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BLOOMSBURG, PENNSYLVANIA



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Table of Contents

	Page
Map of Motor Routes	5
Calendar 1941 - 1942	6
Board of Trustees and Administrative Personnel	7
Faculty	8
School Districts Providing Laboratory Schools	12
Cooperating Teachers	12
History of the State Teachers College at Bloomsburg	14
Campus, Buildings and Equipment	17
Fees, Deposits, and Repayments in the State Teachers Colleges.....	20
Summary of Expenses	24
Types of Student Assistance	26
Admission and Progress Requirements	28
Certificate Regulations	32
In-Service Education for Teachers	36
Laboratory School Facilities of the College	36
Aviation	37
Summer School of 1941	38
Student Participation in College Government	39
Extra-Curricular Activities	40
Religious Activities	42
Professional Fraternities	42
An Enriched Program of Studies	44
Guidance in Choosing a Curriculum	45
Basic Two Years of the Elementary and Secondary Curriculums...	46
Specialization and Electives in the Elementary Curriculum	48
Electives for Special Education	49
Areas of Concentration in the Secondary Curriculum	50
Courses of Instruction — Elementary and Secondary Curriculums..	52
Department of Business Education	70
Certification of Business Education Teachers	71
Business Education Curriculum	75
Courses of Instruction — Business Education Curriculum	78
Department of Music	82
List of Students	83
Enrollment, First and Second Semesters 1939-1940	93
Registration by Counties 1939-1940	94



CARVER HALL TOWER

1. LINCOLN HIGHWAY 3. WILLIAM PENN HIGHWAY 7. ROOSEVELT HIGHWAY
 2. LACKAWANNA TRAIL 4. SUSQUEHANNA TRAIL 12. BALTIMORE PIKE



Calendar 1941 - 1942

COMMENCEMENT 1941

Alumni Day	Saturday, May 24
Baccalaureate Sermon	Sunday, 2 P. M., May 25
Senior Day, Ivy Day, Class Night	Monday, May 26
Commencement	Tuesday, 10 A. M., May 27

SUMMER SESSION 1941

Registration Day	Monday, June 23
Classes Begin	Tuesday, June 24
Entrance Examinations	Tuesday, July 15
Session Ends	Saturday, August 2

POST SESSION 1941

Session Begins	Monday, August 4
Session Ends	Saturday, August 23

FIRST SEMESTER 1941-1942

Faculty Meeting, Room L	Monday, 10 A. M., Sept. 8
Final Date for Entrance Examinations	Tuesday, Sept. 9
Registration and Classification of all Freshmen	Wednesday, Sept. 10
Registration and Classification of all Other Classes	Thursday, Sept. 11
Classes Begin	Friday, Sept. 12
Thanksgiving Recess Begins	Wednesday, 12 M., Nov. 26
Thanksgiving Recess Ends	Monday, 12 M., Dec. 1
Christmas Recess Begins	After last Class Saturday, Dec. 20
Christmas Recess Ends	Monday, 12 M., Jan. 5
First Semester Ends	After last Class Saturday, Jan. 24

SECOND SEMESTER 1941-1942

Classes Begin	Monday, 12 M., Jan. 26
Easter Recess Begins	Wednesday, 12 M., April 1
Easter Recess Ends	Tuesday, 12 M., April 7
Second Semester Ends	After last Class, Friday, May 22

COMMENCEMENT 1942

Alumni Day	Saturday, May 23
Baccalaureate Sermon	Sunday, May 24
Senior Day, Ivy Day, Class Night	Monday, May 25
Commencement	Tuesday, May 26

The Calendar of the Training School does not coincide with that of the College.

Please apply to President Harvey A. Andruss for blanks and information relative to enrollment.

Board of Trustees

Reg. S. Hemingway, Esq., President	Bloomsburg
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W. Clair Hidlay, Secretary-Treasurer	Bloomsburg
Milton K. Yorks	Bloomsburg
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Faculty

- HARVEY A. ANDRUSS** *President*
 University of Oklahoma, A. B.; Certificate in Public and Private Business, Northwestern University, M. B. A.; Graduate Work, *ibid.*
- MRS. LUCILLE J. BAKER** *Training Teacher, Grade III*
 Pestalozzi-Froebel School, Chicago, Illinois, student; Western State College, Colo., A. B.; Columbia University, A. M.
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 University of Kentucky, B. S. in C. E.; Graduate Work University of Illinois; Columbia University, M. A. in Phys. Ed.
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- JOHN J. FISHER** *Psychology*
 Goshen College, Goshen, Ind. A. B.; Indiana University, M. A.; Harrison Fellow, University of Pennsylvania; Graduate Work, Columbia University.
- WILLIAM C. FORNEY** *Director, Department of Business Education*
 Temple University, B. S. C.; Harvard University, University of Chicago, Graduate Work; New York University, M. A.
- DOROTHY E. GILMORE** *Assistant Librarian*
 State Teachers College, Bloomsburg, Pa., B. S.
- MAY T. HAYDEN** *Director of Kindergarten-Primary Education*
 High School and Jr. College, Edmonton, Alta.; State College, Pulman, Wash., B. A.; Columbia University, M. A.
- EDNA J. HAZEN** *Director of Intermediate and Rural Education*
 State Normal School, Edinboro; Allegheny College, Meadville; Columbia University, B. S., M. A.; Graduate Work, New York University.

- MARGARET E. HOKE** *Business Education*
Johns Hopkins, Baltimore, B. S.; Lebanon Valley College, Annville, M. A.; Columbia University, Secretarial Certificate.
- ALICE JOHNSTON** *Speech*
Park College, Mo., B. L.; Columbia University, M. A.; Graduate Work, University of Wisconsin, Columbia University, University of Michigan.
- MARGUERITE W. KEHR** *Dean of Women*
University of Tenn., B. A.; Wellesley College, A. M.; Cornell University, Ph. D.
- MRS. ETTA H. KELLER** *Training Teacher, Grade VI*
Pennsylvania State College, B. S.; Teachers College, Columbia University, M. A.; Graduate Work, Clark University, New York University.
- GEORGE J. KELLER** *Art*
State Normal School, Bloomsburg; Teachers College, Columbia University, B. S.; Bucknell University, M. A.
- JOHN C. KOCH** *Dean of Men and Director of Secondary Education*
Bucknell University, A. B., A. M.; Graduate Work, New York University.
- KIMBER C. KUSTER** *Biological Science*
State Normal School, Bloomsburg, Pa.; University of Michigan, B. S., M. S., Ph. D.
- PEARL L. MASON** *Librarian*
Simmons College, Boston, B. S.; Graduate Work, Columbia University.
- NELL MAUPIN** *Social Studies*
Peabody Teachers College, B. S.; State University, Iowa City, M. A., Ph. D.
- LUCY McCAMMON** *Health Education*
State Teachers College, Springfield, Mo., A. B.; Columbia University, M. A.
- HERBERT E. McMAHAN** *Business Education*
Temple University, B. S. in Commerce; Pennsylvania State College, Graduate Work; Temple University, M. Ed.
- M. BEATRICE METTLER** *Graduate Nurse*
Bucknell University, Lewisburg, Pa., A. B.; Graduate The Johns Hopkins Hospital Training School, Baltimore, Maryland; Graduate Work University of Chicago, Chicago, Illinois; R. N., Pennsylvania and Maryland.

- MRS. JOHN K. MILLER *Director School of Music, Piano, Violin*
Pupil of Dr. Mackenzie, Henry Shradieck, Franz Kneisel, Waldemar Meyer, Adamowski, Madame Hopekirk, Ida Blakeslee, Busoni.
- HARRIET M. MOORE *Public School Music*
State Teachers College, Kirksville, Mo.; Bush Conservatory, Chicago, Ill., Mus. B.; New York University, B. S., M. A., in Music Education.
- S. MABEL MOYER *Training Teacher, Grade II*
State Normal School, Bloomsburg, Pa.; Summer Work, Teachers College, Columbia University; Bucknell University, B. S. in Education, M. A.; Graduate Study, New York University.
- MARGUERITE MURPHY *Business Education*
Columbia University, B. S., M. A.
- E. H. NELSON *Director of Health Education*
State Normal School, Bloomsburg; University of Michigan, A. B.; Harvard University, Ed. M.; New York University, Ph. D.
- THOMAS P. NORTH *Education*
Pennsylvania State College, B. S., M. S.; Cornell University, Ph. D.
- A. PARK ORTH *Business Education*
The Drexel Institute of Technology; The University of Pennsylvania, B. S. and A. M.; Graduate Work at Pennsylvania State College and Temple University.
- MABEL OXFORD *Business Education*
Pierce School of Business Administration; State Teachers College, Bloomsburg, Pa., B. S.; University of Pennsylvania, M. S.
- ETHEL A. RANSON *Assistant Dean of Women and Mathematics*
University of Illinois, A. B.; Columbia University, A. M.
- EDWARD A. REAMS *Social Studies*
Kansas Wesleyan, A. B.; Columbia University, A. M.; Graduate Work, University of So. Carolina, Penn State College, New York University.
- EARL N. RHODES *Director of Teacher Training*
State Normal College, Ypsilanti, Mich.; University of Chicago, Ph. B.; Columbia University, A. M.; Graduate Work, Clark University, Columbia University, New York University.
- BERTHA RICH *Assistant Dean of Women and Geography*
Colorado State Normal School, Gunnison, Pd. B.; Western State College, A. B.; Columbia University, A. M.; Graduate Work, Clark University.

- H. HARRISON RUSSELL* *Geography*
Illinois State Normal University, B. Ed.; Clark University, A. M.,
Ph. D.
- WALTER S. RYGIEL* *Business Education*
Temple University, B. S., M. Ed.; Graduate Work, Bucknell Uni-
versity, University of Pennsylvania.
- ANNA GARRISON SCOTT* *Training Teacher, Grade V*
State Normal School, Bloomsburg, Pa.; Columbia University,
B. S., M. A.
- ETHEL E. SHAW* *English*
Normal School, New Britain, Conn.; Teachers College, Columbia
University, B. S., M. A.; Oxford University, Summer Work.
- S. I. SHORTESS* *Physical Science*
Albright College, A. B.; University of Pennsylvania, M. S.; Grad-
uate Work, New York University.
- VIOLET L. SIMPSON* *Dietitian and Nutrition*
University of Colorado, B. S.; Columbia, A. M.; University of
Iowa; Cornell College; Iowa State College, Ames; Iowa State
Teachers College; Knox College.
- M. AMANDA KERN THOMAS* *Training Teacher, Special Class*
Ursinus College, B. A.; Graduate Work, Rutgers University; Uni-
versity of Pennsylvania, M. A.
- CAROLYN M. WELCH* *Training Teacher, Grade I*
Beaver College, B. S.; Graduate Work, Pennsylvania State
College.
- MARY M. WHITENIGHT* *Health Education*
State Teachers College, East Stroudsburg, Pa., B. S.; New York
University, M. A.
- SAMUEL L. WILSON* *English*
Bucknell University, Sc. B.; Columbia University, M. A.; Grad-
uate Work, Harvard University, New York University.
- GRACE WOOLWORTH* *Training Teacher, Kindergarten*
University of Chicago, Ph. B.; University of California; Columbia
University, M. A.

SCHOOL DISTRICTS PROVIDING LABORATORY SCHOOLS

ADMINISTRATIVE OFFICERS

BLOOMSBURG JUNIOR-SENIOR HIGH SCHOOL

L. P. Gilmore, Supervising Principal
J. Claire Patterson, Assistant Principal

BERWICK SENIOR HIGH SCHOOL

M. E. Houck, Superintendent
D. R. Shuman, Principal

DANVILLE SENIOR HIGH SCHOOL

E. B. Cline, Supervising Principal

WILLIAMSPORT HIGH SCHOOLS

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Dr. J. E. Nancarrow, Principal, Senior High School
J. Fred McMurray, Principal, Theodore Roosevelt Junior High School
A. L. Pepperman, Principal, Andrew G. Curtin Junior High School

COLUMBIA COUNTY RURAL SCHOOLS

Ray M. Cole, Superintendent

COOPERATING TEACHERS

- Brown, E. J.—Junior-Senior High School, Bloomsburg.....Business
State Teachers College, Bloomsburg, Pennsylvania, B. S.
- Campbell, Lawrence J.—Jr.-Senior High School, Bloomsburg....Science
Saint Bonaventure College, B. S.
- Deisroad, Mrs. Robert—Rural SchoolGrades I to VI
State Teachers College, Bloomsburg, Pennsylvania, B. S.
- Derr, Clarence F.—Senior High School, Williamsport.....Business
Susquehanna University, A. B.; Columbia University, M. A.
- Gardner, Gertrude—Senior High School, Danville.....Business
Bucknell University, A. B.
- Gehrig, Earl A.—Senior High School, Danville.....Business
State Teachers College, Bloomsburg, Pennsylvania, B. S.
- Guffey, Wellard T.—Senior High School, Williamsport.....Business
Bucknell University, B. S.
- Heyler, Ezra D.—Senior High School, Williamsport.....Business
Bowling Green University, A. B.
- Hutton, Robert—Junior-Senior High School, Bloomsburg....Geography
Bloomsburg State Teachers College, B. S.; N. Y. University, M. A.
- Kline, Harriet H.—Junior-Senior High School, Bloomsburg.....English
Bloomsburg State Teachers College, B. S.; N. Y. University, M. A.
- Knorr, J. Wesley—Junior-Senior High School, Bloomsburg....Business
Bloomsburg State Teachers College, B. S.; N. Y. University, M. A.

- Long, Bess M.—Junior-Senior High School, Bloomsburg. Science
Susquehanna University, A. B.; Columbia University, M. A.
- Maust, Laura M.—Senior High School, Williamsport. Business
State Teachers College, Bloomsburg, Pennsylvania, B. S.
- McKinstry, Cleora M.—Junior-Senior High School, Bloomsburg. . English
State Teachers College, Bloomsburg, Pennsylvania, B. S.
- Mercer, Robert H.—Jr-Senior High School, Bloomsburg. . . Mathematics
Gettysburg College, B. S.; Bucknell University, M. S.
- Miller, H. R.—Junior-Senior High School, Bloomsburg. Geography
Bloomsburg State Teachers College, B. S.; Columbia University,
M. A.
- Moore, Florine—Senior High School, Berwick. Business
State Teachers College, Bloomsburg, Pennsylvania, B. S.
- Mordan, George M.—Jr-Senior High School, Bloomsburg. . . Mathematics
Gettysburg College, B. S.
- Patterson, J. Clair—Jr-Senior High School, Bloomsburg. . . Social Studies
Bucknell University, B. S., M. S.
- Pensyl, Maree E.—Jr-Senior High School, Bloomsburg. . . Social Studies
Bucknell University, B. S.; New York University, M. A.
- Peterson, E. Albin—Senior High School, Williamsport. Business
Spearfish Normal School, South Dakota, B. S.; Colorado State
College of Teachers, M. A.
- Richie, Neil M.—Senior High School, Danville. Business
State Teachers College, Bloomsburg, Pennsylvania, B. S.
- Ricks, Minnie M.—Roosevelt Jr. High School, Williamsport. . . Business
New York State College for Teachers, B. S.
- Sands, B. Donald—Jr-Senior High School, Bloomsburg. . . Social Studies
Bloomsburg State Teachers College, B. S.; Bucknell University,
M. S.
- Saxer, Martha R.—Curtin Junior High School, Williamsport. . . Business
Indiana State Teachers College, B. S.; U. of P., M. S.
- Schell, Ray I.—Junior-Senior High School, Bloomsburg. . . Mathematics
Ursinus College, B. S.
- Schuyler, Thursabert—Junior-Senior High School, Bloomsburg. . . Latin
State Teachers College, Bloomsburg, Pennsylvania, B. S.
- Serocco, Mary R.—Junior-Senior High School, Bloomsburg. French
Penn State, A. B.; Middlebury College, M. A.
- Sharpless, Myra—Jr-Senior High School, Bloomsburg. . Foreign Language
State Teachers College, Bloomsburg, Pennsylvania, B. S.
- Shutt, William L.—Junior-Senior High School, Bloomsburg. . . Business
State Teachers College, Bloomsburg, Pennsylvania, B. S.
- Tinney, Hilda—Senior High School, Berwick. Business
State Teachers College, Bloomsburg, Pennsylvania, B. S.
- Wagner, John Y.—Junior-Senior High School, Bloomsburg. Science
Franklin and Marshall College, B. S.
- Yeany, Norman A.—Junior-Senior High School, Bloomsburg. . . Business
Gettysburg College, A. B., A. M.

HISTORY OF THE STATE TEACHERS COLLEGE AT BLOOMSBURG

PRINCIPALS AND PRESIDENTS

Henry Carver	1869-1871
Charles G. Barkley.....	December 20, 1871—March 27, 1872
John Hewitt	March 27, 1872—June, 1873
T. L. Griswold	1873-1877
D. J. Waller, Jr.	1877-1890
Judson P. Welsh	1890-1906
D. J. Waller, Jr.	1906-1920
Charles H. Fisher	1920-1923
G. C. L. Riemer	1923-1927
Francis B. Haas	1927-1939
Harvey A. Andruss	1939-

Academy, Literary Institute, Literary Institute and State Normal School, State Teachers College—such has been the metamorphosis of the present State Teachers College at Bloomsburg.

Away back in 1839, a private academy was opened at Bloomsburg. C. P. Waller, a graduate of Williams College, successfully conducted the school for two years. Later public school teachers taught in the academy during their summer vacations. Among the outstanding teachers during this period were Joe Bradley and D. A. Beckley.

In 1856, D. J. Waller drew up a charter, which was subscribed to by worthy citizens of Bloomsburg and which provided that the school be known as the Bloomsburg Literary Institute for the promotion of education in the ordinary and the higher branches of English literature and science and in the ancient and modern languages.

In 1866, Henry Carver, of Binghamton, N. Y., taught the school. His unusual influence and personality had much to do with molding its early policies. He insisted that a new building was essential for the future development of the Bloomsburg Literary Institute.

Under his inspiration, the charter of 1856 was revived and the following officials elected—President, D. J. Waller; secretary, I. W. Hartman; trustees, John G. Freeze, R. F. Clark and William Neal. Mr. Carver assured the trustees that \$15,000 would build a suitable building. The energy and enthusiasm of the men were such that when some doubted that the type of building which he had planned could be built for that amount, he assumed, in addition to his duties as teacher, the offices of architect and contractor.

On April 4, 1867, that building, the present Carver Hall, was dedicated with gala observance by the townspeople. Members of the first class at the new school—D. J. Waller, Jr., the late George E. Elwell and the late Charles Unangst—by popular subscription raised \$1200 in a single week for the fine bell which formerly called the students to their classes. The first faculty comprised Professor Carver, teacher of mathematics and the higher English branches; Rev. J. R. Dimm, teacher of Latin and Greek; and Miss Sarah Carver, teacher of the lower English branches.

In the autumn of 1867, James P. Wickersham, State Superintendent of Public Instruction, was traveling through Bloomsburg on the train. He saw the new school on the hill "ablaze with lights" and thought the Literary Institute's location would be ideal for a State Normal School. So at a meeting in 1868, at which he addressed the citizens of Bloomsburg, it was decided to establish a Normal School under the Act of 1857. A dormitory was completed at a cost of \$36,000. The school was recognized as a State Normal School on Friday, February 19, 1869. In September of that year, there were 150 in the Normal Department and 80 in the Model School.

The school was called the Bloomsburg Literary Institute and State Normal School until it was purchased by the State May 22, 1916. After that it was known as the State Normal School at Bloomsburg until the name was changed to State Teachers College on May 13, 1927, by the State Council of Education. Up to 1920, when the Department of Public Instruction revised the programs of all the Normal Schools, the school offered college preparatory courses as well as teacher training courses.

Principal Carver left in 1871. Charles G. Barkley, Esq., a former county superintendent of schools, acted as Principal from December 20, 1871, to March 27, 1872. His successor was the Rev. John Hewitt, rector of the Episcopal Church at Bloomsburg, who served as Principal from March, 1872 to June, 1873. In 1873, Dr. T. L. Griswold became Principal, serving until 1877.

Those early years were trying ones, subscriptions would fall off and trustees would often meet obligations on their own personal responsibility. In 1875, the dormitory was completely destroyed by fire. In 1876, a larger and handsomer building, the original part of the present Waller Hall, was built. In spite of discouraging circumstances, the school began paying expenses during Doctor Griswold's administration.

In the Fall of 1877, Dr. D. J. Waller, Jr., became Principal. For thirteen years the school grew under his guidance. The Model School and the east wing of the dormitory were built during his Principalship. When Doctor Waller resigned in 1890, to become State Superintendent of Public Instruction, the school was in a prosperous condition.

Dr. Judson P. Welsh served as Principal of the Bloomsburg State Normal School from 1890 to 1906. During his administration an addition to the four-story dormitory and the gymnasium were built. Science Hall was opened in the Fall of 1906 just after his resignation.

Dr. D. J. Waller, Jr., responded a second time to the summons of the trustees, serving as Principal until 1920 when he retired from active duties. Doctor Waller has given the Bloomsburg State Normal School twenty-seven years of splendid service as its Principal.

He was succeeded by Dr. Charles H. Fisher, who came to the Normal School from the State Department of Public Instruction. He served at Bloomsburg from 1920 to 1923. During his administration teacher training was introduced into the Bloomsburg public schools and extension courses were instituted. He was followed by Dr. G. C. L. Riemer, who came from the State Department of Public Instruction. He served as Principal until June, 1927.

