	130	16	146
Total .....	255	29	284

### High School Department

Senior Class .....	15	10	25
Junior Class .....	21	21	42
Total .....	36	31	67

### College Preparatory Department

Senior Class .....	1	4	5
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### Commercial Department

Senior Class .....	6	7	13
Junior Class .....	13	13	26
Total .....	19	20	39

### Music Department

Students Enrolled .....	82	11	93
Special Students .....	4	0	4
Summer School, 1920.....	354	42	396
Total Enrollment .....	751	137	888

### Training School

Kindergarten .....			49
First Grade .....			30
Second Grade .....			33
Third Grade .....			33
Fourth Grade .....			30
Fifth Grade .....			31
Sixth Grade .....			32
Seventh Grade A.....			28
Seventh Grade B.....			30
Eighth Grade .....			32
Ninth Grade .....			30
Four One-Room Rural Schools.....			96
Total .....			454



*Lengthening Shadows*