Dr. Francis B. Haas succeeded Dr. Riemer in July, 1927. Under his administration the College made great advancement, both in

the improvement of the physical plant and in the program of teacher education in the Commonwealth.

Major campus improvements include the following: the addition of eighteen acres of land; the construction of a new Laundry Building; Elementary Training School; Gymnasium; Junior High School; Shop and Maintenance Building; addition to the Boiler Plant; Fire Towers for several buildings; a complete remodeling of Science Hall, and the remodeling of the auditorium.

Smaller projects include the provision of complete and comfortable rooms for day students; the construction of a new recreation field; the adoption of a tree-planting program; the building of new tennis courts; the installation of sound picture equipment in the auditorium; the laying of 2,500 lineal feet of new sidewalk and street curbs, and the addition of new underground steam and electric service.

Educational developments during the administration of Dr. Haas moved along parallel with the improvement in the physical plant and include the following: the establishment of the Department of Business Education; the inauguration of a Department of Special Education, with an Educational Clinic for guidance and remedial construction of problem cases; the organization and development of a student government association; the development of such outstanding extra-curricular activities as the A Cappella Choir, Maroon and Gold Orchestra, Maroon and Gold Band, the Dramatic Club, and the installation of professional and honorary educational organizations.

In June, 1939, the College very fittingly celebrated its Centennial—one hundred years of progress.

Dr. Haas resigned in August, 1939, to assume, for the second time, the duties of State Superintendent of Public Instruction for the Commonwealth of Pennsylvania.

On January 15, 1941, Dean Harvey A. Andruss was elected President of the College.

CAMPUS, BUILDINGS AND EQUIPMENT

CAMPUS. The State Teachers College property comprises about fifty-five acres, of which over forty acres form the campus proper. The campus lies on a hillside from which one looks down over Bloomsburg homes toward the bright ribbon of the Susquehanna and beyond to the softly tinted distant hills. The campus contains an athletic field, tennis courts, and a general recreation field. An oak grove with a cement pergola and a lagoon forms an ideal place for out-of-doors pageants and dramatics.

The buildings of the State Teachers College reflect the growth of the institution.

CARVER HALL. Carver Hall, erected in 1867, and named for Henry Carver, the first Principal, stands at the head of Main Street. Its white belfry and pillared entrance form a picturesque approach to the College campus and buildings. The building contains an auditorium seating 1000 which has recently been completely equipped for motion pictures with sound equipment. A number of classrooms are also located in this building.

NOETLING HALL. Noetling Hall, named for William Noetling, the head of the Department of Pedagogy from 1877-1900, is in the rear of Carver Hall. The Department of Business Education occupies the second floor of this building. Here classrooms are provided for typewriting, bookkeeping and office practice. On the first floor are housed the psychological and speech clinics, each with a suite of modernly equipped offices and consultation rooms.

WALLER HALL. The main dormitory, Waller Hall, named for D. J. Waller, Jr., Principal of the College for twenty-seven years, is four stories high with a frontage of 165 feet and a wing 40 by 104 feet. This building is equipped with one passenger and two freight elevators.

The ground floor of this building contains the lobby, the dining room and kitchen, the administrative and business offices, and the post office.

The Alumni Room on the first floor of Waller Hall is beautifully furnished as a reception room for the Alumni and the Faculty. College cups and other trophies are displayed in this room.

Five modern enclosed fire towers help to eliminate fire hazards. The library and infirmary are on the second floor. The women's dormitory occupies the second, third, and fourth floors. The rooms contain beds, dressers, chairs, and study tables.

The dining room and lobby are most attractive. The dining room is sunny and cheerful with white woodwork and decorative built-in cupboards. The students are seated at round tables in groups of eight. A dietitian directs the purchase, preparation, and serving of food.

Every effort is made to keep the students in good physical condition. A registered nurse is in charge of the infirmary where students may have proper care and quiet when they are sick. Doctors are called when the students desire or when the nurse deems it advisable. A cottage on the campus is set aside for housing patients who may develop contagious diseases. Fresh air, pure water, and well-balanced

meals of wholesome food make the sick at Teachers College a negligible number.

The lobby with its tapestries and its comfortable chairs is a favorite social meeting place.

The library on the second floor of Waller Hall contains over 15,000 standard works of history, fiction, education, and the like. It is satisfactorily equipped with reference works, good magazines, and newspapers.

One of the most interesting features of the building is "The Long Porch" overlooking "The View"—the Susquehanna River beyond the town and the Catawissa mountain beyond the river.

NORTH HALL. North Hall, the men's dormitory, is a short distance from Waller Hall. It is a three-story building, 40 by 90 feet, used exclusively by the men students.

GYMNASIUM. The Gymnasium adjoins Waller Hall. It has a floor area measuring 45 by 90 feet, and wings outside of this space providing bleachers for 700. Beneath these are ample dressing-room facilities, including showers.

SCIENCE HALL. Science Hall was built in 1906. It is equipped for laboratory work in biology, chemistry, and physics. It contains a number of classrooms and two lecture rooms with lanterns, screens and other visual education apparatus. Two large, well-lighted art studios are in this building. Modern laboratory desks and other equipment for the teaching of chemistry and physics were installed at the beginning of the school year of 1937 to provide for the increasing demand for Science on the part of students who are entering the teaching profession. This building has been recently renovated and modern fire towers have been added at a cost of approximately \$25,000.

BENJAMIN FRANKLIN SCHOOL. The Benjamin Franklin Training School building was opened for use the first day of the 1930-1931 school year. It is designed, planned, and equipped in accordance with the best present modern practice. It provides practice teacher facilities from the kindergarten to the sixth grade, as well as a special class for the mentally retarded. Among the features is a special room arranged for observation and demonstration work. In addition to the practice work done here, a cooperative arrangement makes practice teaching possible in public schools of Berwick, Catawissa, Bloomsburg, Williamsport, and Danville. The practice teaching in rural work is done in the rural schools of Columbia County.

LAUNDRY. The new laundry provides, in a separate plant, the best modern equipment for handling the laundry needs of the College. The space in the basement of North Hall released by the removal of the present laundry has been developed as a lobby and reading room and provides locker accommodations for the day men.

NEW GYMNASIUM. The New Gymnasium is located on the upper part of the campus close to the Athletic Field. It is a building modern in every respect and fully adequate to meet the growing needs of the institution. It contains a large main gymnasium with a playing court 48 by 84 feet, and two smaller auxiliary gymnasiums, one for men and one for women, each with an adjoining locker room. To the rear of the main floor is a fine swimming pool 75 by 30 feet. The building houses, in addition, complete office and classroom facilities for the Health Education Department.

JUNIOR HIGH SCHOOL. Situated close to the Benjamin Franklin Training School is the new Junior High School. It is designed and equipped along the most approved modern lines, and furnishes teacher training facilities for the Junior High School grades, seven, eight and nine. This new building will make possible teacher training facilities from the kindergarten through the ninth grade.

SHOP AND STORAGE BUILDING. To take the place of the old barn which has been in use for many years is a new, modern brick building balancing the laundry. This building is used for shop and storage purposes, making it possible to concentrate the maintenance equipment and services.

POWER PLANT. The old Power Plant, situated on the southwest corner of the campus, has been greatly enlarged and fully modernized to take care of the increased needs of the new buildings.

UNIFORM FEES, DEPOSITS, AND REPAYMENTS IN THE STATE TEACHERS COLLEGES

Student Activities Fee.

A fee to be determined by each institution will be collected from all students and administered under regulations approved by the Board of Trustees through a cooperative organization. This fee will cover the cost of student activities in athletics, lectures, entertainment, student publications, et cetera; provided, that students taking extension courses or regular session students taking less than seven semester hours may secure the benefits of the Activities Program by the payment of the Student Activities Fee.

Contingent Fee.

1. Regular Session.

- (a) A contingent fee for each student in each curriculum is charged as follows:

	Half Semester		Half Semester
Elementary Curriculums	\$18.00	Health Education *	\$27.00
Secondary Curriculum	18.00	Home Economics *	36.00
Art *	27.00	Industrial Arts *	27.00
Business Education	21.00	Music *	54.00

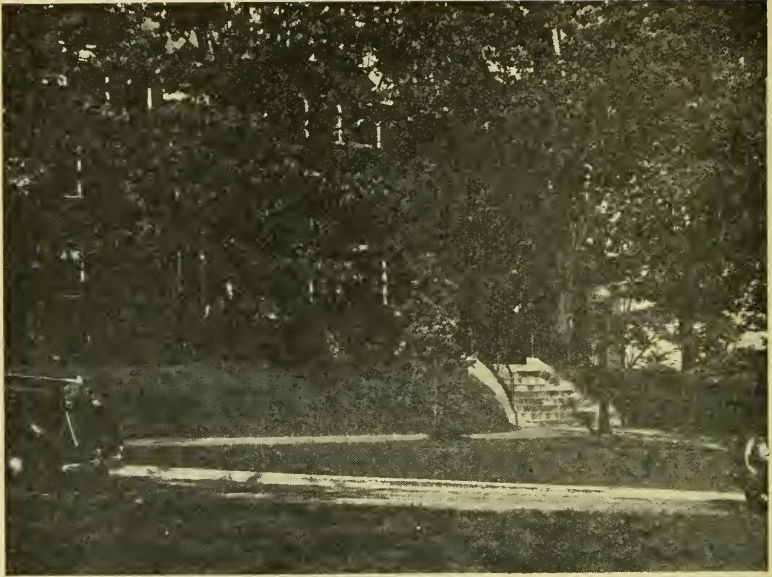
This fee covers registration and keeping of records of students, library, student welfare, health service, (other than extra nurse and quarantine), and laboratory facilities.

- (b) Late Registration Fee. Each student registering after the date officially set for registration shall pay an additional fee of \$1.00 per day until the student is in regular attendance in accordance with the regulation of the Board of Presidents, provided that the total amount of the Late Registration Fee shall not exceed \$5.00, except when permission for late registration has been secured in advance from the President because of illness or any other unavoidable causes. The same regulations shall apply to approved intra-semester payments.
- (c) Students taking seven or less semester hours shall pay at the rate of \$5.00 per semester hour. Students taking more than seven semester hours shall pay the regular contingent fees:—provided, that the regular contingent fees for special curriculums shall be pro-rated on the basis that the number of semester hours taken is to eighteen semester hours.
- (d) Students taking extension courses shall pay at the rate of \$5.00 per semester hour, provided that the regular fees for special curriculums shall be pro-rated on the basis that the number of semester hours taken is to eighteen semester hours.
- (e) The President of the institution may, at his discretion, authorize payments not less than one month in advance to worthy students.

* Not available at Bloomsburg.



WALLER HALL



NORTH HALL



LIBRARY

2. Summer Session.

- (a) Five dollars per semester hour.

A minimum contingent fee of fifteen dollars (\$15.00) will be charged.

- (b) Contingent Fees—Special Curriculums.

In addition to the above fee, students in the special curriculums will be required to pay a fee to cover the cost of materials, supplies, equipment, and special services used in the laboratories, shops or studios of the special curriculums. These additional contingent fees will be as follows:

	Summer Session		Summer Session
Art *	\$ 6.00	Home Economics *	\$12.00
Business Education	2.00	Industrial Arts *	6.00
Health Education *	6.00	Music *	24.00

Housing Fee.

- 1. Housing Rate for Students:

The housing rate for students shall be \$63.00 per one-half semester and \$42.00 for the Summer Session. This includes room, meals, and limited laundry.

- (a) For rooms with running water an additional charge of \$9.00 per student per semester, or \$3.00 for the Summer Session may be made.*
- (b) No reduction in the rate is to be made for laundry done at home nor for absence of students who go home for a few days at a time.
- (c) A student may, at the discretion of the President of the College, occupy a double room alone by paying an additional \$36.00 a semester or \$12.00 for the Summer Session.
- (d) For the purpose of meeting the requirements in those Colleges where off-campus rooming students board in the College dining room, and to meet the requirements of the Home Management Clubs in institutions maintaining home economics curriculums, the housing rate shall be divided \$2.00 for room and laundry, (room \$1.50 and laundry \$0.50) and \$5.00 for table board.

2. Housing rate for employees other than those included in the State Classification Schedule (faculty, clerks, etc.) shall be \$9.00 per week. The housing fee shall be divided \$4.00 for room and laundry (room \$3.50 and laundry \$0.50) and \$5.00 for table board.

- 3. The rate for transient meals shall be:

Breakfast, \$0.40 Lunch, \$0.40 Dinner, \$0.50

Damage Fee.

Students shall be responsible for damages, breakage, loss, or delayed return of College property.

* Not available at Bloomsburg.

Infirmary Fee.

After three days in the College infirmary, the College shall charge an additional \$1.00 for each day.

Day students who may be admitted to the infirmary shall pay board at the rate of \$2.00 a day. This charge includes the regular nurse and regular medical service, but does not include special nurse or special medical service.

Isolation Hospital Fee.

If the College maintains an Isolation Quarantine Hospital for contagious diseases, the College shall charge \$10.00 per week additional, but this service charge does not include trained nurse or special medical service.

Day students who may be admitted to the Quarantine Hospital shall pay the board rate of \$2.00 a day (see Infirmary Fee above), and in addition shall pay \$10.00 a week, but this additional charge does not include trained nurse or special medical service.

Tuition Fee.

Students whose residence is out of the State shall be charged a fee of \$105.00 per semester, and / or \$35.00 per Summer Session.

Out-of-State students shall pay the contingent fee in addition to the tuition fee.

Private Instruction Fees.

The charge for private lessons in music, in the State Teachers Colleges maintaining the special curriculum in music, shall be:

1. Voice, piano, band or orchestral instruments, \$24.00 per semester—for one lesson per week.
Pipe organ \$42.00 per semester—for one lesson per week.
2. Rental of piano for practice, 1 period per day, \$6.00 per semester.
Rental of pipe organ for practice, 1 period per day, \$36.00 per semester.

*Rental of band or orchestral instruments, \$6.00 per semester.
(For Summer Session the charge is one-third of above rates).

The charge for private lessons in music in the State Teachers Colleges not maintaining the special music curriculum shall be fixed as follows:

The Board of Trustees of a State Teachers College not offering the special curriculum in music, may, subject to the approval of the Superintendent of Public Instruction, enter into contract with individuals to give private lessons in music in order to afford an opportunity for students to continue their musical education. Such agreement shall provide reasonable reimbursement to the institution for any service or overhead supplied by the institution.

(See page 82 for fees in Department of Music).

* Not available at Bloomsburg.

Degree Fee.

A fee of \$5.00 shall be paid by each candidate for a degree to cover the cost of degree diploma.

Record Transcript Fee.

One dollar (\$1.00) shall be charged for the second and each subsequent transcript of records.

Delinquent Accounts.

No student shall be enrolled, graduated, or shall receive a transcript of his record until all previous charges have been paid.

Advance Registration Deposit.

A deposit of \$10.00 shall be made by all students when they request registration. This is a guarantee of the intention of the student to enter College for the term or semester designated. It is deposited with the Revenue Department to the credit of the student's contingent fee. *If, however, the student notifies the College at least three weeks before the opening of College that he is unable to enter, or if the student is rejected by the College, repayment of this deposit will be made through the Department of Revenue, on application from the student through the College authorities.*

Check or money order for this amount must be drawn to the Commonwealth of Pennsylvania.

No fees or deposits, other than as specified above, may be charged by a State Teachers College.

Repayments.

I. Repayment will not be made:

1. To students who are temporarily suspended, indefinitely suspended, dismissed, or who voluntarily withdraw from College.
2. For any part of the advance registration deposit for any causes whatsoever, except where students give notice of intention to withdraw at least three weeks before the College opens or when the student is rejected by the College.

II. A repayment will be made for personal illness, the same being certified to by an attending physician, or for such other reasons as may be approved by the Board of Trustees for the amount of the housing and contingent fees paid by the student for the part of the semester which the student does not spend in College.

III. The advance registration deposit will be returned to students provided they notify the College *not less than three weeks before the opening* of the semester or term of their intention not to attend or *provided the student is rejected by the College.*

SUMMARY OF EXPENSES

The cost for one semester for students living at	Home	College
Contingent Fee	\$ 36.00	\$ 36.00
Housing Fee (Board, Room, and Laundry)	(none)	126.00
Activities Fee	10.00	10.00
Books and Supplies (Estimated)	20.00	20.00
Total	\$ 66.00	\$192.00

Business students pay \$6.00 additional.

Out-of-State students pay \$105.00 additional.

Students not living at home and not working in homes approved by the College, must live in the dormitories if rooms are available.

All fees must be paid in advance of enrollment. Fees for the regular College year may be paid one half in advance of enrollment and one half before the middle of each semester.

If any fees other than the Activities Fees are paid by Bank Draft, Express or Post Office Orders, or Checks, they must be made out for the exact amount which is being paid, and drawn payable to the order of the Commonwealth of Pennsylvania. All Post Office Orders paying such fees must be drawn on the Post Office at Harrisburg, Pennsylvania. If the Activities Fee is not paid in cash, a separate order must be drawn payable to "Community Activities."

Keys.

Each student purchases a room or locker key for \$1.00. This is refunded when the key is returned.

Baggage.

Baggage is hauled on the opening and closing days of each semester for a small charge. Incoming baggage should be clearly marked with the owner's name and "State Teachers College, Bloomsburg, Pennsylvania." When baggage is sent to the station it should bear the owner's name and destination.

Guests.

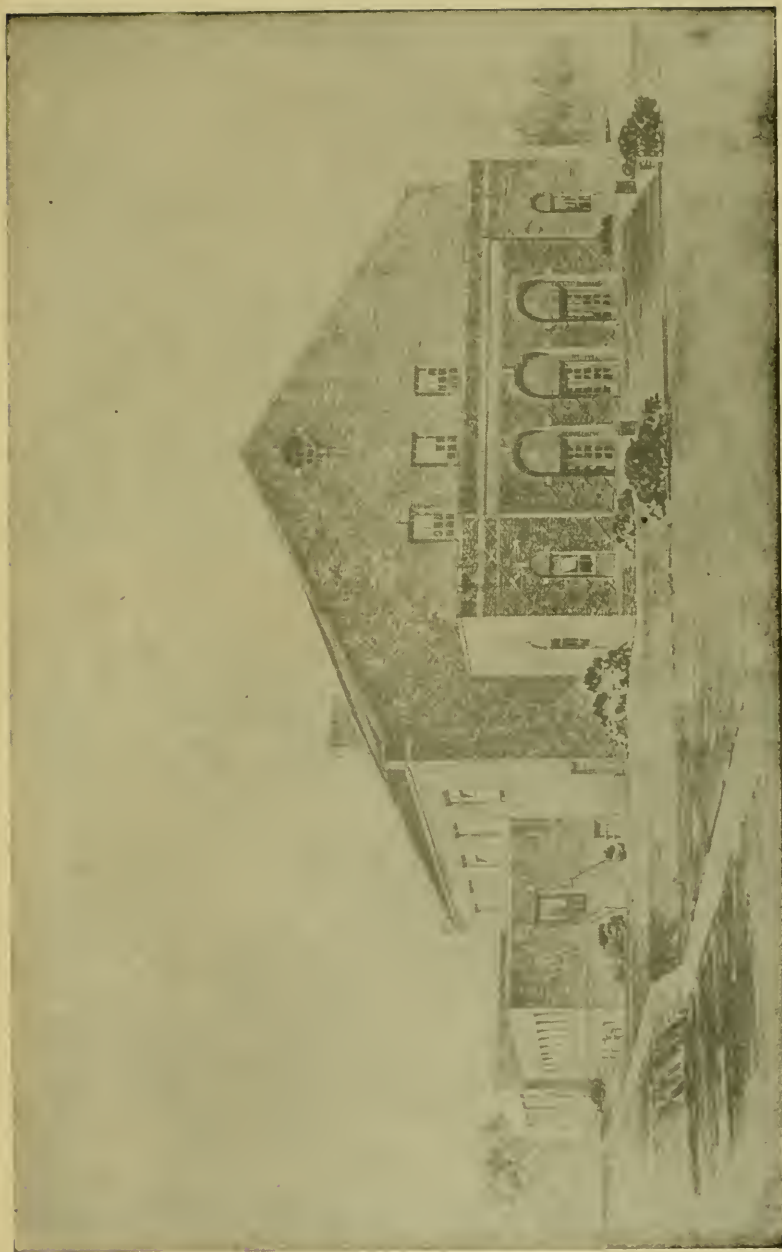
Arrangements for room guests at Waller Hall and North Hall must be approved by the Dean of Women or the Dean of Men. The guest rates in the College dining room, payable to the Dietitian, are as follows: Breakfast, 40c; Luncheon, 40c; Dinner, 50c.

Books and Supplies.

The estimated cost of books and supplies is \$40.00 for the year of 36 weeks. Students may secure these at the Community Store connected with the College. This store is operated on a cash basis.

Dormitory Residence.

Students not living at home and not working in homes approved by the College, must live in the dormitories if rooms are available.



THE NEW GYMNASIUM — A GENERAL STATE AUTHORITY PROJECT



BIOLOGY LABORATORY



CHEMISTRY LABORATORY

School Banking.

The Business Office is prepared to handle deposits of cash for students in order that they may secure small amounts at convenient times.

Notice of Withdrawal.

Students leaving the College must notify the President of their withdrawal. Regular charges will be made until such notice is received.

Music.

All music accounts are payable in advance for a half-semester period.

PERSONAL EQUIPMENT FOR ENTRANTS**Rooms.**

Each room is furnished with single beds, mattresses and pillows, dresser, study table, and chairs. Sheets, pillow cases, and white spreads are furnished for the beds.

Students must provide the following equipment:—Blankets or bed comforts, towels, and a large laundry bag plainly marked with the student's name.

Athletic Equipment.

Students must wear regulation gymnasium uniforms. These are to be purchased in the Retail Store after the student arrives at Teachers College, in order that the outfits for the group may be uniform in style, color, etc.

Students should bring strong high shoes for hiking and climbing.

Laundry.

Each student is allowed twelve articles of plain clothing in the wash each week. Extra charge will be made for laundry in excess of twelve articles. Every article of clothing must be plainly marked with indelible ink. Defective marking is generally responsible for missing articles.

TYPES OF STUDENT ASSISTANCE

1—Student employment by the College (other than N. Y. A.)—Such employment for the most part is limited to work in the Dining Room, the Kitchen, the Library, and the College offices. Occasionally, there are a few opportunities in the general maintenance service. However, the number of positions at present is so limited that for the most part it is the policy of the College to make them available only after students have demonstrated ability to meet the standards of the College by completing in a satisfactory manner the work of the first year. A few opportunities are available to Freshmen for substitute service.

All work is paid for at the rate of thirty cents per hour, and the maximum number of hours which a student may be employed upon work administered by the College is twenty hours per week. This means that under the most favorable conditions the maximum amount that may be earned is six dollars per week, and that for the most part this is available for upper class students only.

2—Student employment under the National Youth Administration—The College has participated in the past in the employment programs provided for College Students by the National Youth Administration under the Federal Government. It hopes to participate in such programs as may be available in the future.

3—Household Work—Many students secure housing expenses by working in private homes approved by the College. The College refers requests from homes to prospective students. Usually, however, such opportunities are secured through friends or through church or other affiliations. Many students have secured household work and other work through advertisements placed in the Morning Press of Bloomsburg. Students securing such work in a home must secure from the Dean of Women, or the Dean of Men, an "Application for Approval to Live in a Private Home," and have it signed by the Parent or Guardian, the Student, and the Housekeeper, and approved by the Dean of Women or the Dean of Men. Until this agreement is submitted an approved enrollment is temporary.

4—State Scholarships—The State offers each year, through competitive examination, one scholarship worth \$100.00 in each County. These are administered by the Department of Public Instruction, and information concerning them may be secured from Mr. James G. Pentz, Department of Public Instruction, Harrisburg, Pennsylvania.

5—American Association of University Women Loan Fund—The Bloomsburg Branch of the A. A. U. W. has a loan fund open to a girl in the Junior Class. Information may be secured from Mrs. Norman Hoffman, Bloomsburg, Pennsylvania.

6—Alumni Loan Fund—Our Alumni Association has a fund from which loans at very reasonable rates are made to students. Information concerning this Fund may be secured from the Chairman of the Alumni Loan Fund Committee, Mr. Dennis Wright, 58 East Fifth Street, Bloomsburg, Pennsylvania.

Loans are to be repaid to the Treasurer in monthly payments of not less than \$10.00 each and every month beginning four months after the student graduates.

Because of the great number of requests for loans, it has been found necessary to limit the loans to the Junior and Senior classes; and to further limit the amount to any one person to \$150.00

STATUS OF THE FUND, MAY 17, 1940

Donor	Original Amount
1893	\$ 144.00
1894	160.00
1895	150.00
1896	103.00
1897	162.00
1898	150.00
1900	204.00
1901	200.00
1902	150.00
1905	200.00
1907	5.95
1909	32.00
1910	100.00
1912	100.00
1921	122.60
1924	500.00
1931	184.63
1933	150.00
Helen A. Kramer	10.00
Irma Ward	10.00
Philip L. Drum	100.00
Y. W. C. A.	100.00
Centennial Fund	5050.16
Reserve (Accumulated Interest)	485.84
Totals	\$8574.18
Total of Loans at this Date	\$3816.12

ADMISSION AND PROGRESS REQUIREMENTS

Entrance Requirements.

New regulations for admission to the State Teachers Colleges of Pennsylvania were effective September, 1932. The regulations require the applicant to appear at the College on days announced during the Summer in addition to the regular registration day at the opening of the Fall semester. Following is a statement of the general principles controlling the new admission regulations. Enrollment is conditional until the applicant has met all the requirements set forth in the following five paragraphs:—

1. General scholarship as evidenced by graduation from an approved four-year high school or institution of equivalent grade as determined by the Credentials Division of the Department of Public Instruction and ranking in the upper half of the class at graduation. Candidates for admission who lack this rank at graduation will be required to present further evidence of fitness for admission as prescribed in the detailed standards for admission.

2. Integrity and appropriate personality as shown by an estimate of secondary school officials of the candidate's trustworthiness, honesty, truthfulness, initiative, industry, social adaptability, personal appearance, and sympathy.

3. Health, physical vigor, emotional stability, absence of physical defects that would interfere with the successful performance of the duties of a teacher, and absence of predisposition toward ill health as determined by a medical examination at the College. Specific standards will be set up in the detailed requirements for admission.

4. Normal intelligence and satisfactory command of English as evidenced by rating in standard tests. The tests to be used will be prescribed each year by the Board of Presidents and will be uniform for all State Teachers Colleges.

5. A personal interview with particular attention to personality, speech habits, social presence, expressed interests of the applicant, and promise of professional development.

Students Enrolling For First Time Note Carefully the Following:

(1) ALL NEW APPLICANTS must have the following blanks sent by the person indicated direct to the College in advance of (a) the personal conference (b) the medical examination, and (c) the written examination (required only of those in the lower half of the graduating class).

1. By the applicant—application for admission.
2. By a physician—report of the physical examination.
3. By the High School Principal—high school record and evaluation.

These blanks will be forwarded on request. Personal conferences may be had by arrangement with the Dean of Instruction. These Personal Interviews and Health Examinations may be arranged for any

day from 1:00 P. M. to 4:00 P. M., Saturdays and Sundays excepted, from June 25 to August 15. At 9:00 A. M., July 15, the written examination (required only of those in the lower half of the graduating class) will be given.

(2) NEW APPLICANTS STANDING IN THE UPPER HALF OF THE GRADUATING CLASS as ranked by the High School Principal are exempt only from the written examination.

The credit unit on which entrance qualification is based represents not less than 120 sixty-minute periods of prepared work or the equivalent.

State Scholarships.

Holders of State Scholarships may attend Teachers Colleges provided they take courses leading to the Bachelor of Science in Education degree.

Advanced Credit.

Advanced credit will be given for equivalent courses in approved institutions of collegiate grade, but no students may obtain a Teachers College certificate without a minimum residence of one year.

Transfer of credits having the lowest passing grade will not be accepted.

Scheduling and Evaluating Student's Work.

At the beginning of every semester a schedule of classes is handed to each student by the Dean of Instruction. It is the duty of the student to enroll in each class and have the teacher of the subject sign the schedule card. When the last signature is obtained the card must be returned to the office of the Dean of Instruction. No permanent credits will be recorded unless this signed card is on file.

A student desiring to transfer from another College must first present a letter of honorable dismissal and a complete record of the work taken at his former College. These records shall be sent directly from the College to the office of the Dean of Instruction.

In evaluating and crediting the work of a student transferring from another College, credit shall be given only for work having a grade, one letter point or the equivalent above the lowest passing grade of the institution from which the student is transferring.

Progress Reports and Records.

For the purpose of reporting the progress of each student, each semester is divided into periods of nine weeks. During each period the instructor hands to the Dean of Instruction a special deficiency report at any time the student is not doing satisfactory work. At the end of nine weeks a complete Grade Report is made. These grades are assembled and recorded upon a form suitable for mailing and are sent to the parents or guardians of each student.

At the end of the semester final grades are reported, recorded upon the permanent progress card of each student and filed. The report is then sent out as before. Any parent not receiving such a report at the end of the nine or eighteen weeks' period should notify the Dean of Instruction and a duplicate will be mailed.

System of Grading.

Our system of grading and its interpretation is as follows: A—very high; B—high; C—average; D—low; Cond.—condition; E—failure involving repetition of the entire course.

A grade of A carries with it 3 quality points for each semester hour.

A grade of B carries with it 2 quality points for each semester hour.

A grade of C carries with it 1 quality point for each semester hour.

A grade of D carries with it 0 quality points for each semester hour.

A grade of E carries with it -1 quality point for each semester hour.

Condition is not considered in computing quality points.

To graduate, a student must have not less than an average of 1.0 quality points.

Work accepted from other institutions shall count at the rate of one quality point per semester hour.

All students, before receiving a final grade in English I or II, or in Arithmetic I or II, or Business Mathematics I or II, must qualify by receiving a passing grade in the standardized tests in English and Arithmetic. This refers to the tests given to all Freshmen each Fall.

Removal of Conditions.

Each instructor imposing a condition at the end of a semester shall file with the Dean of Instruction a detailed statement of the steps to be taken by the student for the removal of the condition.

A printed form must be secured at the Dean of Instruction's office to be used when a condition has been removed. It is the responsibility of the student to have this form signed by the instructor removing the condition and to present it to the Dean of Instruction for recording.

If the condition is not removed within one year the grade becomes an E and the course must be repeated.

Pre-Requisite For Student Teaching.

A student is eligible to begin teaching if he has attained a quality point average of 1.0 in not less than 90 semester hours at the end of three years. If a part of the student teaching is given during the third year, the same average is required.

Raising the Quality Point Average For Student Teaching or Graduation.

If a student fails to attain the required quality point average of 1.0, he may raise his average by repeating courses in which he received a grade of D or less, or by taking courses other than the repeated courses upon the approval of the Dean of Instruction and the Student Progress Committee. The divisor in the computation of the quality point average is the number of semester hours earned.

Residence Requirements for Graduation.

The degree of Bachelor of Science in Education will not be granted to anyone who has not attended the college for one year or its equivalent.

Probation.

At the end of any grading period a student who has a grade of "E" in one half or more of the credit hours carried may be placed on probation until the next grading period. If at the end of the second grading period he has not improved his record, he will be advised to withdraw from college. Such a student may be permitted to enroll subject to the following conditions:

1. Written application signed by the student and his parents in advance.
2. The application shall state that the student
 - (a) Will pursue a limited program of work.
 - (b) Is on probation.
 - (c) Will voluntarily withdraw from college if he has "E's" in one half or more of the credit hours carried, in the following grading period.

The scholarship requirements as stated here shall apply to all work completed after September, 1940; i. e., the fourth year work completed by Seniors, the third and fourth year work completed by Juniors, and the second, third, and fourth year work completed by Sophomores. Freshmen will need to meet all requirements here set forth.

Eligibility for Participation in Inter-School Athletic Contests.

A student to be eligible must have secured a passing grade in at least twelve semester hours of work during the quarter preceding each respective sport.

Placement Service.

The Placement Service of the College cooperates with the Placement Service of the State Department of Public Instruction, Harrisburg, thus offering additional facilities for the placement of our students and graduates.

The Placement Service has for its purpose first of all to assist school officials to secure competent teachers, and second to aid teachers to secure suitable positions in fields of service for which their training best fits them.

The Placement Service is in charge of the Director of Teacher Training, who answers all inquiries and gives personal attention to school officials seeking competent teachers.

In order that the Placement Service may serve the interests of the students to the best advantage, students are requested during the time that they are doing their student teaching to fill out a "Registration Blank," giving personal information such as grades and subjects which they are prepared to teach and desire to teach, their preference as to the part of Pennsylvania in which they would like to teach, experience in teaching, and other personal data which Superintendents of schools and school boards wish to know when seeking candidates for positions.

The opinion of the Teacher Training Department is often sought by school officials. The quality of the work done by students in College courses as well as in student teaching is, therefore, a most important element entering into the recommendation of students.

In order that the Placement Service may be of maximum benefit to graduating students, it is necessary that those securing positions advise the Director of Teacher Training immediately. This procedure will not only avoid the recommending of a candidate for positions after he is already employed, but will enable the Teacher Training Department to keep in close touch with all those individuals who have not secured teaching positions.

Students after graduation from the College are urged to keep up their contacts with the Placement Service and the Teacher Training Department in order that the College may render further service not only in helping students to secure better positions but to help them in every possible way professionally.

CERTIFICATION REGULATIONS

RENEWAL OF STATE STANDARD LIMITED CERTIFICATES

(Issued by the Bureau of Teacher Education and Certification, Sept. 1, 1938)

1. At least twelve additional semester hours of credit are to be earned during each renewal period of three years, whether the certificate has been used for teaching purposes or not. This is the minimum rate by which the holder of a State Standard Limited Certificate may move toward the completion on an elementary degree curriculum.
2. If the holder of a State Standard Limited Certificate has taught one or more years, a rating score card is to be presented to the Department of Public Instruction for the years taught and a statement presented by the student, notifying the Department of the years not taught.
3. The responsible official of the college, from which the holder of the certificate expects to secure a degree, should certify on the transcript—or otherwise—that the twelve semester hours submitted to the Department of Public Instruction will be accepted by the institution as additional work toward the completion of the elementary degree curriculum. If work has been completed at more than one college, the student should have all credits evaluated at the institution from which graduation is anticipated, making sure twelve semester hours will be acceptable in the elementary curriculum.
4. Wherever possible the superintendent, college officials, and the student involved should work out an agreement whereby all credentials — score cards, transcripts, certificate, and statement relative to teaching—will be sent to the Department in one enclosure.

Validating For Use in the Elementary Field the College Certificate

Valid in Secondary or Special Fields

"In accordance with the recommendations made to the State Council of Education, October 6, 1933, the following modification in the teacher preparation program provides for more adequate preparation in the elementary field for graduates of

teacher preparation institutions who prepared specifically to teach the subjects of the secondary field and then decide to teach in the lower elementary grades. The following regulations have been approved: . . . after October 1, 1936, thirty semester hours of approved courses in the field of elementary education including six semester hours of elementary student teaching shall be required."

These elementary courses should be selected from the following suggested approved list or equivalent courses:

Educational Measurements For Elementary Teachers	3 s. h.
Teaching of Elementary Science	3 s. h.
Elementary English (Teaching of Reading)	3 s. h.
Arithmetic (Teaching of Arithmetic)	3 s. h.
Principles of Geography (Teaching of Geography or United States History) (Teaching of Elementary Social Studies)	3 s. h.
Health and Hygiene in the Elementary School or Teaching of Primary Subjects	3 s. h.
Child Psychology	3 s. h.
Art in the Elementary School	2 s. h.
Music in the Elementary School	2 s. h.
Practice Teaching in the Elementary School	6 s. h.
Elementary Electives —	
Principles of Elementary Education	2 or 3 s. h.
Kindergarten-Primary Theory	2 or 3 s. h.
Civic Education	2 or 3 s. h.
The Elementary School Curriculum	2 or 3 s. h.
Elementary School Methods	2 or 3 s. h.

Note:—Geography of the Western Hemisphere may be taken by those who have used Principles of Geography for graduation in the Secondary Curriculum.

That paragraph two, page 10, under III. College—I. Provisional College Certificate of the booklet on certification which provides that "Such a curriculum will be approved when the six semester hours of prescribed electives are in the field of elementary education and the six semester hours of practice teaching are with pupils of elementary school age be deleted as of October 1, 1934."

Visual Education Regulations.

In line with the effort to make available approved courses in the use of visual aids and sensory techniques in classroom instruction and to encourage further the development of visual education in the public school, the State Council of Education approved the following regulation with respect to the preparation of teachers at its meeting on October 10, 1934:

"RESOLVED, That all applicants for PERMANENT teaching certificates on and after September 1, 1935, shall be required to present evidence of having completed an approved course in visual and sensory techniques."

The course of visual education may be completed either as an undergraduate course or it may be completed after graduation from an accredited teacher-preparation institution. Emphasis is placed on the fact that the course in visual aids and sensory techniques must be a part of the teacher's preparation before any form of permanent certification will be issued after September 1, 1935. Where there is any question relative to the meaning or interpretation of Certification Regulations, the matter should be taken up with the Dean of Instruction previous to beginning class work.

Certification of Teachers of Classes For the Mentally Retarded.

- A. A certificate of standard grade valid for teaching the elementary subjects may be extended to include the teaching of classes for the mentally retarded on the completion of twenty-four semester hours of approved courses in special education in accordance with the following suggested distribution:
1. Courses Basic to All Special Certification: 6 sem. hrs.
 *Psychology or Education of Exceptional Children
 Diagnostic Testing and Remedial Teaching
 Mental or Educational Hygiene
 2. Courses Definitely Applicable to the Teaching
 of Mentally Retarded Children: 9 sem. hrs.
 *Special Class Arts and Crafts (*6 sem. hrs.)
 *Student Teaching in Classes for Mentally
 Retarded Children (1 sem. hr.)
 *Special Class Methods
 3. Special Class Electives: 9 sem. hrs.
 Clinical Psychology
 Abnormal Psychology
 †Mental Tests (group)
 Speech Correction
 Mental Tests (individual)
 Corrective Physical Education
 Educational and Vocational Guidance
 Related Courses in Sociology
 **Teaching Experience
 Any excess in groups one or two may be applied in group three.
 *Must be selected within these groups.
 †Preferred Elective.
- **Successful experience in teaching; in social service such as visiting teacher, probation officer, or social worker; in public health work such as school nurse, public health nurse, etc.; or in a psycho-educational or psychiatric clinic as psychological examiner or psychologist; may be counted to a maximum of six (6) semester hours at the rate of three (3) semester hours a year.
- B. A college certificate valid for the secondary field may be extended to include the teaching of classes for the mentally retarded on the completion of thirty-six semester hours, including the distribution in groups one, two, and three, in section A, and twelve semester hours selected from group four, below:

4. Courses Related to Elementary Education which are Basic Pre-requisites for Teaching Special Classes for the Mentally Retarded Selected from the Following or Equivalent Courses: 12 sem. hrs.
- †Teaching of Reading
 - ‡Teaching of Arithmetic
 - Art in the Elementary School
 - Music in the Elementary School
 - Health or Physical Education in the Elementary School
 - Educational Measurements
 - Principles of Elementary Education
 - Child Psychology
 - ‡Elementary School Methods
 - †The Elementary School Curriculum
 - Teaching of Elementary Social Studies
 - Children's Literature and Story Telling
 - †Preferred Electives

Notes:

Educational Psychology is a pre-requisite for the courses listed above.

In institutions approved for the education of teachers of special classes for the mentally retarded, students pursuing the four year elementary curriculum may elect the above courses in groups one, two, and three, and on the satisfactory completion of the elementary curriculum and the twenty-four (24) semester hours in this special field will receive certification in both fields. Such dual certification will require at least one additional summer session.

IN-SERVICE EDUCATION OF TEACHERS

(Friday Evening and Saturday Morning Classes)

This work is residence work so that all the facilities of the College, such as the library and laboratories, are available for the use of the students.

There is always the possibility of offering any course in any curriculum if circumstances permit. The offering is dependent upon two things: first, the demand from teachers-in-service for the course and, second, the availability of the faculty instructor. As the member of the faculty conducting such a class receives no extra compensation it must be offered as a part of his regular teaching load. We, therefore, are limited to the offerings of those courses for which a member of the faculty is found available for the work after the regular schedule for the semester has been determined.

Any teacher in service who is interested in this plan will be fully informed by communicating with the Dean of Instruction. The course of study desired should be indicated.

The regular members of the faculty will teach the courses. A fee of five dollars is charged for each semester hour credit. In accordance with the certification regulations of the Department of Public Instruction six (6) semester hours per college semester is the maximum amount which may be taken by a regularly employed teacher.

At the present time the popularity of courses offered to teachers-in-service is evidenced by the fact that over 100 persons are now enrolled in such classes. Most of them come to Bloomsburg for the Friday and Saturday classes, since the library or laboratory facilities are then available.

Those desiring information relative to enrollment should communicate and if possible have a personal interview with the Dean of Instruction, State Teachers College, Bloomsburg, Pennsylvania. Teachers-in-Service are urged to note carefully the following: (1) Before taking advanced work be sure that you are familiar with the State regulations covering the type of certification desired, and decide definitely the Fields that you desire covered by your State Certificate. (2) Be sure that the work which you take will be accepted for certification by the Department of Public Instruction and that it will definitely advance your standing towards the certificate that you desire. In other words, make sure before you begin a course that it will be credited towards your certificate. (3) In case of doubt state your case to Dr. Henry Klonower, Director, Teacher Education and Certification, Department of Public Instruction, Harrisburg, Pennsylvania.

THE LABORATORY SCHOOL FACILITIES OF THE COLLEGE

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 State Teachers College at Bloomsburg. The Benjamin Franklin School on our campus houses a kindergarten, special classes for the mentally retarded, and grades one to six inclusive. There is a training teacher in charge of each class, consequently, close supervision is given to the student teaching.

In addition to the Training School the elementary grades of the public schools of the town of Bloomsburg are used for student teaching. Student teaching in the secondary field is done in the junior-senior high schools of Bloomsburg and Williamsport, the high schools of Berwick and Danville. The complete cooperation of the school authorities of the towns of Bloomsburg, Williamsport, Berwick, and Danville makes it possible to have a variety of adequate facilities for the training of teachers for the graded schools and secondary schools.

For the preparation of rural teachers, one-room schools in Columbia County, adjacent to the Teachers College, are used. Through the co-operation of the school authorities in the rural districts of Hemlock and Mount Pleasant Townships it is possible to have facilities for the training of rural teachers.

The rural and urban elementary school training facilities, and the junior and senior high school training facilities of the College are typical of the public schools in our service area. The students, therefore, have ample opportunity to observe well-trained teachers at work and to develop skill in teaching by actual experience under public school conditions.

AVIATION

During the college year 1940-1941 the college cooperated with the Civil Aeronautics Administration in training students to become aviators. The location of the college with relation to the Bloomsburg Airport creates a favorable situation for the Civil Pilot Training Program. Bloomsburg Airport, within walking distance of the college, is one of the finest of its size in the East.

A ground course consisting of 72 class hours in Meteorology, Navigation, and Civil Air Regulations, is provided at the college and is accepted as four semester hours credit toward meeting the graduation requirements. In addition, 35 to 40 hours are spent at the Airport in learning to fly an airplane.

The college expects to participate in future programs of the Civil Aeronautics Administration, if they are of the same type and character as those carried out so successfully in 1940-1941.

A quota of ten students was trained so successfully during the first semester of the college year that the number was doubled for the second semester. These opportunities will be available to upper-classmen. Those interested in the fields of Mathematics, Science and Geography will find a field for the application of principles previously learned. Others may count the ground school course as a free elective in any curriculum, with the permission of the Dean of Instruction.

SUMMER SCHOOL OF 1941

Regular Session Monday, June 23, to Saturday, August 2, 1941

Post Session Monday, August 4, to Saturday, August 23, 1941

The Summer Session aims largely to meet the needs of the following groups:

- (1) Teachers-in-Service qualifying for
 - (a) Advanced state certification
 - (b) The Degree of Bachelor of Science in Education
 - (c) The Permanent College Certificate
- (2) College Graduates qualifying for state certification through courses in education and student teaching.
- (3) Undergraduates qualifying for advanced standing or the removal of conditions.

The work of the Regular Session, beginning June 23, will be scheduled so that one ninety-minute period per day, for five days per week, will constitute the work for a three semester hour course, except where adjustments for laboratory courses are needed. Six semester hours' credit is the normal load for a six weeks' session.

An opportunity for additional work will be provided this summer by a three weeks' Post Session. The work of the Post Session, beginning August 4, will be scheduled so that two ninety-minute periods per day for five days per week will constitute the work for a three semester hour credit course except where adjustment for laboratory courses is needed. Three semester hours is the normal load for the three weeks' session.

An important feature of the regular Summer Session is the observation and demonstration school, which includes all the grades of the elementary school, a class of mentally retarded children, and the three grades of the junior high school. A skillful teacher is in charge of each grade. Here teachers may observe and have demonstrated for them desirable practices in modern teaching procedures.

The student teaching in grades 7, 8 and 9 has proved to be a popular feature of our regular Summer Session. Opportunity is offered to those who must secure credit in the Secondary field to observe and participate in the operation of a well-organized junior high school.

A more detailed description of the 1941 Summer School will be sent to you upon a request addressed to the Dean of Instruction.

STUDENT PARTICIPATION IN COLLEGE GOVERNMENT

A State Teachers College is a professional institution for the education of teachers for our public schools. The College, therefore, requires the maintenance of high standards in academic work, balanced programs of social and recreational activities and opportunities for the development of self-direction and leadership. The attainment of these objectives is aided by a sound health program, favorable study conditions, a good library, and supplementary social and recreational activities.

In general, these opportunities are provided through a broad program of College organizations and activities which are developed and controlled through the participation of the entire College in the Community Government Association. This organization, through the College Council, is the general control body for the various College activities. In accordance with the constitution of the Community Government Association, dormitory affairs are handled for Women by the Waller Hall Student Government Association and for Men by the North Hall Student Government Association. The activities of students not living in the dormitories are handled for the Women by the Day Women's Association and for the Men by the Day Men's Association. The detailed plans for student participations in College Community life are presented in the Handbook, issued at the beginning of the Fall semester each year under the direction of the College Council.

Community Government Association

The Community Government Association cooperates with the responsible authorities in promoting personal and group responsibility in regulating the affairs of all students. This body meets once a month. The College Council, which meets every two weeks, acts as the executive board of the organization. The officers of the Association automatically become officers of the Council. The College Council administers the affairs of the Association, formulates its policies, and acts upon cases involving violations of the Community Government regulations.

Waller Hall Student Government Association

The Women's Student Government Association is an organization of the women students living in dormitories and off-campus houses. Its administrative body is the Governing Board whose members are selected from each of the various classes. The Governing Board has the power to make and enforce regulations, to direct the social life of Waller Hall, and to promote the general welfare of all women students.

Day Women's Association

The Day Women's Association is an organization of women not living in the College dormitories. The governing body is an Official Board consisting of a President and Vice-President elected by the entire association, and two representatives from each class. Its purpose is to promote the general welfare of the day women and to cooperate with the other student organizations in matters affecting the general welfare of the institution. Headquarters have been provided on the first floor of Noetling Hall.

North Hall Student Government Association

The Men's Student Government Association governs the resident men students efficiently. The governing body is composed of the President, the Vice-President, the Secretary, the Treasurer, and a Student Council. By means of this organization, the men cooperate with the administrative authorities in promoting personal and group responsibility.

Day Men's Association

The Day Men's Association is an organization of men students who live at home or in the town of Bloomsburg. The governing board consists of a President, Vice-President, Secretary, and Treasurer. Headquarters have been provided on the first floor of North Hall.

Assembly Programs

Assembly programs are presented twice a week in the Chapel of Carver Hall. The students are largely responsible for the success of these programs.

The various College clubs present programs with a wide variety of entertainment. Visiting lecturers, visiting high schools, and members of the College faculty contribute at times to these programs.

EXTRA-CURRICULAR ACTIVITIES

All students are required to take part in one extra-curricular activity one semester each year. The students, for the most part, are eager to take this opportunity to train themselves in this important and interesting phase of modern school work. The extra-curricular work during the past year included the following:

Athletics

In addition to the required courses in physical education, men receive extra-curricular credit for football, basketball, track, cross country, wrestling, tennis, and baseball. Women receive extra-curricular credit for hiking, skating, playing volleyball, basketball, tennis, and baseball.

"B" Club.

The "B" Club is an organization of women who have achieved a given number of athletic points.

Dramatic Club.

The Dramatic Club provides a workshop for those who wish training in educational dramatics. It stages plays for College affairs and for the public. It has installed a chapter of Alpha Psi Omega, national honor dramatic fraternity.

Geographic Society.

The Geographic Society promotes interest in geographic interpretation by talks on geography as observed in local communities or in travel, by illustrated talks on imaginary journeys, by accounts of current events interpreted from the geographic viewpoint, and by reviewing current literature.



BENJAMIN FRANKLIN SCHOOL



KINDERGARTEN



SPECIAL CLASS FOR MENTALLY RETARDED

Mixed Chorus.

The Mixed Chorus numbers more than one hundred voices. Any student who possesses an acceptable singing voice may apply for a position in this organization. An audition is required.

A Cappella Choir.

Any member of Mixed Chorus who possesses a good singing voice, and who has some ability in music reading may have an audition for the A Cappella Choir. Auditions are held at the beginning of each semester. Enrollment in the choir is limited.

Business Education Club.

The Business Education Club, an organization composed of the students of the Department of Business Education, sponsors a Commercial Contest for high schools. Through this activity the high school students are acquainted with the type of the professional work being developed here. Contests are held in the major commercial subjects: bookkeeping, shorthand, typewriting, etc. Winners of the various contest events receive medals, while a Commercial Contest Cup is awarded to the high school having the best contest team.

Maroon and Gold Instrumental Musical Organizations.**(a) Maroon and Gold Orchestra.**

The Maroon and Gold Orchestra fills an important place in the College life. Musical programs and entertainments are given. The Orchestra gives an annual public concert. Students with sufficient ability are urged to join this organization.

(b) Maroon and Gold Band.

An excellent group of fifty-five members offers training in group and ensemble playing. The Band plays at all athletic functions and is organized on the basis of an extra-curricular activity. Students with musical talent will benefit by participating in this organization.

Social Usage Club.

"Enjoy, as you learn," is a motto of the Social Usage Club, which offers the students an opportunity to improve their social abilities through discussion and practical experience. Club meetings include both preparation for and practice of dinners and other social functions.

Science Club.

The Science Club consists of members of the student body who are interested in natural and physical science. Subjects for study and observation include topics dealing with history of the various branches of science, plant and animal life, geology and mineralogy, chemistry and physics. Theoretical and applied phases of these subjects receive equal consideration. Field trips often supplement reports on natural phenomenon.

Social Service Club.

This organization is open to any girl in college who has a desire to be of service to others. It cooperates with such organizations as the Red Cross, Child Welfare Service, and the local hospital. Incidentally it affords opportunity for making excellent contacts outside the college.

The Poetry Club.

This club is for a small discussion group interested in the present talent, to secure a wider acquaintance with the fundamentals of Poetry, and a broader appreciation through studying, writing, and reading.

Rural Life Club.

The Rural Life Club is organized for the purpose of studying rural community work, recreations, etc.

Publications.

The Maroon and Gold.

The Maroon and Gold is the College Paper, published bi-monthly by a student staff. It aims to keep the student body informed of current happenings at Teachers College.

The Obiter.

The Obiter is the Annual published each Spring by the graduating class. It contains a review of the activities of the class, with cuts of campus, students, clubs, teams, etc.

The Bloomsburg Alumni Quarterly.

The Bloomsburg Alumni Quarterly, published four times a year, purposes to keep the alumni informed of the activities and progress of their Alma Mater. It is sent to all alumni who pay the alumni fee of \$1.00 a year. This publication is available in the College Library.

RELIGIOUS ACTIVITIES

Student Christian Association.

The Student Christian Association is open to all men and women students of the college. It holds weekly meetings. It aims to develop the social and religious life of the college students.

Auditorium.

Devotional services are held in the chapel twice a week in connection with the assembly programs.

Local Churches.

Students at Teachers College are cordially invited to attend services in the churches of Bloomsburg. Students attend Sunday School, Young People's Meetings, and sing in the church choirs.

PROFESSIONAL FRATERNITIES

National honorary and professional fraternities which foster and advance education ideals through scholarship, social efficiency, and moral development, are permitted to form chapters. There are five such fraternities on the Campus.

Kappa Delta Pi (National Coeducational Honor Society in Education)

Kappa Delta Pi originated at the University of Illinois in 1909 as the Illinois Educational Club, and was incorporated June 8, 1911, under the laws of the State of Illinois as the Honorary Educational Fraternity. On October 4, 1932, this title was changed to Kappa Delta Pi, an Honor Society in Education, and so registered at the office of the Secretary of State at Springfield, Illinois. Both men and women are eligible to membership which is drawn from the upper quartile of the institution for Juniors and Seniors. It is both an undergraduate and graduate society

and has the unique distinction of having a Laureate Chapter composed of outstanding educators throughout the world, the intent being to make this in essence an academy of educators similar to the academy of science or academy of letters.

There are 106 chapters in universities and colleges with a total membership of more than 20,000. The Educational Forum, official magazine of the Society, is issued quarterly. There are other publications of value—the Lecture Series and the Research Publications.

Phi Sigma Pi (National Honorary Educational Fraternity For Men)

The Phi Sigma Pi, a National Educational Fraternity, was founded at the State Teachers College, Warrensburg, Missouri, on February 14, 1916. The fraternity has 16 active chapters. The objective of the fraternity is to maintain a professional educational fraternity for men in teacher training institutions. The organization is based on high scholastic attainments and seeks to advance educational ideals, promote close fellowship, improve the training of teachers, and uphold just and efficient government. The Bloomsburg Chapter, Iota, has 23 active members, 7 faculty members, and 7 honorary members.

Alpha Psi Omega (National Coeducational Honorary Dramatic Fraternity)

Alpha Psi Omega, national honorary dramatic fraternity, was organized in 1922 at Fairmont State College, Fairmont, Virginia, to provide an honor society for those doing a high standard of work in college dramatics; and to secure for them the mutual helpfulness provided by a large national fraternity. At present there are 152 chapters located in colleges and universities in the United States and Canada. The Bloomsburg chapter, Alpha Omicron, was organized in March, 1928, and now has an alumni membership of 108.

Gamma Theta Upsilon (National Coeducational Honorary Geography Fraternity)

Gamma Theta Upsilon originated in the Geography Club of the Illinois State Normal University on May 15, 1931. Delta Chapter was organized by seven Junior and Senior members of the Geographic Society at Bloomsburg in October, 1931. The chapter now has 69 on the roll. Membership is limited to students making special preparation to teach geography. The purpose of this organization is to advance the professional study of geography both as a cultural discipline and a practical subject for study and investigation. A National Loan Fund to promote graduate study of geography has been established. The roster of chapters totals 15, representing eleven states and having a membership of eight hundred thirty-five.

Pi Omega Pi (National Professional Commercial Education Fraternity)

The organization of Pi Omega Pi was started in the spring of 1923 at the Northeast Missouri State Teachers College at Kirksville. Alpha Delta Chapter was installed at State Teachers College, Bloomsburg, on May 28, 1935. The Fraternity is composed of twenty-one chapters.

The aims of the fraternity are: (a) To encourage, promote, extend, and create interest and scholarship in Commerce. (b) To aid in civic betterment in colleges. (c) To encourage and foster high ethical standards in business and professional life. (d) To teach the ideal of service as the basis of all worthy enterprise.

AN ENRICHED PROGRAM OF STUDIES

Curriculums for the education of teachers should be constantly re-examined in terms of the needs of the public schools. An effort has been made to adjust the curriculum of the teachers colleges to meet these needs. In accordance with this policy, the Presidents of the State Teachers Colleges, with the approval of the Superintendent of Public Instruction, have rearranged the courses, thereby enriching the curriculums. The first two years of the rearranged curriculums will give the students a more thorough academic background.

The revised curriculums in the State Teachers Colleges have as their main objective, the reorganization of the sequential relationship of courses so that the professional work will be cumulative and progressive. There will be distinctly professional courses in the first year, more professional courses in the second year, and still more in the third and fourth years.

The following curriculums were inaugurated at State Teachers College, Bloomsburg, Pennsylvania, beginning September 7, 1937:

- (1) Four-Year Elementary Curriculum leading to the B. S. in Education, with college certification in (a) Kindergarten-Primary, (b) Intermediate, (c) Rural fields. The State Standard Limited Certificate may be issued at the end of three years if students make this decision at the end of their freshman year. This certification is valid for three years, during which time twelve semester hours of advanced credit in the elementary field must be earned in order to renew it for three more years. This process is continued until the four-year requirement for the degree of B. S. in Education has been fulfilled at which time the College Provisional Certificate is issued.
- (2) Six semester hours, selected from the "Electives for Special Education," earned in addition to completing the Four-Year Elementary Curriculum may be used to certify a person to teach **Special Classes for the Mentally Retarded**. This means that a person will be certified to teach in the elementary school, and at the same time certified to teach adjustment, special, opportunity, or orthogenic classes in the elementary school.
- (3) Four-Year Secondary Curriculum leading to B. S. in Education, with college certification in two or more of the following fields: English, Social Studies, Geography, Mathematics, French, Latin, Science and Speech.
- (4) Four-Year Business Education Curriculum leading to the B. S. in Education, with opportunity to secure college certification in the following subjects: Bookkeeping and Accounting, Business English, Commercial and Economic Geography, Commercial Law, Commercial Mathematics, Economics, Junior Business Training, Office Practice, Salesmanship, Shorthand, and Typewriting. Retail Selling may also be chosen as a field for certification.

GUIDANCE IN CHOOSING A CURRICULUM

In order that entering students may have an opportunity to explore their interests and try out their abilities and aptitudes in the College situation, a uniform curriculum for the first year is followed by those expecting to teach academic subjects in the Secondary and Elementary schools. Those expecting to teach commercial subjects in the Secondary schools also follow a uniform curriculum for the first year.

Following the first year's experience with courses in English, Speech, Geography, Science, Health Education, History, Appreciation of Art and Music, and Place and Purpose of Education in the Social Order (including School Visitation), the student is in a position to choose electives in either the Elementary or Secondary curriculums for the second year, basing his decision on his Freshman courses. After having completed courses in English, Speech, Health Education, Economic Geography, Place and Purpose of Education in the Social Order (including School Visitation), as well as courses in Bookkeeping and Accounting, Shorthand, Typewriting and Business Mathematics, the prospective commercial teacher is in a better position to choose either the Commercial, Accounting, Secretarial, or Retail Selling sequence, depending upon his first year's experience.

During the Freshman year, to further inform entering students of the nature of the teaching profession, all students take an orientation course entitled "Place and Purpose of Education in the Social Order" (including school visitation). Classrooms of all types and levels are visited. In class, such topics are studied as: How to Study, How to Budget Time, Campus Services, Administrative Organization of the College, The Requirements and Possibilities of Teaching as a Profession, Self-Analysis to Determine Fitness for Teaching; all of which are consciously planned to help students to choose their curriculum at the beginning of the second year. Such guidance based on professional information and personal analysis is carried on by means of conferences by faculty members with individual students. Persons entering the teaching profession of the Commonwealth of Pennsylvania today must view themselves in the light of the mental, physical and social requirements and possibilities of a career as an educator.

At the outset of the Sophomore year, a second choice is necessary. If the Elementary Curriculum is chosen, a student must specialize in the Kindergarten-Primary, Intermediate, Rural, or Special Education Groups referred to as Groups I, II, and III in other parts of this catalogue. If the Secondary Curriculum is chosen, two fields of specialization are selected from among the following: English, French, Latin, Social Studies, Speech, Mathematics, Science and Geography. If the Business Education Curriculum has been followed for one year, to continue one must choose a sequence from the following: Commercial (which certifies in all commercial subjects), Accounting, Secretarial, and Retail Selling.

Thus the specialized work of the last three years is based on one year of general preparation for the purpose of acquainting students with the nature of the teaching profession, and at the same time to aid in the prediction of the professional promise of teaching success. Following the first year, a change from one curriculum to another may be requested by the student or advised by the Dean of Instruction. This arrangement provides all students an opportunity to explore,

try out, and counsel with the faculty while they are taking courses having a general bearing on the Elementary, Secondary, or Business teacher training situations before a curriculum for specialization is selected.

BASIC TWO YEARS OF THE ELEMENTARY AND SECONDARY CURRICULUMS

SEQUENCE OF COURSES SUBJECT TO CHANGE FOR ADMINISTRATIVE REASONS

First Semester	Hours	
	Clock	Sem.
English I (inc. Library Science)	4	3
Fundamentals of Speech . . .	3	3
Biological Science I (Botany)	4	3
Health Education I	4	2
(inc. Phys. Ed. and Personal Hygiene)		
Place and Purpose of Education in the Social Order. (inc. directed School Visitations, etc.)	3	3
Appreciation of Music	3	2
	21	16

Third Semester	Hours	
	Clock	Sem.
Literature I (English)	3	3
Economic Geography	3	3
General Psychology (I)	3	3
Physical Science I (Chemistry)	4	3
Elective	3	3
	16	15

Second Semester	Hours	
	Clock	Sem.
English II	3	3
Principles of Geography	3	3
History of Civilization	4	4
Biological Science II (Zoology)	4	3
Health Education II	4	2
(inc. Phys. Ed. and Personal Hygiene)		
Appreciation of Art	3	2
	21	17

Fourth Semester	Hours	
	Clock	Sem.
Literature II (American)	3	3
Educational Psychology (II) . . .	3	3
Prin. of Sociology or Prin. of Economics	3	3
Physical Science II (Physics)	4	3
Electives	4	4
	17	16

ELEMENTARY CURRICULUM

Fifth Semester

	Hours	
	Clock	Sem.
United States History before 1865	3	3
Teaching of Reading	3	3
Music I	4	2
Art I	4	2
Curriculum in Arithmetic	2	2
School Law	1	1
Elective	3	3
	<u>20</u>	<u>16</u>

Sixth Semester

	Hours	
	Clock	Sem.
History of Pennsylvania	2	2
Teaching of English (Inc. Handwriting)	4	3
Music II	3	2
Art II	3	2
Teaching of Health	2	2
U. S. History since 1865	3	3
Elective	2	2
	<u>19</u>	<u>16</u>

Seventh Semester

	Hours	
	Clock	Sem.
Educational Measurements	2	2
Curriculum in Elementary Science	4	3
Visual Education	2	1
Children's Lit. and Story Telling	3	3
Evolution of the American Public School	2	2
Ethics	3	3
American Government (Federal, State, and Local)	3	3
	<u>19</u>	<u>17</u>

Eighth Semester

	Hours	
	Clock	Sem.
Student Teaching and Conference	18	12
Curriculum Materials, Selection and Adaptation	4	3
	<u>22</u>	<u>15</u>

SECONDARY CURRICULUM

Fifth Semester

	Hours	
	Clock	Sem.
American Government—		
Federal, State and Local	3	3
School Law	1	1
Educational Measurements	2	2
Electives	10	10
	<u>16</u>	<u>16</u>

Sixth Semester

	Hours	
	Clock	Sem.
Guidance	2	2
Problems of Secondary Ed.	2	2
Electives	13	13
	<u>17</u>	<u>17</u>

Seventh Semester

	Hours	
	Clock	Sem.
Evolution of the American Public School	2	2
Visual Education	2	1
Philosophy of Education	2	2
Electives	11	11
	<u>17</u>	<u>16</u>

Eighth Semester

	Hours	
	Clock	Sem.
Student Teaching and Conference	15	12
Curriculum Materials, Selection and Adaptation	4	3
	<u>19</u>	<u>15</u>

SPECIALIZATION AND ELECTIVES IN THE ELEMENTARY CURRICULUM

1. Students enrolled in the State Teachers Colleges may qualify for the degree of Bachelor of Science in Education by satisfactorily completing the basic elementary four-year curriculum and twelve semester hours offered at the College at which the degree is to be conferred.

2. Students desiring to specialize in Early Childhood Education (nursery school, kindergarten, grades 1, 2, and 3), Intermediate Education (grades 4, 5, and 6), or Rural Education (grades 1-6 or 1-8) shall be required to complete satisfactorily the basic four-year elementary curriculum and meet the following specific requirements for the field of specialization desired.

a. Early Childhood Education		b. Intermediate Education	
	Hours Class Sem.		Hours Class Sem.
Early Childhood Education	3 3	Teaching of American History and Government	3 3
*Student Teaching in grades below fourth	18 12	*Student Teaching in intermediate grades	18 12
Curriculum Materials:		Curriculum Materials:	
Selection and Adaptation for Early Childhood Grades	4 3	Selection and Adaptation for intermediate grades	4 3
	<u>25 18</u>		<u>25 18</u>
c. Rural Education			
		Hours Class Sem.	
Rural School Problems	3 3		
**Student Teaching under rural school conditions	18 12		
Curriculum Materials:			
Selection and Adaptation to rural or in grades 1-6 or 1-8 under conditions approximately those in rural schools	4 3		
		<u>25 18</u>	

3. Electives may be chosen from the following:

	Hours Class Sem.
Child Adjustment	3 3
Child Psychology	3 3
Diagnostic and Remedial Instruction in Reading	3 3
Education for Family Living	3 3
Mental Hygiene	3 3
Safety Education	3 3
School Finance	2 2
Special Education	2 2
Speech, including Dramatics	3 3
Teaching of Arithmetic	3 3

and courses in academic fields and special curriculums approved at the college in which the student is registered: provided that to achieve a breadth of background not more than six (6) semester hours may be selected from courses listed above except Speech including Dramatics, and not more than six (6) semester hours may be selected from any one academic field or special curriculum.

*Three semester hours of the twelve required may be observation and participation in other age levels of the elementary field.

**Three of the twelve semester hours required may be observation and participation in the Early Childhood Education or Intermediate Education divisions.

Electives For Special Education

(In Elementary Grades)

		Sem. Hrs.	
Arrangements of Courses in Special Education for the Mentally Retarded.....24			
		Hours	Hours
		Clock Sem.	Clock Sem.
I. Required	15		
Psychology of Exceptional Children	3	3	
Diagnostic Testing and Remedial Teaching	3	3	
Special Class Arts and Crafts I	6	3	
Special Class Arts and Crafts II	6	3	
Student Teaching in Classes for Mentally Retarded Children	3	1	
Special Class Methods	3	2	
II. Electives	9		
Education of Exceptional Children	3	3	
Mental or Educational Hygiene	3	3	
Clinical Psychology	3	3	
Abnormal Psychology	3	3	
Mental Tests (group)	3	2	
Speech Correction	3	3	
Mental Tests (Individual)	3	2	
Corrective Physical Education	3	2	

Speech Elective

(For students in Elementary or Secondary Curriculums)

		Sem. Hrs.	
Arrangement of Courses for a Speech Elective (Minimum as first field)..... 21			
I. Required	3		
Fundamentals of Speech.....	3	3	
(Not counted as part of the eighteen (18) needed for certification).			
II. Required for Elective Field of Speech	8		
Interpretative Reading	3	2	
Phonetics	2	2	
Play Production	3	2	
Speech Problems	3	2	
III. Electives for the Field of Speech	10		
Argumentation and Debate..	2	2	
Community Dramatics and Pageantry	3	2	
Costuming and Make-up....	3	2	
Creative Dramatics	2	2	
Psychology of Speech	3	3	
Speech Clinic (I)	4	2	
Speech Clinic (II)	4	2	
Speech Pathology	3	3	
Stagecraft and Scenic Design	4	2	
Voice and Diction	2	2	

AREAS OF CONCENTRATION (ELECTIVE FIELDS) SECONDARY CURRICULUM

Sem. Hrs.

Elective Arrangement in the Field of English (Minimum as first field) 24

	Hours Clock Sem.		Hours Clock Sem.
I. Required	18	II. Electives	6
English I and II	7 6	Contemporary Poetry	2 2
Literature I and II	6 6	Essay	3 3
English Philology	3 3	Journalism	2 2
Advanced Composition	3 3	Modern Drama	2 2
		Nineteenth Century Novel... 3	3
		Modern Novel	3 3
		Pre-Shakespearean Literature 2	2
		Romantic Period	3 3
		Shakespeare	3 3
		Short Story	3 3
		Victorian Prose and Poetry 3	3
		World Literature	3 3

Elective Arrangement in the Field of French (Minimum as first field)..... 24

I. Required	18	II. Electives	6
19th Century and Contemporary French Prose and Poetry	3 3	French Drama	3 3
Contemporary Prose and Poetry	3 3	French Novel	3 3
Outline Course of French Literature	3 3		
17th Century French History and Literature Composition	3 3		
Romantic Movements in French Literature	3 3		
Realistic Movements in French Literature	3 3		

Elective Arrangement in the Field of Latin (Minimum as first field)..... 24

I. Required	18	II. Electives	6
Ovid and Virgil	3 3	Cicero and Pliny	3 3
Livy	3 3	Horace-Satires	3 3
Cicero and Tacitus	3 3	Medieval Latin	3 3
Horace-Odes	3 3	History of Latin Literature.. 3	3
Plautus and Terence	3 3		
Roman Civilization	3 3		

Elective Arrangement in the Field of Geography (Minimum as first field).... 24

I. Required	18	II. Electives	6
Principles of Geography... 3	3	Climatology and Meteorology 3	3
Economic Geography	3 3	Commercial and Industrial Geography	3 3
Geography of U. S. and Canada	3 3	Conservation of Natural Resources	5 3
Geography of Latin America 3	3	Field Courses (to be approved) 3	3
Geography of Europe	3 3	Physiography	3 3
Geography of Pacific Realm 3	3	Trade and Transportation... 3	3

Sem. Hrs.

Elective Arrangement in the Field of Mathematics (Minimum as first field).....24

	Hours Clock Sem.		Hours Clock Sem.
I. Required	18	II. Electives	6
College Algebra	3 3	Applied Mathematics	3 3
College Trigonometry	3 3	College Algebra (II)	3 3
Analytic Geometry	3 3	History of Mathematics	3 3
Calculus (I)	3 3	Synthetic Geometry	3 3
Calculus (II)	3 3		
Statistics	3 3		

Elective Arrangement in the Field of Science (Minimum as first field).....24

I. Required	21	II. Electives	3
Biological Science I and II (Botany, Zoology)	8 6	Descriptive Astronomy	2 1
Physical Science I and II (Chemistry, Physics)	8 6	Physical Chemistry	4 3
Advanced Physics	4 3	Organic Chemistry	4 3
Qualitative Analysis	4 3	Quantitative Chemistry	4 3
Advanced Biology	4 3	Mechanics	4 3
		Magnetism and Electricity	4 3
		Hydrostatics	4 3
		Physiology	4 3
		Comparative Anatomy	4 3
		Histology	4 3
		Physiography	3 3
		Geology	4 3

Elective Arrangement in the Field of Social Studies (Minimum as first field).....24

I. Required	19	II. Electives	5
History of Civilization	4 4	Comparative Government	3 3
Economics	3 3	Early European History	3 3
American Government	3 3	European History since World War	3 2
Sociology	3 3	History of England	3 3
Modern European History	3 3	History of Ethics	3 3
Social and Industrial History of the U. S.	3 3	History of Far East	2 2
		History of Pennsylvania	2 2
		Industrial Relations	2 3
		Latin American History	3 3
		Evolution of Social Institu- tions	3 3
		Renaissance and Reformation	2 2
		U. S. History (II)	3 3

COURSES OF INSTRUCTION

ELEMENTARY AND SECONDARY CURRICULUMS

EDUCATION

Adolescent Psychology

This course deals with adjustment and development between the ages of eleven and twenty. It is designed to establish a reliable basis for guidance and individualizing of education. Discussions deal with problems of interest, personality, learning, and social life of adolescents.

Child Adjustment

This is a course in mental hygiene applied to the problems of the elementary school child. Problems of adjustment relate to school, home, and community. Plans for child accounting are studied. Prerequisites: General and Educational Psychology.

Child Psychology

This course presents a general outline and application to some vital problems of child growth, learning, and adjustments. It is designed to establish a reliable basis for individualizing education. Problems of child play, motives, thinking, and social development are studied.

Curriculum Materials: Selection and Adaptation

This course deals with sources of material, classification of materials, and adaptation for class use. These materials include: printed materials in books, pamphlets, and magazines; visual materials; object, and personal contributions. The emphasis is not on quantity but on organization of teaching units and adaptation to actual teaching situations.

Diagnosis and Remedial Instruction in Reading

This course is designed to familiarize students with techniques of diagnosing reading difficulties, and of determining appropriate remedial treatment. Opportunity is given for observing and participating in procedures in the reading clinic.

Educational Measurements

A consideration of the simpler statistical measures with particular emphasis on their application to classroom work is given. The principles underlying the construction of valid, reliable objective tests are examined, and practice is given in the making of classroom tests in the various fields of subject matter. A study is made of representative standardized tests. Some attention is given to the vocabulary of measurements.

Educational Psychology

This course provides experience in observation and discussion of the principles involved in the learning process. Problems deal with motivation of learning, learning activities, intelligence testing, pupil control, case studies, and individualized instruction. There are class experiments to clarify and to apply to each of the problems of study.

Evolution of the American Public Schools

The purpose of this course is to give the student an intelligent understanding of the evolution of elementary and secondary education in America from the Colonial period to the present. The relation of industrial and social changes to educational development is noted. Emphasis is placed on the development of education in Pennsylvania.

General Psychology

This course considers the human body as a responding mechanism, subject to laws of cause and effect. It is designed to help students in understanding fundamental principles, and a vocabulary essential to further study of psychology. Experiments will be used for clarifying principles and for familiarizing students with psychological methods. Applications of psychological principles are made to human behavior in relation to social institutions, vocations, and everyday problems.

Guidance

This course shows many problems of consulting and guidance work in the junior and senior high schools. Educational, social, and vocational guidance are emphasized. Some attention is paid to the meaning, scope, and method involved in the guidance movement.

Kindergarten—Primary Theory

The aims, principles, organizations, and fundamentals of primary education are studied. The practical side of an activity school is stressed.

Parent Education

This course aims to help teachers in their contacts with parents and community. This is practice in preparing talks and conducting conferences on topics as: School Law, The Changing Curriculum, Child Adjustment, Community Play Activity. Actual practice is given in guiding parents in their study of educational literature, and of physical, social, and mental needs of school children.

Philosophy of Education

The place of education in various well-known philosophies, the content of various educational philosophies, and the relation of former college courses to these are studied. Each student is expected to formulate his own creed and belief of what constitutes modern education.

Place and Purpose of Education in the Social Order

This course deals primarily with the public school as a social institution. The major problems are: (1) how the school has come to hold a place of influence in society; (2) to examine the forces and agencies which determine the progress and direction of the school program; (3) to evaluate the place of the teacher in modern society; (4) to show the value of educational agencies outside of the public schools.

Pre-school Child

The problem of this course is that of Readiness for First Grade Work. There is experience in the use of tests and inventories. Physical development schedules for child guidance and development of essential habits are studied.

Problems of Secondary Education

This course deals with the development, organization, and problems of secondary education. It emphasizes the special functions of the junior high school. Much time is given to admission requirements, ability grouping, program of studies, departmentalization, plans of promotion.

School Law

This course presents the most fundamental State and National laws which are directly applicable to our public school system. The practical rather than the technical is emphasized.

Teaching of Reading

To acquaint students with reading objectives, activities, and material for the elementary grades, and to lead them to realize the place and function of reading in a school program designed to meet present social conditions are the main purposes of this course. It affords an opportunity to meet the individual needs of each student.

Visual Education

This is a course which considers the psychological principles underlying "Visual or Other Sensory Aids" and also studies the collecting and assembling of suitable teaching material.

ENGLISH**English I and II**

The fundamentals underlying both spoken and written English and their application in paragraph writing are stressed in this course. Attention is given to the individual needs of the student in Freshman English. Ten lessons in the use of the library are supplementary to English I.

Literature I and II

The first semester presents a survey of English literature which gives the student the background necessary for the enrichment of his ability to appreciate literature. In the second semester a survey of American Literature compares the artistic standards and lines of thought of the present with those of the past. This includes Pennsylvania's contribution. The aim is to give a fundamental knowledge and to develop appreciation in this field.

Advanced Composition

Current periodical literature is used as a source of contact with contemporary thought and with the methods and art of journalistic and literary writing. Such literary forms as are not touched upon in other courses in composition are studied here, and some writing is attempted in these forms according to the interest and talent of the individual writer.

English Philology

This course gives a knowledge of and creates an interest in current word usage through a careful study of past and present trends in language development.

Children's Literature

To present standards for selecting literature for children, to give suggestions for teaching literature to children, to acquaint the student with new material in this field, to enable him to evaluate this material in the light of established standards and contemporary trends are the aims of this course.

Contemporary Poetry

This course is designed to furnish a pleasant and profitable introduction to recent poetic movements through lectures, class discussions, and reading in the works of the poets.

Journalism

The course gives the prospective adviser of a school publication theoretical knowledge and practical experience in production and sponsorship. It provides practical experience on college publications within the limits of the individual student's interest and ability. Limited attention is also given to contacts between commercial journalism and the teacher.

Modern Drama

This course is a study of modern drama beginning with the plays of Ibsen. It stresses the art and thought of the representative writers for the stage: British, Continental, and American. Special emphasis is given to Ibsen, Shaw, and O'Neil.

Modern Novel

How the reading of modern novels may combine entertainment and a serious study of present-day living is the main consideration of this course. Attention is also given to the current novel as a developing art form.

Nineteenth Century Novel

The humor and moral idealism represented in the several basic currents of nineteenth century fiction are considered as sources of entertainment and as a revealing perspective to contemporary literature. American, English, and European novels are read. The course is complete in itself and also provides a useful background to the course in the modern novel.

Pre-Shakespearean Literature

Among the works studied in this course are the following: Beowulf, the Prologue to the Canterbury Tales along with several of the Tales, selections from Morte d'Arthur, Utopia, selected passages from the Faery Queen, and representative early English dramas.

Romantic Literature

This course centers around the works of the great writers of the Romantic period: Burns, Wordsworth, Coleridge, Byron, Shelly, Keats, Scott, and Austen. Study reflects the life and thought of this important period.

Shakespeare

An appreciative knowledge of Shakespeare is developed through the intensive study of some of his greatest plays and the outside reading of others. The number of plays included is determined by the class and the time.

Short Story

This is an introduction to the French, Russian, English, and American short story, with particular emphasis on the American. Representative stories are studied in class, and others read outside. Attention is given to evaluating the merit of stories and compiling appropriate lists for teaching. Those interested in story writing are permitted to substitute an original story for part of the supplementary reading.

Teaching of English and Handwriting

Emphasis is placed on the content of courses in English as taught in the Elementary grades, on methods of teaching oral and written composition, principles of grammar, poetry, and literature. The pedagogical equipment essential to a teacher of handwriting is discussed, and reference work on the psychology of handwriting together with demonstration lessons to show its application completes the work.

The Essay

In this course the various sources of the essay are investigated and the lines of development carefully noted. Illustrative examples from the literature of the most important nations are studied. These examples include the following types of essays: personal, descriptive, character sketch, critical, editorial, and reflective. Special attention is given to the modern American essay.

Victorian Prose and Poetry

Through a somewhat intensive study of representative works of Ruskin, Carlyle, Tennyson, and Browning, this course gives the student a comprehensive knowledge of the life and various important movements of the age as these find expression in its literature.

World Literature

The material consists of selections from the literatures of Continental Europe and the Orient, chronologically presented in English translation. The purpose is to examine the author's thoughts rather than his style, and to trace consistent traditions in literature and life from ancient times to the present. Basic problems in the history of literary criticism and appreciation are also outlined.

FRENCH**Advanced Composition and Teaching of French**

A review of syntax with practice in composition; a survey of the general principles of phonetics and methods of teaching French are offered in this course.

Elementary French

The course gives a thorough review of French syntax; vocabulary building; phonetics; translation; reading for comprehension without translation.

French Drama

A study of the history of French dramatic literature; reading from Beaumarchais, Marivaux, Corneille, Racine, and Hugo are included in the course.

French Novel

This survey course traces the development of the French novel; readings from Lesage, Marivaux, Mlle. de Scudery, Rousseau, Vigny, Voltaire, Balzac, Zola, and Loti are used.

Nineteenth Century and Contemporary French Prose and Poetry

- A. French Literature of the first half of the nineteenth century; reading from Chateaubriand, Lamartine, Hugo, Musset, and Balzac.
- B. French Literature after 1850: A study of the literary movements in France after the decline of Romanticism. Selected works from outstanding dramatists and novelists are used as texts.

Outline Course in French Literature

This is a general course in French Literature from its beginning to the present time. Lectures and assigned readings are given.

Romantic and Realistic Movements in French Literature

A study of the development of Romanticism and Realism with lectures and assigned readings from leading writers is given in this course.

Seventeenth Century French Literature

A study of the drama and of various types of literature of this period is presented, readings from Corneille, Racine, Moliere, and La Fontaine are used.

LATIN**Cicero and Tacitus**

De Senectute and De Amicitia, together with selections from Agricola, are studied.

Horace

This course is designed to acquaint the student with the principles underlying Latin versification.

Livy

A study of the historical problems connected with this period of Roman History is made. Books I, XXI, and XXII are used as texts.

Plautus and Terence

The Captives by Plautus and Phormio by Terence are used as a basis for the study of Latin comedy.

Roman Civilization

The family, organization of society, marriage, dress, education, amusements, and politics of the Romans are studied.

Virgil and Ovid

This course based on readings from the Aeneid and Metamorphoses, includes a review of Latin case structure and syntax. Emphasis is placed on developing correct habits of reading and translation.

GEOGRAPHY**Climatology and Meteorology**

This course is designed to develop an appreciation of our atmospheric environment and to emphasize climatic influence on man's activities. Elements of weather and climate are observed and studied.

Commercial and Industrial Geography

This is an interpretative survey of the commerce and industry of the United States in relation to other regions of the world. Geographic conditions affecting industry, production, and commerce of the world; developments and relations of commercial areas to location and availability of resources and to markets are the chief aims of the course.

Conservation of Natural Resources

This course gives the student a broader concept of our natural resources. Major governmental projects, our minerals, water resources, plant resources, soil, and numerous other resources are studied.

Economic Geography

This is a general course dealing with the economic commodities of various countries of the world from a regional viewpoint. An analysis of the economic principles and geographic factors of our modern environment is given careful consideration.

Geography of Europe

A careful study is made of the various countries of Europe. The physical-political approach is used to understand the present economic factors which make the Europe of today.

Geography of Latin America

A regional study is made of South America, Mexico, and Caribbean Lands. Special emphasis is given to regional differences and similarities. Latin American relations with other nations, especially the United States, are stressed.

Geography of the Pacific Realm

Special emphasis is given to a description and an interpretation of the major regions of Asia, Africa, and Australia. Relationships between regions and between the Orient and the Western world areas are stressed.

Geography of the United States and Canada

This is a regional study of the two countries. Special emphasis is given to the physical and economic conditions. Current issues are discussed.

Physiography

This is a systematic study of land forms, their changes, and their influences on man. The content of this course is basic for the study of regional courses in geography.

Principles of Geography

This course is organized to give a foundation for further geographic study. The units of earth relations, weather, climate, maps, land forms, inland bodies of water, oceans, soils, and vegetation are treated as bases for interpretation of earth regions.

Trade and Transportation

This course is designed to give a better understanding of the relationships which exist between the major countries of the world relative to our trade and transportation. The course analyzes and compares chief channels of trade, factors involved and principles underlying commerce between nations, means of transportation, and commodities entering into world trade.

MUSIC

Music I

Planned to prepare the regular grade teacher to teach her own music in the first three grades under supervision. It includes the study of suitable rote songs, the acquaintance with reading material, and oral and written ear training. The best practical methods known are discussed and used in presenting the material.

Music II

A continuation of Music I, progressing into the more difficult and interesting material. A singing of two- and three-part music is one of the accomplishments of this course. It is especially designed to prepare and assist the regular grade teacher to teach her own music under supervision in grades IV, V, and VI.

Appreciation of Music

An opportunity is given to listen to the best music in its different forms. Attention is given to the development of music through the ages along with interesting information concerning the greatest composers and artists. Ways and means of developing appreciation are studied.

HEALTH AND PHYSICAL EDUCATION

Health Education I and II

This course continues throughout the Freshman year. One period per week is given to Personal Hygiene which includes health habits and development of the various systems of the body. Three periods per week are given to Physical Education in which the following activities are taught: basket ball, hockey, fencing, soccer, touch football, apparatus, folk dancing, relays, tumbling, volley ball, archery, mush ball, tennis, boxing, and wrestling.

Teaching of Health

This course is devoted to the health of the elementary school child, emphasizing his growth, development, and education in wholesome health ideals, attitudes, and habits. Methods of presenting the material given in the State Course of Study are stressed.

ART

Art I

The purpose of this course is to acquaint students with various media; and to give practice in drawing, lettering, poster making, creative designing, and the use of color.

Art II—Problems in Art Education

This course is designed to provide actual experience in the selection and development of problems suitable for elementary art education; paper and cardboard construction, modeling, and carving. Emphasis is placed upon the integration of art with other elementary school subjects.

Art Appreciation

This course aims to develop sound aesthetic judgment; appreciation of good design in clothes and in home decoration. Emphasis is placed on the elements and principles of art as an aid to the student in recognizing and enjoying works of art.

MATHEMATICS

Analytic Geometry

This course stresses the development of meaning in the point, the line, and the plane; coordination as a means of picturing a mathematical function, a visual understanding of the various conics, ability to develop the formulas that usually go with the first course of analytics and their application to the same.

Applied Mathematics

In this course, the need and place of mathematics in science and industry is stressed. This aim is accomplished by a study of the practical applications of graphical methods, trigonometry, algebra, and analytic geometry. A summarization of elementary mathematics is made and the way opened for later specialization.

Curriculum in Arithmetic

To acquaint the teacher with the history, philosophy, sociology, and psychology underlying the pedagogy of number learning is the aim of this course. Methods of teaching, number understanding, and processes are developed in harmony with the most dependable experimentation in this field. //

Calculus I and II

This course develops the idea of the social and scientific values of calculus, the idea of infinitesimal changes in time and space and their graphical representation. It also develops the necessary mathematical

skills to compute these changes. Differentiation and integration as correlative processes of the same type of thought is carried throughout. Differential equations are introduced.

College Algebra I

This course extends the skills of secondary algebra to cover the ordinary phases of college algebra. The ideas of mathematical induction, development of ability to think in terms of abstract symbols, and seeing algebra as an integrating factor in all mathematics are included.

College Algebra II

The aims of this course are the same as those of Algebra I, the difference being only a matter of extent of the skills achieved and their application to the resulting broader fields.

College Trigonometry

The stress in this course is on the application of knowledge of ratios through similarities making functions meaningful, the uses of algebra in the field of trigonometry, formula development and application, triangular solutions in all their phases, perfection of abilities in exponentials and logarithms and their application to problems.

History of Mathematics

A knowledge of the struggles through which mankind has gone in his development of mathematical thought and skills is acquired. Treatment is also given to the necessity of mathematical thought in social development, mathematics as a social science, the biographical and problematical phases of mathematical growth, appreciation of relationship of mathematics to all phases of science, industry, art, and culture.

Statistics

This course develops the ability to read with understanding tables of statistical matter, interpretation and creation of tables and graphs of statistical data, computation and interpretation of central tendencies and deviations, the application of the ordinary skills of statistics in the fields of physical and social science, psychology, and education.

Synthetic Geometry

This course coordinates and extends the skills in geometry, presents some of the world's problems in geometry, develops ability to make constructions of a higher order than that done in other fields of mathematics. The method of proof is extended to cover all those usually employed on mathematics.

Teaching of Secondary School Mathematics

This is an over-view of mathematics in the light of the needs of secondary schools, curriculum tendencies and needs, and unit construction. Coordination of mathematics, methods, mathematical experimentation, diagnosis, and remedial instructions are treated.

SCIENCE

Astronomy

Descriptive astronomy is given with the mathematical phases of the subject generally omitted. The various elements of the solar system, their physical characteristics and motions, the interesting phenomena of our galactic system, and those of extra-galactic space, together with study of constellations are the main considerations.

Bacteriology

This course presents the representative forms. The importance of bacteria in general from the standpoint of health and disease, economic processes, and importance are stressed. In the main non-pathogenic forms are used for the laboratory work.

Biological Science I and II

The fundamental principles and theories of general biology are presented in this course. It deals with the function of the cell, adjustment of the living organism to environment, the nervous system, and endocrine secretions. A seasonal survey of plant and animal life through a study of local forms is given. Heredity and evolution are included. Students specializing in biological science may substitute Botany and Zoology for these courses.

Botany I and II

A study is made of plant biology with laboratory based upon the structure and function of the plant body parts of the angiosperms, the root, stem, leaf, bud, flower, seed, together with interesting variations of these. The evolution and economic importance of these plants are considered. The thallophytes, bryophytes, pteridophytes, and gymnosperms of the spermatophytes are the sources from which the subject material is drawn. The variations in structure and physiology and their meaning together with the economic importance and evolution of these plants are stressed.

Chemistry I and II (Inorganic)

The lectures and demonstrations deal with fundamental theories and laws of chemistry. Common non-metallic elements and their compounds are included. The laboratory experiments are designed to acquaint the student with the properties of the principal elements and their compounds. It includes the study of metals and their compounds and an introduction to carbon compounds.

Qualitative Analysis

This general course in qualitative analysis deals with the systematic separation and identification of the more common metals and acids. It will include a study of the application of the theories of General Chemistry, ionization theory, mass action law, and the principles of chemical equilibrium to qualitative analysis. Prerequisite: Inorganic Chemistry.

Quantitative Analysis

This is a study of the fundamental principles of gravimetric and volumetric analysis with laboratory practice in the preparing and

standardizing of solutions, and the analysis of a variety of substances by the volumetric and gravimetric methods, including the part played by the indicators. Prerequisites: Inorganic and Qualitative Chemistry.

Comparative Anatomy

This course is based on lecture and laboratory work. The forms studied in the laboratory dissection are selected from the vertebrates; they are the amphioxus, dogfish, necturus, and mammal.

Curriculum in Elementary Science

A survey is made of the elementary science programs in representative schools of the United States. A thorough study is made of the Pennsylvania State Course of Study. The principles of selection as well as the preparation and use of demonstration materials in teaching elementary science are studied. The organization and supervision of Audubun clubs, flower clubs, and other nature clubs are presented.

Ecology

A study is made of the plant and animal associations, distribution and environmental factors, population equilibrium, habitat types, and methods of conservation.

Embryology

This course, based upon the frog, chick, and pig, demonstrates the principles of vertebrate embryology. The work includes laboratory studies of the histology of adult reproductive organs, development and maturation of sex cells, segmentation, development of the germ layers and organs, and the formation of the external form of the body.

Entomology

A general study is made of insects, including structure, physiology, economic importance, classification, and relationships. Each student is required to participate in field trips and complete a project including the collection and special report on some group of insects.

Genetics

This course is a study of the mechanism and principles governing heredity. Emphasis will be placed upon the inheritance of human mental and physical traits. No laboratory work.

Geology

The subject matter of this course with field work includes the recognition of the various land and water forms, and the elements of these; how these came to be, the forces and conditions responsible for them, their probable fates in the future, together with their effects upon the economy of the present. The historical phases of the subject are amply stressed.

Heat

This is a course that embraces the measurement of heat, expansion, heat engines, the relation of heat and work, and other related topics.

Histology

A course in which the various tissues and organs of the human body are studied from the viewpoint of their structure. Enough of function is included to give added meaning to the work. In all instances where the structure or function of the human tissue can better be understood from other animal tissues, such use is made. The technique of preparing the materials used is given special attention, the student in the main preparing his own slides. The work throughout is based on laboratory studies.

Hydrostatics

A study is made of the fundamental laws of fluids at rest, also of the machines based on these laws.

Industrial Chemistry

This course is a study of fundamental principles of chemistry as used in selected industries. The operating efficiency, chemical manufacture, equipment used, methods of attacking new problems, and organization of reports are studied. Each student will select a special problem from some one industry. Prerequisite: Physical Chemistry.

Magnetism and Electricity

A study is made of magnetism, direct and alternating current, and the elementary theory of electron tubes and their applications.

Mechanics

This is a course in general mechanics treating in more detail the subject as presented in Physics I.

Modern Physics

This is a study of the recent developments in physics with emphasis on X-rays and crystal structure, models of the atom, radioactivity, artificial transmutation, electron tubes, and the cosmic ray.

Nature Study

This course familiarizes the student with the common natural objects and phenomena by actual observations of them in their environment. Required field trips are made to many localities. Seasonal discussions of flowers, trees, birds, insects, etc., are the class subjects. The nature requirements of the Boy Scouts and Girl Scouts are studied.

Organic Chemistry

This is a general introductory course in organic chemistry including a systematic study of the more important compounds of carbon, and their occurrence, laboratory preparation, reactions, relations, and uses. Prerequisite: Inorganic Chemistry.

Physical Chemistry

The subject matter of this course includes: gases, liquids, solids, chemical equilibrium, reaction velocities, solutions, catalysts, ionization, elements of thermo-chemistry, and the application of the phase rule. Prerequisites: Chemistry 1, 2, 3; Physics 1, 2, and Math. courses including Calculus.

Physical Science I and II

This is a survey presented from the standpoint of appreciation rather than the mastery of a group of facts. The aim is to make the student aware of the natural forces through the physical interpretation of everyday phenomena; and to show how the discoveries of science have changed our ways of living and thinking. The lecture-demonstration method is used. Material is largely selected from the fields of astronomy, physics, chemistry, and earth sciences. Students specializing in Physical Science may substitute Physics and Chemistry for these courses.

Physics I

This is an introductory course in mechanics, sound, and heat. Fundamental principles and their applications are developed through lecture, demonstration, and individual laboratory work.

Physics II

A continuation of Physics I, deals with the phenomena and principles of magnetism, electricity, and light. Lectures and recitations are supplemented by individual laboratory work.

Physiological Chemistry

This course deals with the fundamental principles involved in the physiological manifestations of life. A study of physico-chemical constitutions of living matter, surface tension, diffusion, osmotic pressure, electrolysis and ionic concentration, and the significance of colloidal states is made. Prerequisites: Chemistry 1, 2, 3, Organic Chemistry, and Physics 1, 2.

Physiology

This is a course in human physiology based on laboratory work. Anatomy and histology is injected to make the work meaningful. In the course the following are stressed: studies of the supporting tissues, muscles, nervous system, the circulatory system, respiration, digestion, excretion, reproduction, and the voice.

Sound

This is a study of the nature and general phenomena of sound waves. The course includes a survey of the scientific basis of music and the operation of musical instruments.

Zoology I and II

This is a course based upon lecture and laboratory work. The forms studied are selected from the protozoans, the invertebrates and the vertebrates, the frog being the typical form selected from the latter. The study of these forms is based upon morphology, physiology, and development with the implications of variations of these. The ecology and evolution of these forms, together with their places in the economy of man are also included.

SOCIAL STUDIES

American Government

This course presents the basic principles of American government, the machinery through which it works, and some of its major problems. In the study of Federal, State, and local governments attention is given to current problems.

Civic Education

This course gives the student a program for citizenship preparation in the elementary school which includes a basic outline for character education.

Contemporary European History

This course aims to show the development and reorganization of political, social, and economic problems since the World War. It emphasizes the international aspects of vital questions.

Economics

The fundamental principles of economics including production, distribution, consumption, and exchange are studied. Present day problems of public finance, business organization, monetary situations, insurance, banking, and labor difficulties are considered.

Early European History

This course deals with the political, social, and economic development of Europe from 1815. An attempt is made to emphasize those features which have a definite bearing on world affairs of today.

Modern European History

This course deals with the political, social, and economic development of Europe from 1815 with emphasis on the features which have a definite bearing on world affairs today. It coordinates American and European developments.

History of Civilization

This course stresses the development of institutions liberalizing in character and valuable in present civilization. The political, economic, ethical, domestic, and religious types of culture are evaluated through an historical treatment. This course emphasizes large sweeping movements rather than individuals, nations, or dates.

History of England

This course gives a survey of England's development with especial reference to its contribution to American background and growth. The governmental, social, and cultural contributions are stressed.

History of Ethics

This course attempts to find and understand the basis for ethical standards. It traces their development and seeks to find historic proofs. It helps to form a sound philosophy of life with a firm historical background.

History of the Far East

This course is a survey of the movements of the Far East as they contribute to the history of the world. Attention is given to such movements as imperialism, open door, and cultural interchange. Causes for our misunderstanding of the Orient and their misunderstanding of the Occident is shown.

History of Latin America

A survey is made of Latin American history stressing the relationships with the United States and Europe. Their political, economic, and social problems of the past several centuries are studied.

History of Pennsylvania

This course traces the growth of the Commonwealth showing the racial traits and characteristics. The transportation, industrial, social, and cultural contribution to the nation is emphasized. Pennsylvania's part in national movements is stressed. An opportunity to study local history is given.

Comparative Government

This course stresses the principles and practical problems of government: studies the origin, development, form, and function of the State.

Origin of Social Institutions

The sociological background in the origin and development of social institutions such as the family and church is studied. A large portion of the course is devoted to problems of the family.

Renaissance and Reformation

This course studies the transition from the Mediaeval to the Modern periods. The intellectual awakening as it appears in the different countries of Europe affecting all lines of interest forms the basis of consideration. An analysis of the religious organization and thought as it forms a background for our present-day thought is a major aim.

Principles of Sociology

This is a study of the various fundamental concepts: the origin, development, form, and function of human relationships.

Social and Industrial United States History

A study is made of the numerous social and economic forces which have been influential in developing American institutions. This background develops the ability of students to evaluate present-day problems. Consideration is given to some of the more recent agencies set up to solve our social and economic difficulties.

U. S. History I

This course shows the development of American life to the close of the Civil War. An evaluation of our American ideals and the growth of our particular type of organization in government is stressed. The broadening of American interests as they lead to world activities and relationships to present-day problems are included.

U. S. History II

A survey is given of the political history of the United States from 1865 to the present day. Special emphasis is placed upon present-day relationships and underlying principles.

SPEECH**Argumentation and Debate**

This is designed for a prospective debate coach, considering the selection of teams, gathering of material, types of arguments, evidence and refutation, audience analysis, technique of judging, and general platform problems.

Community Dramatics and Pageantry

Methods and procedures in planning projects for community use are considered in line with the philosophy and principles of the Adult Education program. This aids the teacher who is expected to participate in community programs as well as those conducted in the schools.

Costuming and Make-Up

The history of costume is traced from ancient to modern times—costume design, fabrics, effect of lights on color and material in costumes, and costume plates. Actual practice in make-up of straight and character types is properly supervised.

Creative Dramatics

A program of creative dramatics is traced from the kindergarten through the junior high school. The translation of subject matter into dramatic materials and the stimulation of creative handwork through making simple settings and costumes makes this a valuable course for elementary teachers.

Fundamentals of Speech

Elementary speech education applicable to the individual needs is given. The work stresses voice improvement, clearness in articulation, and acceptable speech for classroom teaching.

Interpretive Reading

This course is organized for those who plan to teach oral reading, literature, or to assist with declamation and forensic work.

Phonetics

Phonetics is a sound by sound analysis of speech in order that the student may accurately hear the sounds, thus being able to improve his own speech habits and equip him for later courses in Speech Correction and Dramatics.

Play Production

This is a survey of recognized principles of play production, including the elements of make-up, lighting, scenery, direction of plays. When possible, the student is asked to direct a one-act play for practical demonstration. Casting, the try-out, the choice of plays suitable for school and community use are discussed.

Psychology of Speech

Every case demands a different psychological approach in diagnosis and remedial treatment, with emphasis on the treatment of stammering. The course begins with the development of language in the child.

Speech Clinic

The student has an opportunity to diagnose, study, and follow through a procedure of correction with different types of speech disorders, all under the close supervision of the clinician. Additional time is given to observational work as conducted by the clinician.

Speech Pathology

This course acquaints the student with the anatomy and physiology of the speech mechanism, particular emphasis being placed on the respiratory organs, larynx, resonators, and articulators. It further acquaints the student with causes, symptoms, nature, and management of all types of speech disorders, exercises and procedure to follow.

Speech Problems

This is a survey of the field of Speech Correction, acquainting the student with literature on the subject and particularly stressing the matter of treatment of minor speech disorders.

Stagecraft and Scenic Design

This course naturally follows the play production survey and includes the theory and practices of designing sets, modeling to scale, construction and painting scenery, making of properties, and lighting effects.

Voice and Diction

This course considers advanced ear training, breathing, phrasing, inflections, pitch, quality, tempo, rhythm, force, resonance, and range.

DEPARTMENT OF BUSINESS EDUCATION

PURPOSE

The State Department of Public Instruction has designated the State Teachers College, Bloomsburg, Pennsylvania, as one of the institutions in which the high school commercial teachers of the Commonwealth may be educated. The Bachelor of Science in Education degree is conferred on the completion of the Business Education Curriculum authorized by the State Council of Education.

Graduates of this curriculum are fully certified to supervise or teach commercial subjects in any junior or senior high school of Pennsylvania. This curriculum is so broad that it not only educates students to teach but also gives them the choice of several business vocations. The training provides adequate preparation in business knowledge and skills as well as teaching theory and practice.

ENTRANCE REQUIREMENTS

This curriculum has proved so popular since it was organized in 1930, that only 120 carefully selected students are admitted. All persons who expect to enroll as Freshmen should make their reservations early in the year. Only the better high school students are accepted. This does not mean that new students must have had commercial work in high school or business college. Many students who have not had previous commercial training complete the Business Education Curriculum successfully.

Prospective students are urged to come to the College and meet the members of our faculty.

As this curriculum is of collegiate grade, advanced standing is not granted for work completed in secondary schools, business colleges or unaccredited business schools.

ADVANCED STANDING

Entrants who have earned previous College credits should submit a transcript of such work before they enroll. If advanced standing for work completed in other institutions is expected, credit transcripts should accompany the application for enrollment. Advanced standing will be granted for work completed in other institutions of college grade, when, in the judgment of the Dean of Instruction, such courses seem to be equivalent to subjects contained in the Business Education Curriculum.

If a tentative evaluation of completed college work is desired, a transcript showing the name of the course, the grade, and the credit hours should be forwarded to the Director of the Department of Business Education. This evaluation may precede the enrollment of the student.

CERTIFICATION OF BUSINESS EDUCATION TEACHERS

REGULATIONS GOVERNING THE ISSUE OF NEW CERTIFICATES

A. Provisional College Certificate—issued to graduates of approved four year teacher education curriculums in business education in accredited colleges and universities.

1. Business subjects are written on a certificate on the satisfactory completion of the minimum number of semester hours in several subjects, as indicated below:

Bookkeeping	12 semester hours
Commercial or Economic Geography..	6 semester hours
Commercial Law	6 semester hours
Commercial Arithmetic	3 semester hours
Office Practice	3 semester hours
Salesmanship	3 semester hours
Shorthand	9 semester hours
Typewriting	6 semester hours
Junior Business Training.....	3 semester hours
Economics	6 semester hours
Retail Selling	12 semester hours
Business English	2 semester hours
plus twelve (12) semester hours in English	

2. Certificates are valid for teaching only those business subjects which are written on the certificate.

B. Permanent College Certificate—the provisional college certificate will be made permanent on evidence of three years of teaching on the provisional college certificate in the public schools of Pennsylvania, with a rating of “middle” or better; and the satisfactory completion of six semester hours of additional education of collegiate grade, one-half of which must be professional.

EXTENSION OF COLLEGE CERTIFICATES TO INCLUDE THE BUSINESS SUBJECTS

A college certificate may be extended to include business subjects on the satisfactory completion of courses selected from an approved teacher education curriculum in business education (action of State Council of Education, December 2, 1938). These courses are based on a good background in the social sciences.

Until September 1, 1939	13 semester hours
After September 1, 1939	24 semester hours
After September 1, 1940	30 semester hours

VALIDITY OF CERTIFICATES

A certificate to teach business education is valid for teaching those subjects written on the face of it in all grades above the sixth.

NOTE: Provisional college certificates issued after August 31, 1935, require a course in visual aids and sensory techniques to be made permanent, completed either before or after the issue of the provisional college certificate.

EQUIPMENT

Business skills and practice cannot be learned wholly from books. The Department of Business Education is well equipped with the most modern office machines and devices. All desks, tables, chairs, files, and other business equipment are new. Students learn to operate standard and noiseless typewriters, addressographs, adding machines, posting and bookkeeping machines, calculation and ditto machines, mimeoscopes, multigraphs, mimeographs, and dictaphones. By operating these machines, students acquire a well-rounded knowledge of the mechanics of business which is invaluable in teaching.

OFFICE PRACTICE AND BUSINESS EXPERIENCE

A student completing this curriculum has had an opportunity to spend one and one-half years in office practice courses. In these three courses in office practice, a student acts as an actual business worker in four different offices where he is held responsible for the same vocational efficiency as the regularly employed office workers. This actual experience is supplemented by class instruction covering the following: office skill and phases of business knowledge; alphabetic, geographic, and numeric filing with actual practice; dictation and transcription at high rates of speed; the cutting of stencils, and the operation of the mimeograph machine; the making of stencils with the mimeoscope; the preparation of copy and duplication on the ditto and multigraph machines; the complete operation of the dictaphone; advanced work in business papers; the operation of the Burroughs posting machine and the Underwood bookkeeping machine; and the operation of adding machines and calculators.

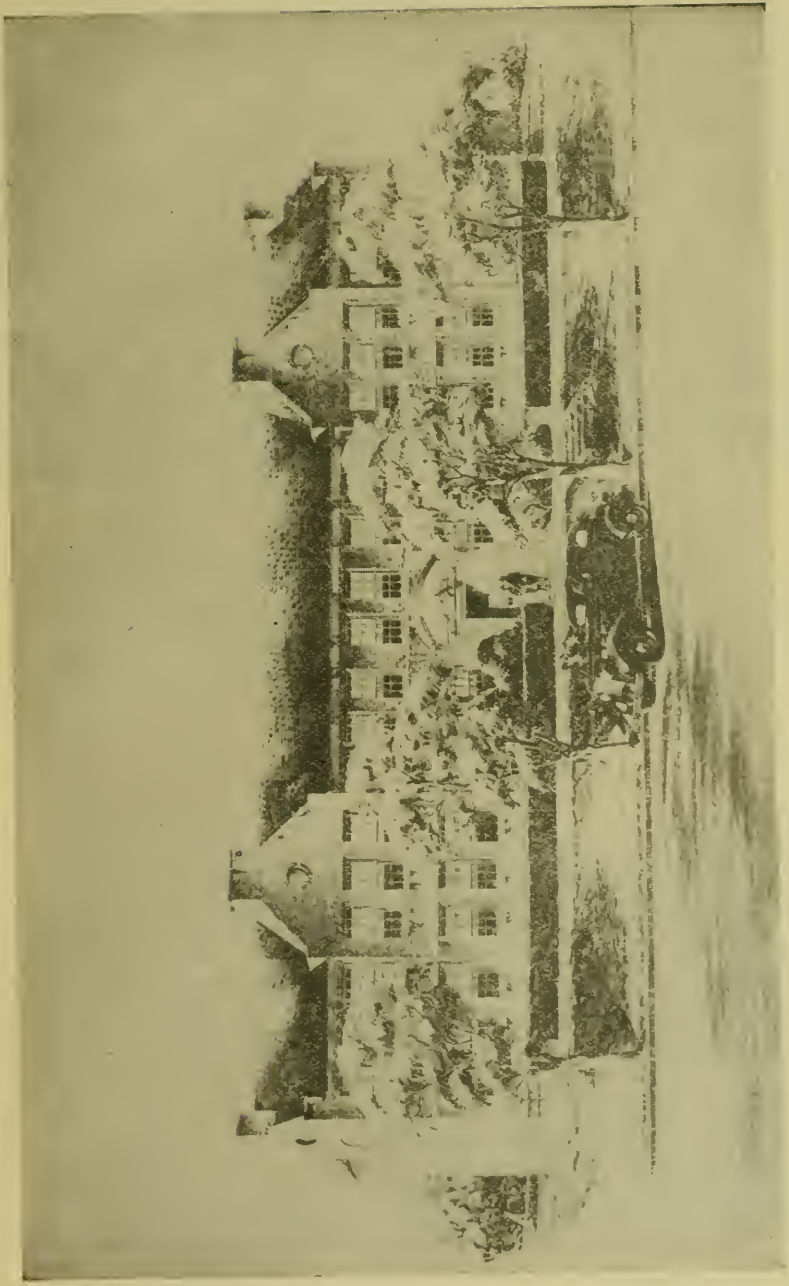
The courses in office practice are not textbook courses but represent the actual carrying out of business transactions. While there is no substitute for business experience, we feel that such actual experience as provided in connection with the above outlined work in office practice materially aids the teacher of commercial subjects when he attacks classroom problems.

PRACTICE TEACHING

In order that Senior students may have an opportunity to observe and teach in actual class rooms, the Commercial Departments of six high schools are used. In addition to the Commercial Department of the Bloomsburg High School, the Berwick High School, and Danville High School, three high schools, located in Williamsport, Pennsylvania, now serve as student teaching centers for Commercial students. Of these three high schools, two of them are junior high schools, and the third a senior high school. The three high schools used in Williamsport, Pennsylvania, are: The Senior High School, Andrew Curtin Junior High School, and Theodore Roosevelt Junior High School. In the six high schools, cooperating with the College for student teaching purposes, there are sixteen regular teachers whose purpose it is to help the training of students.

In addition to the sixteen cooperating teachers, a supervisor, the Director of the College Department of Business Education, visits these schools weekly for the purpose of supervision and conferences with student teachers.

Apprenticeship teaching means observation of regularly employed teachers, planning the course, units of work, and lessons, and finally the actual participation of the student as a teacher who is in charge of



THE NEW JUNIOR HIGH SCHOOL — A GENERAL STATE AUTHORITY PROJECT



TYPEWRITING CLASS



BOOKKEEPING AND OFFICE PRACTICE CLASS

a classroom. Since the amount of student teaching is more than twice that required by the State for certification, we feel that his apprenticeship period under the conditions which we have set up goes a long way toward giving our graduates experience in actual school situations before they are ready to become regular teachers in the public school system of the State of Pennsylvania.

OPPORTUNITIES FOR GRADUATES

There is a great demand in Pennsylvania at the present time for properly trained, degree-holding commercial teachers. With the changing certification requirements, properly trained commercial teachers will find their way into positions as supervisors and heads of commercial departments in the various secondary schools.

Until recent years, little commercial work was offered in the junior high schools. In connection with the exploratory and vocational guidance work carried on in the junior high schools, courses in Junior Business Training and other similar courses have been rapidly growing in favor. As a result, properly trained teachers are in demand.

The demand for commercial teachers may easily be accounted for by figures from public and private sources which show that one-third of the high school students are pursuing commercial courses. Judging from the steady growth of the last five years, it would seem that the demand for degree-trained teachers in the commercial field will continue. Undoubtedly there will be a steady change in methods, skills, and techniques used in teaching. The State Teachers Colleges may well be expected to do pioneer work in progressive commercial education.

TEACHER PLACEMENT

The Department of Business Education acts as a clearing house for employment purposes. Our graduates are placed without charge through the cooperation of the Placement Service of the Department of Public Instruction and the Placement Service of our own College. The Department of Business Education likewise takes a special interest in securing positions for its graduates. Teachers-in-service are enabled in many instances to secure better positions with the help of these various agencies for placement.

PLACEMENT RECORD

The type of business education provided at Bloomsburg can be measured in no better way than by the fact that 94% of the graduates of the Department of Business Education have found employment in either teaching or business and 80% of this group are now teaching in over 125 towns and cities throughout Pennsylvania and surrounding states. High Schools and Colleges located in the States of Pennsylvania, Connecticut, Maryland, New Hampshire, New Jersey, New York, North Carolina, Florida, and Virginia have sought the services of teachers graduated from Bloomsburg.

The following table shows the total number of Business Education graduates—the nature, number, and percent of the placements for the years indicated:

YEAR	NUMBER OF GRADUATES	PLACEMENTS			%
		Business	Teaching	Total	
1933	6	1	5	6	100
1934	31	3	28	31	100
1935	34	1	33	34	100
1936	16	2	14	16	100
1937	31	4	26	30	97
1938	49	8	40	48	98
1939	55	11	33	44	80
	<hr/>	<hr/>	<hr/>	<hr/>	
	Total 222	30	179	209	94

SUMMER SESSION

A Summer Session of six weeks and a three-week post session are conducted to meet the needs of the following groups of Commercial students:

1. Fully certified experienced teachers who desire to become better teachers through a study of the most recent methods and subject matter of commercial education.

2. Commercial teachers who wish to secure higher certification.

3. Teachers who wish to continue their training for the degree of B. S. in Education.

4. Those teachers in training who wish to shorten the time necessary to complete the four-year course.

During the Summer Session, courses are offered in the most modern commercial teaching theory, methods, and subject matter. Those interested in the Summer Session should write for a descriptive bulletin.

APPLICATION FOR ENROLLMENT

High school students interested in commercial teacher training should fill out and mail the Preliminary Enrollment Blank, which will be found in the back of the catalogue. Upon the receipt of this blank, a copy of the official Admission Application Blank will be forwarded to the student. To complete the enrollment the student must fill out the blank and file it with the Dean of Instruction.

If the applicant wishes a room reserved, he must pay a registration deposit of \$10.00. Checks and Post Office Orders should be drawn to the order of the Commonwealth of Pennsylvania. Post Office Orders must be drawn on the Post Office at Harrisburg, Pa.

For more specific information concerning business teacher education, write William C. Forney, Director, Department of Business Education, State Teachers College, Bloomsburg, Pennsylvania.

BASIC FIRST YEAR OF BUSINESS EDUCATION CURRICULUM

First Semester	Hours	Clock Sem.	Second Semester	Hours	Clock Sem.
Place and Purpose of Business Education in the Social Order 3	2	1	English II 3	3	2
(inc. school visitation)			Health Education II 4	4	2
Health Education 4	2	1	(inc. Physical Education and Personal Hygiene)		
(inc. Physical Education and Personal Hygiene)			Economic Geography I 3	3	3
Speech 3	3	1	Business Mathematics II 3	3	3
English I 4	3	1	Bookkeeping & Accounting I 5	5	3
(inc. Library Science)			Typewriting II 3	3	1
Business Mathematics I 3	3	1	Shorthand I 5	5	3
Business Writing 3	1	1	26	18	
Typewriting I 3	1	1			
23	15				

Third Semester

Commercial Sequence	Hours	Clock Sem.	Accounting Sequence	Hours	Clock Sem.
Literature I (English) 3	3	3	Literature I (English) 3	3	3
Economic Geography II 3	3	3	Economic Geography II 3	3	3
Business Organization and Finance 3	3	3	Business Organization and Finance 3	3	3
Bookkeeping and Accounting II 5	3	2	Bookkeeping and Accounting II 5	5	2
Shorthand II 5	3	2	Electives in English or Social Studies 6	6	3
Typewriting III 5	2	2	20	18	
24	17				

Fourth Semester

Biological Science 4	3	3	Biological Science 4	3	3
Business Correspondence ... 3	3	3	Business Correspondence ... 3	3	3
Business Law I 3	3	3	Business Law I 3	3	3
Bookkeeping and Accounting III 3	3	3	Bookkeeping and Accounting III 3	3	3
Shorthand Applications 5	3	2	Electives in English or Social Studies 3	3	2
Typewriting Applications ... 5	2	2	16	15	
23	17				

Fifth Semester

General Psychology 3	3	3	General Psychology 3	3	3
School Law and Administration 2	2	2	School Law and Administration 2	2	2
Business Law II 3	3	3	Business Law II 3	3	3
Sales and Retail Selling I ... 3	3	3	Sales and Retail Selling I ... 3	3	3
Bookkeeping and Accounting IV 3	3	3	Bookkeeping and Accounting IV 3	3	3
Stenographic Office Practice. 5	3	2	Electives in English or Social Studies 3	3	2
19	17		17	17	

Sixth Semester

Methods—Shorthand 1	1	1	Methods—Junior Business .. 1	1	1
Typewriting 1	1	1	Social Business .. 1	1	1
Bookkeeping 1	1	1	Bookkeeping 1	1	1
Tests and Measurements 3	3	3	Tests and Measurements 3	3	3
Secondary School Business Education 2	2	2	Secondary School Business Education 2	2	2
Economics I 3	3	3	Economics I 3	3	3
Visual Education 2	1	1	Visual Education 2	1	1
Clerical Practice 5	3	2	Clerical Practice 5	3	2
18	15		18	15	

Made complete copy of English 2 to 5
 Summary of English 2 to 5
 2 11 15 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Seventh Semester

Hours		Hours	
Clock	Sem.	Clock	Sem.
Philosophy of Education	2 2	Philosophy of Education	2 2
American Government	3 3	American Government	3 3
Economics II	3 3	Economics II	3 3
History of Civilization	4 4	History of Civilization	4 4
*Business Mathematics III	3 3	Business Mathematics III	3 3
or	3 3	Auditing	3 3
*Auditing or	3 3		
*Secretarial Practice	5 5		
	23 15		18 18

Eighth Semester

Student Teaching, Observation and Conferences	15	12
Curriculum Materials	4	3
	19	15

Third Semester

Secretarial Sequence

Hours	
Clock	Sem.
Literature I (English)	3 3
Economic Geography II	3 3
Business Organization and Finance	3 3
Shorthand II	5 3
Typewriting III	5 2
Electives in English or Social Studies	3 3
	22 17

Retail Selling Sequence

Hours	
Clock	Sem.
Literature I (English)	3 3
Economic Geography II	3 3
Business Organization and Finance	3 3
Bookkeeping and Accounting II	5 3
Electives in English or Social Studies	3 3
	17 15

Fourth Semester

Biological Science	4 3
Business Correspondence	3 3
Business Law I	3 3
Shorthand Applications	5 3
Typewriting Applications	5 2
Electives in English or Social Studies	3 3
	23 17

Biological Science	4 3
Business Correspondence	3 3
Business Law I	3 3
Electives in English or Social Studies	6 6
	16 15

Fifth Semester

General Psychology	3 3
School Law and Administration	2 2
Business Law II	3 3
Sales and Retail Selling I	3 3
Stenographic Office Practice	5 3
Electives in English or Social Studies	3 3
	19 17

General Psychology	3 3
School Law and Administration	2 2
Business Law II	3 3
Sales and Retail Selling I	3 3
Electives in English or Social Studies	6 6
	17 17

Sixth Semester

Methods—Shorthand	1 1
Typewriting	1 1
Social Business	1 1
Tests and Measurements	3 3
Secondary School Business Education	2 2
Economics I	3 3
Visual Education	2 1
Clerical Practice	5 3
	18 15

Methods—Junior Business	1 1
Social Business	1 1
Retail Selling	1 1
Tests and Measurements	3 3
Secondary School Business Education	2 2
Economics I	3 3
Visual Education	2 1
Clerical Practice	5 3
Retail Selling II (Advertising)	3 3
	19 18

*Elect one of these

Seventh Semester

Philosophy of Education ...	2	2	Philosophy of Education ...	2	2
American Government	3	3	American Government	3	3
Economics II	3	3	Economics II	3	3
History of Civilization	4	4	History of Civilization	4	4
Secretarial Practice	5	3	Retail Selling III	12	6
Electives in English or Social Studies	3	3	(including Store Practice)		
	<u>20</u>	<u>18</u>		<u>24</u>	<u>18</u>

Eighth Semester

Student Teaching, Observation and Conferences	15	12
Curriculum Materials	4	3
	<u>19</u>	<u>15</u>

COURSES OF INSTRUCTION IN BUSINESS EDUCATION CURRICULUM

Bookkeeping and Accounting I

The purpose of this course is to introduce the student to bookkeeping and accounting by means of financial records for personal, family and extra-curricular uses leading into the modern technical phases of accounting. Later trends in teaching beginning bookkeeping in high school are presented.

Bookkeeping and Accounting II

Double entry bookkeeping through statements, ledger accounts, original entry books including special columns, posting, checking, adjusting, closing, working sheet, controlling accounts, interest and discount, valuation accounts, accruals and deferred items and current routine.

Bookkeeping and Accounting III

Principles of corporate organization and accounting with attention to problems of combining capital and liquidation of capital accounts; accounting for corporations and problems in consolidation and supplementary statements.

Bookkeeping and Accounting IV

Principles of accounting for manufacturing concerns and departmental accounting. Latest methods in standard cost and efficiency through the use of office machines are included.

Accounting V and Auditing

Analytic and synthetic accounting procedures; accounting for non-profit organizations and professional associations; accounting for government organizations.

Business Mathematics I

Review and development of arithmetical skills and business applications with special emphasis on speed and accuracy in handling the common fundamental operations.

Business Mathematics II

Continued development of business mathematics skills. Its purpose is to train students to solve advanced problems encountered in carrying on the modern functions of business: production, marketing, personnel, finance and management.

Business Mathematics III

Mathematics of accounting with business statistics. Aims to develop ability to interpret simple statistical measurements.

Business Writing

Practice at the desk and blackboard with methods of instruction for penmanship in the business education of secondary schools.

Business Correspondence

Study and practice in the special application of writing in business correspondence situations, including review of essentials in grammar, spelling, and vocabulary study. Much practice in all kinds of business letters.

Business Organization and Finance

Fundamental information and study of the organization and management of typical business. Finance, salesmanship and marketing, office organization, credit, personnel are discussed.

Business Law I

Introduction to the study of fundamental business law. The course deals with court procedure, contracts, agency and negotiable instruments.

Business Law II

Advanced specialized study of business law. The course considers the law of business organizations, personal property, security relations and real property.

Clerical Practice and Machines

A course designed to acquaint the student with modern office equipment, filing systems, office procedure, and business papers.

Economics I

Deals with the principles underlying production, distribution, exchange, and consumption. The theories of values and distribution are here examined.

Economics II

An advanced course dealing with wages, rent, profits, interest, and present day economic problems arising out of the different forms of economic returns.

Economic Geography

The objective of the study of economic geography is an understanding of production and exchange of commodities. The study deals with "the manner in which business is related to the earth on which it is transacted." Two sequential courses are required.

Economic Geography I deals with the basic facts of the natural environment and man's agricultural responses to those facts.

Economic Geography II is a study of man's responses to the natural environment with reference to economic pursuits other than agriculture.

Psychology of Methods in Business Education

This course makes definite application of psychological principles to the teaching and learning of skill in the various subjects of the business education curriculum.

Retail Selling I

Introduction and general study of the principles of salesmanship with consideration to the problems of distribution and merchandising.

Retail Selling II

Special application of salesmanship principles in advertising and retail selling.

Retail Selling III

A practical course in actual store practice in retail selling situations.

Shorthand I

Initial learning of Gregg Shorthand with introduction of dictation. Emphasis is given to reading, writing, and mastery of the fundamental forms. Transcribing of the student's notes on the typewriter is a part of the activity throughout the course.

Shorthand II

Specialized practice of shorthand skill with transcription of notes in the form of paragraphs and short letters receive increasing attention.

Shorthand Applications

This is a course designed to give advanced practice of shorthand skill with drills for speed in taking dictation, and speed and accuracy in reading from dictated notes. This course is closely correlated with Typewriting Applications.

Secretarial Office Practice

Practice of stenographic skills including stencil cutting and proper operations of the mimeograph and mimeoscope is the aim of this course.

Secretarial Practice

This course stresses transcribing from dictating machine recordings and practical secretarial skills in actual office situations. It is elective in the Commercial Sequence.

Secondary School Business Education Organization and Content

This course includes an analysis of the business education situation in various types of high schools, and programs of business education suited to the needs of various communities. Stress is placed on the organization and content of the various courses.

Stenographic Office Practice

This is an advanced stenographic course including theory and practice in the activities common to stenographic and secretarial positions.

Tests and Measurements in Business Education

This course involves a study of the tests and methods of measurement in Business Education instruction. It gives a complete program in planning, testing, evaluating, remedial teaching and retesting.

Typewriting I

This beginning course emphasizes a mastery of the keyboard and the ordinary operation parts of the typewriter. Diagnostic and correction work receives attention and speed and accuracy are stressed.

Typewriting II

Here efficiency and quickness in handling the typewriter are emphasized. Included in the course are letter writing, straight copy work, multicopy work and tabulating.

Typewriting III

This course deals with letter writing, special business and legal forms, copying from longhand and corrected copy. Problems of English are stressed.

Typewriting Application

This is an advanced application of typewriting skills including an abundance of practical business typewriting.

DEPARTMENT OF MUSIC

The Department of Music affords for those who have studied music in various phases the opportunity of continuing their study under efficient instructors. The teaching is not formal and standardized, but attempts to bring out the individuality of the student.

Superior advantages are offered to those seeking a general education in music.

Music today is such an important factor in the development of the child that all teachers should at least understand the fundamentals of the art.

A course has been organized to teach with the least detail the rudiments of rhythm, note-reading, and performance.

The usual courses in Applied Music and Theory in its various branches are offered.

All students are offered the advantages of Ensemble Playing.

EXPENSE FOR MUSIC STUDENTS

Individual instruction in Piano, Organ, Violin, or Voice, \$18.00 per semester for one half-hour lesson per week; \$36.00 for two half-hour lessons per week.

Individual instruction in Theory, \$18.00 per semester for one half-hour lesson per week; \$36.00 for two half-hour lessons per week.

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

Use of organ for practice (one period daily), \$6.00 per semester.

All payments must be made by the half-semester in advance.

Students taking less than the work of a semester will be charged at the lesson rate of \$1.50.

No rebate will be made on account of lessons missed by students.

List of Students

First Semester, 1940-41

FOUR-YEAR COURSE LEADING TO B. S. IN EDUCATION

- Alastick, Agnes A. *B4* Shenandoah
 Albertson, E. Dorothy *B4* Espy
 Alden, Betsy J. *B1* Coatesville
 Algatt, Raymond O. *S2* Berwick
 Althoff, Eleanor M. *E2* Mt. Carmel
 Apolonio, John M. *S2* Keiser
 Aponick, Joseph R. *S4* W. Nanticoke
 Arcus, Max *B4* Bloomsburg
 Atkinson, John L. *S1* Hatboro
 Austin, Dorothy A. *E2* Danville
 Auten, Evelyn Jean *E1* Danville
 Baer, Lillian I. *B1* Fleetwood
 Bailey, Sara M. *B1* Danville
 Baird, Ruth I. *B3* Mill City
 Baker, Paul N. *B3* Espy
 Baker, Sidnea *B1* Espy
 Barchock, Joseph J. *B3* Wilkes-Barre
 Barlow, Marguerite V. *B2* Berwick
 Barr, Helen Jean *B1* Summit Hill
 Barrouk, Albert P. *S3* Wilkes-Barre
 Bartha, Edith E. *B3* Yeagertown
 Bartha, Elizabeth J. *E2* Yeagertown
 Barton, William H. *B1* Bloomsburg
 Baumunk, Avonell A. *B4* Muncy
 Beaver, Elwood *B3* Catawissa
 Beckley, Eleanor *E4* Bloomsburg
 Beers, Shirley R. *B1* Benton
 Behler, Helen E. *B1* Kingston
 Beilhartz, Eda Bessie *E4* Muncy
 Benninger, Edith R. *E4* St. Johns
 Berfuss, Helen W. *S3* Nanticoke
 Berninger, Carl S. *S2* Catawissa
 Betz, John W. *S3* Danville
 Bierman, Elizabeth M. *S2* Wyoming
 Bitting, Geraldine E. *B3* Ringtown
 Blizzard, Marie M. *E4* Danville
 Bomboy, Charles H. *S1* Bloomsburg
 Bonham, Daniel H. *B4* Forty Fort
 Booth, William E. *B3* Shamokin
 Bowers, Leonard M. *B4* Mt. Carmel
 Bower, Mary Alice *E1* Berwick
 Bramble, June H. *B1* Bloomsburg
 Brandon Ruth L. *S4* Berwick
 Brennan, Daniel E. *B1* Shenandoah
 Breslin Sally A. *E4* Lattimer
 Bretz, Mary L. *B4* New Bloomfield
 Brittingham, C. Grant *S4* Wilkes-Barre
 Brochys, Howard W. *B4* Bloomsburg
 Brodbeck, Ruth E. *B4* Douglassville
 Brown, Paul L. *B1* Hunlock Creek
 Brunstetter, Mary M. *S4* Catawissa
 Buchanan, Valaire K. *B4* West Lawn
 Buckalew, Carl H. *E1* Benton
 Buckingham, Boyd F. *S2* York
 Buckingham, Reed *S1* York
 Butler, George A. *B3* Cressona
 Cabelly, Morris M. *B2* Berwick
 Calvello, Meda I. *E1* Weston
 Cameron, Harrison Jr. *B4* Berwick
 Campbell, Kathryn M. *E2* Bloomsburg
 Cannard, Thomas H. *S2* Danville
 Carlin, John F. *S3* Summit Hill
 Carr, Edward B. *B3* Luzerne
 Carroll, Helen A. *B3* Mt. Carmel
 Carter, Leo S. *B1* Throop
 Casula, Frank P. *B1* Shenandoah
 Chandler, H. Raymond *B3* Bloomsburg
 Chappell, Hazel V. *B2* Danville
 Chesney, Joseph J. *B1* Mt. Carmel
 Chleek, Stella C. *B3* Avoca
 Cleveland, Ruth L. *B1* Lanesboro
 Coblentz, Raymond M. *B1* Berwick
 Cohen, Samuel *S2* Bloomsburg
 Cohoon, Margaret M. *E2* Natalie
 Cole, Carolyn C. *E3* Benton
 Coll, Elizabeth T. *B1* Hazleton
 Colley, Harold W. *B2* Benton
 Collins, Loren L. *S2* Nanticoke
 Conner, D. Eleanor *B2* Orangeville
 Conner, Guild P. *S1* Benton
 Conner, Martha J. *S1* Orangeville
 Conrad, Wilfred *S3* Benton
 Conte, Mario *B1* Sayre
 Coombs, Marjorie R. *S2* Wapwallopen
 Crocarno, Ralph C. *B4* Hazleton
 Cromis, Helen M. *B1* Bloomsburg
 Crosby, Mary F. *S4* Mahanoy Plane
 Curl, Doris M. *B4* Wilkes-Barre
 Curran, M. Eleanore *B2* Renovo
 Czajkowski, Theodore P. *E3* Wilkes-Barre
 Davenport, Mary A. *E3* Berwick
 Davies, James W. *E2* W. Pittston
 Davis, John S. *B2* Kingston
 Dean, Virginia M. *B4* Shenandoah
 Deaner, Wayne E. *B2* Harrisburg
 Deily, James H. *B4* Bloomsburg
 Deily, Nellie U. *B1* Danville
 Deiterick, Kathryn M. *B1* Bloomsburg
 Deitrich, Merrill A. *B3* Bloomsburg
 Deleski, Edwin J. *B3* Wilkes-Barre
 Dent, Ruth E. *B3* Bloomsburg
 Dent, Frederick G. *S1* Bloomsburg
 Derolf, Chester L. *E2* Wilkes-Barre
 DeRose, Peter *B3* Peckville
 DeWald, Mary F. *E1* Turbotville
 Diehl, Irene J. *B4* Bethlehem
 Dietrich, Candace L. *B3* Kutztown
 Dietz, Edward K. *B2* Danville
 Diltz, Carl C. *B1* Benton
 Disbrow, Viola W. *S3* Forty Fort
 Dixon, Helen Kent *E4* Benton
 Dobb, Edward V. *S4* Wilkes-Barre
 Dockey, Sara Marie *B1* Berwick
 Donachy, George D. *E2* Northumberland
 Donn, Leo A. J. *S3* Kingston
 Dormer, James J. *B2* Hatboro
 Dorsey, James D. *S3* Bloomsburg
 Doster, Lawrence H. *S2* Forty Fort
 Downing, Florence E. *B1* Benton
 Driscoll, Mary L. *B4* Plymouth
 Duy, William E. *S1* Bloomsburg
 Dyke, Jane *S4* Mt. Carmel

Italicized Letters indicate Curriculum: B for Business, E for Elementary, S for Secondary.

Italicized Numbers indicate Class: 1—Freshman, 2—Sophomore, 3—Junior, 4—Senior.

- Eastman, Sara Jean *S2* Bloomsburg
 Eaton, June L. *B4* Galeton
 Eaton, Mildred R. *B3* Lehighton
 Ebright, Ruth A. *B2* Mifflintown
 Edmunds, William R. *B3* Nanticoke
 Edwards, C. Stuart *S4* Edwardsville
 Edwards, Victoria H. *B4* Bloomsburg
 Egroff, Ronald L. *B1* Forty Fort
 Eroh, Margaret M. *E3* Nescopeck
 Eunson, Agnes J. *E1* Bloomsburg
 Evans, Mary Jane *E3* Taylor
 Faust, Florence E. *B1* Ambler
 Fawcett, Robert E. *S1* Berwick
 Feingold, Sylvia B. *B3* Souderton
 Fellman, Burnis *B3* Allentown
 Fice, Joanna J. *B2* Athens
 Fisher, Reber R. *B4* Catawissa
 Flagg, Evelyn M. *B2* Bristol
 Folk, Drue W. *B4* Berwick
 Foote, Richard H. *S4* Bloomsburg
 Foster, Alexander *S2* Danville
 Foust, Mary Vera *E4* Danville
 Frey, Marjorie L. *B1* Bloomsburg
 Fritz, Gerald D. *S4* Berwick
 Frosini, Enso R. *B1* W. Wyoming
 Fuller, Bette S. *E1* Beach Haven
 Fullmer, Lois E. *B4* Allentown
 Gatski, Henry J. *E1* W. Hazleton
 Gaugler, Elbert G. *E1* Port Trevorton
 Gearhart, Charlotte E. *B4* Montgomery
 Gemberling, Helen M. *S1* Danville
 Geriak, Tessie R. *E3* Dupont
 Gillespie, Joseph *B1* Bloomsburg
 Gillette, Barbara E. *B4* Wilkes-Barre
 Gillung, George H. *B2* Brockway
 Gillung, Jack A. *B1* Brockway
 Girton, Rowena F. *B1* Shickshinny
 Godlewski, Lois E. *B1* Mt. Carmel
 Gommer, Thurwald *B4* Nanticoke
 Gottlieb, Irving T. *B2* York
 Greenly, Leon H. *S4* Bloomsburg
 Greenly, William E. *B1* Millville
 Griffith, George J. *S2* Wilkes-Barre
 Griffiths, Betty L. *S4* Scranton
 Grove, Vera G. *B1* Danville
 Grow, Dorothy Mae *E3* Shamokin
 Grow, Thomas P. *S3* Ringtown
 Gruver, Hilda G. *E1* Pittston
 Gruver, Lois K. *S4* Bloomsburg
 Guild, Doris M. *B3* S. Waverly
 Hackenberger, Mary Jesse *E1* Mifflintown
 Hagenbuch, Julia C. *B4* Danville
 Hagenbuch, Mary Elizabeth *S1* Bloomsburg
 Hagenbuch, William *S3* Bloomsburg
 Halpin, Howard *S2* Forty Fort
 Hardysh, Alexander A. *B3* Mt. Carmel
 Harmany, Charles C. *E2* Bloomsburg
 Harris, Earl J. *S3* Bloomsburg
 Hartman, Arthur F. *B1* Nescopeck
 Hartman, Leon H. *S1* Elysburg
 Hartman, Robert F. *B3* Bloomsburg
 Hartman, Ruth M. *B2* Orangeville
 Hartman, Stuart L. *B3* Danville
 Harwood, Theodore I. *B1* Plymouth
 Hastie, Roberta L. *B3* Avoca
 Hauze, Clara L. *S2* Sugarloaf
 Hawk, Elizabeth E. *B4* Milton
 Hay, Joyce E. *B1* Easton
 Hedland, Peggy A. *S1* Bloomsburg
 Heimbach, Mary R. *E1* Sunbury
 Heller, Jean D. *B1* Wapwallopen
 Hendricks, Edward F. *S1* Wilkes-Barre
 Henrie, Elda M. *B4* Bloomsburg
 Henrie, Gilbert *B2* Bloomsburg
 Henrie, Reba M. *S1* Bloomsburg
 Henry, Ruth M. *B1* Reading
 Herbert, William C. *S3* Forty Fort
 Herr, Leonard L. *E3* Shamokin
 Hess, Eleanor R. *S1* Benton
 Hess, Kathryn A. *E2* Orangeville
 Heupecke, William S. *B4* Sugarloaf
 Hillard, George E. *B1* Bloomsburg
 Hoagland, Elizabeth E. *E3* Elysburg
 Hoagland, June E. *E2* Mifflinville
 Hoffman, Janet L. *B2* Espy
 Hollis, Edward E. *E2* Drifton
 Holoviak, Peggy R. *B1* Nesquehoning
 Honicker, Bernice E. *E3* St. Clair
 Hons, Fred A. *S1* Bloomsburg
 Hoover, Dale W. *B3* Dalmatia
 Hope, Ruth B. *E2* Pomeroy
 Horn, Charles O. *B4* Ringtown
 Horvath, William E. *B2* Allentown
 Hottenstein, Sara E. *B2* Milton
 Hotz, Stephen M. *E2* Hudson
 Houseknecht, George B. *S4* Hughesville
 Hubiak, John *B2* Forest City
 Hudock, Joseph E. *S4* Philadelphia
 Hughes, Virginia *E4* Wilkes-Barre
 Hull, Frances E. *E3* Shamokin
 Hullahan, Vincent T. *B4* Locust Gap
 Husovsky, Vincent F. *B2* Swoyerville
 Hutchinson, Emma M. *B1* Yardley
 James, Ruth A. *B3* Taylor
 Jenkins, Donald *S2* Forty Fort
 Jenkins, H. Glenn *B1* Millville
 Jenkins, Harry D. *S3* Forty Fort
 Johnson, Dorothy R. *E2* Berwick
 Johnson, Helen L. *B4* Galeton
 Johnson, Lois M. *S1* Danville
 Johnson, Robert L. *S3* Ickesburg
 Johnson, Rosemary P. *B1* Mt. Carmel
 Jones, Catherine L. *E2* Shickshinny
 Jones, David M. *B2* Shamokin
 Jones, Margaret M. *B3* Taylor
 Joy, Robert D. *B3* Bloomsburg
 Jurasik, Theodore E. *B1* Berwick
 Jury, Mark W. *S3* Bloomsburg
 Kanasky, William F. *E4* Shamokin
 Kane, Margaret M. *E1* Shenandoah
 Kania, Walter J. *S1* Dickson
 Katerman, Betty M. *S2* Bloomsburg
 Kessler, Mary E. *S4* Callicoon, N. Y.
 Keller, Doris G. *E2* Berwick
 Kellogg, Paul H. *S3* Tunkhannock
 Kelly, Mary K. *E2* Bloomsburg
 Kelly, Mary T. *B1* Pottsville
 Kepner, Betty Lou *E3* Sunbury
 Kerchusky, William G. *S4* Ringtown
 Kerstetter, Relda *B4* Bloomsburg
 Klyryuk, Alice M. *S4* Hop Bottom
 Kline, Mary E. *S1* Stillwater
 Klingner, Paul A. *B3* Berwick
 Klingerman, Helen J. *B3* Berwick
 Klotz, Lawrence H. *B4* Neffs
 Knorr, Martha A. *B1* Bloomsburg
 Knorr, Joyce W. *B2* Wapwallopen
 Koczansky, Clement G. *B1* Shenandoah
 Kocher, Ernest D. *S2* Espy
 Kocher, Harold W. *S2* Dallas
 Kocher, Melva O. *B1* Lightstreet
 Kohn, Lewis A. *B1* Kingston
 Kokora, Sophie H. *B3* Mocaanaqua

Italicized Letters indicate Curriculum: B for Business, E for Elementary, S for Secondary.

Italicized Numbers indicate Class: 1—Freshman, 2—Sophomore, 3—Junior, 4—Senior.

- Kornaski, Irene A. *B1* Mt. Carmel
 Kostenbauder, Betty P. *B1* Bloomsburg
 Kostenbauder, Robert F. *B1* Catawissa
 Kotch, Helen R. *B1* Wilkes-Barre
 Kozlowski, Joseph W. *S2* Mt. Carmel
 Krelscher, Elaine L. *E1* Berwick
 Kulik, Irene M. *S2* Mt. Carmel
 Kuster, Jean M. *S2* Bloomsburg
 Langan, Jean A. *B3* Duryea
 Lantz, Jean E. *E3* Berwick
 Lapinski, Jerome G. *S4* Shamokin
 Laubach, Maynard L. *B2* Berwick
 Laubach, Winton H. *S2* Benton
 Lauerman, Hilbert P. *B1* Hazleton
 Lavelle, John E. *B4* Girardville
 Lawhead, Virginia L. *E2* Pottsville
 Layos, Joseph K. *S3* Bloomsburg
 Lebengood, Sara E. *B1* Pottsville
 Lehman, Leo J. *S4* Ashley
 Lendosky, Irene T. *B3* W. Hazleton
 Leone, Jennie *B4* Philadelphia
 Letterman, Paul R. *S4* Bloomsburg
 Lewis, George R. *S4* Bloomsburg
 Lewis, Walter R. *S3* Danville
 Lohr, Joyce M. *S2* Berwick
 Long, Lewis *S4* Berwick
 Longenberger, Fred H. *S1* Berwick
 Longo, John A. *S1* Sheppton
 Lord, Linda I. *B2* Minersville
 Love, Harriet A. *B2* Waterville
 Lundin, Florence Edith *B2* Easton
 Lynch, Dorothy M. *B3* Ringtown
 Lyons, Harry D. *S1* Wilkes-Barre
 Madl, Joseph M. *S2* Shamokin
 Madl, Mary L. *S1* Shamokin
 Magill, Andrew F. *S2* Sugarloaf
 Maksimiuk, John A. *B2* Wilkes-Barre
 Makowski, Gertrude A. *E1* Kelsner
 Malincho, Joseph J. *B4* Nesquehoning
 Manley, Edward J. *B1* Wilkes-Barre
 Margie, M. Charlene *B3* Wilkes-Barre
 Marinko, Joseph G. *B4* McAdoo
 Masanotti, Adrian A. *B3* Berwick
 Maslowsky, Aldonna *B4* Wilkes-Barre
 Maslowsky, Walter *B2* Wilkes-Barre
 Masteller, Sara B. *B4* Pottsville
 Matanin, Ludmilla *B3* Mountain Top
 Matthes, Richard O. *S2* Reading
 Mayernick, Mary *S4* Edwardsville
 McAloose, Frank J. *B3* Kelayres
 McCarthy, William J. *S1* St. Clair
 McCracken, Ralph E. *B3* Allentown
 McCulla, Elizabeth J. *B1* Freeland
 McFee, Ruth C. *B1* Pottsville
 McHenry, James V. *S2* Benton
 McHenry, Shirley R. *S2* Bloomsburg
 Meliss, Alice M. *E4* Nescopeck
 Melito, Angelo J. *B1* Berwick
 Meluskey, Eileen M. *B2* Shenandoah
 Menarick, George E. *S2* Exeter
 Mensch, Miriam *E3* Mifflinburg
 Mercer, Donald *S2* Bloomsburg
 Mertz, Jack L. *B3* Northumberland
 Meshinski, Adelaide M. *E3* Glen Lyon
 Michael, George D. *B2* Berwick
 Middleton, Mary *E1* Steelton
 Miller, Elizabeth E. *S4* Park Place
 Miller, George E. *S1* Wilkes-Barre
 Miller, Gloria M. *E1* Mifflinville
 Miller, Harold E. *B1* Drums
 Miller, Helen M. *E1* South Enola
 Miller, R. Bruce *S4* Berwick
 Miller, Robert R. *B2* Benton
 Miner, Robert B. *B3* Tunkhannock
 Miskowitz, Florence R. *B1* Wilkes-Barre
 Mohr, Walter H. *S3* Scranton
 Mong, Ruth Alice *E1* Danville
 Mooney, William B. *B1* Kingston
 Mordan, Mary Jane *S3* Northumberland
 Morse, Kenneth R. *E1* Shamokin
 Moyer, Francis T. *S1* Danville
 Murphy, John F. *S1* Hatboro
 Murphy, Joseph P. *B1* Duryea
 Murphy, Marian L. *S4* Kingston
 Musial, Zigmund M. *S4* Sheatown
 Musselman, Doris *B1* Lansdale
 Myers, Lawrence B. *S2* Pottsville
 Myers, Raymond J. *B4* York
 Neece, Margaret A. *B2* Williamsport
 Nelson, David R. *B3* Hazleton
 Niles, Hugh S. *E2* Wellsboro
 Noll, Jeanne L. *B3* Palmerton
 Nonnemacher, Richard C. *B3* Allentown
 Oakes, Leona C. *E2* W. Hazleton
 O'Brien, Hazel F. *E2* Benton
 Ohl, J. Rutter *S4* Bloomsburg
 Olah, Isabella M. *S4* Berwick
 Olshefski, Joseph A. *S2* Mt. Carmel
 Oman, Nelson M. *S3* Bloomsburg
 O'Neill, Catherine M. *B2* Freeland
 Oplinger, Catherine *B4* Nanticoke
 Oplinger, June E. *B2* Norristown
 Orner, William S. *B1* Bloomsburg
 Osman, Dawn H. *E3* Shamokin
 Paganelli, Reynold D. *B2* Wilkes-Barre
 Pape, James D. *S3* Hazleton
 Parangosky, Helen J. *B1* Shenandoah
 Parr, Mary E. *E1* Wapwallopen
 Parsell, Marie O. *S4* Orangeville
 Pataki, Violet *E3* Bloomsburg
 Patterson, Clayton D. *S1* Nescopeck
 Patterson, Effie J. *S1* Orangeville
 Pegg, William F. *S4* Lanerch
 Perry, Raymond E. *B3* Shamokin
 Petorak, John J. *S2* Simpson
 Pettinato, Frank A. *B2* Old Forge
 Piarote, George W. *B2* Lebanon
 Pino, Dominic R. *B3* Hazleton
 Podwika, Peter G. *B3* Wyoming
 Pressler, Frederick C. *B3* Berwick
 Propst, Jessie E. *E3* Archbald
 Puhnak, Bernard M. *B3* Shamokin
 Pursel, Maude L. *E4* Bloomsburg
 Quirk, Charles G. *S1* Northumberland
 Rabb, Donald D. *S1* Benton
 Raby, Gladys E. *B2* Ephrata
 Radai, Theodore J. *E2* W. Hazleton
 Reager, William M. *B4* Shamokin
 Reed, Beverly M. *B1* Berwick
 Reed, Walter H. *B4* Shillington
 Rees, Lauren A. *E1* Nanticoke
 Reilly, Mary F. *S4* Scranton
 Renninger, Clark R. *B3* Pennsburg
 Repella, Lydia B. *E2* Minersville
 Ressler, Thomas *S1* Corry
 Rhinard, Josephine M. *E3* Berwick
 Rhodes, Ora Jane *E3* Catawissa
 Rhys, Ruth J. *B3* Warrior Run
 Richard, Ralph L. *B1* Red Hill
 Richardson, Grace *E1* Pittston
 Rick, Barbara A. *E1* Kelsner
 Rick, John J. *B1* Kelsner
 Riffel, William H. *B1* Bloomsburg
 Rishel, Roy L. *B3* Danville

Italicized Letters indicate Curriculum: B for Business, E for Elementary, S for Secondary.

Italicized Numbers indicate Class: 1—Freshman, 2—Sophomore, 3—Junior, 4—Senior.

- Roan, Martha L. *B2* Espy
 Robbins, Carl *B1* Cambra
 Robbins, Charles *B4* Bloomsburg
 Roberts, Roy *B4* Catawissa
 Robeson, Margaret A. *S3* Beach Haven
 Robison, Frank G. *S1* Harrisburg
 Rockwell, Jack G. *S1* Bloomsburg
 Rowe, Frances L. *S4* Shamokin
 Rowlands, Paul F. *B1* Plymouth
 Rowlands, Richard *B2* Reading
 Ruck, Katherine L. *E3* Gouldsboro
 Russin, Jerry S. *S4* Plains
 Rutledge, Jane M. *B3* W. Pittston
 Sabol, Anne T. *B1* Phoenixville
 Sahaida, John *B1* Hazleton
 Sandel, Dorothy J. *E1* Danville
 Sands, Thomas C. *S1* Bloomsburg
 Saras, Nicholas L. *B4* Hazleton
 Savage, Dorothy J. *B4* Berwick
 Schaeffer, Conrad *B2* Drums
 Schargo, Ella R. *E1* Pottsville
 Schiefer, Jesse T. *E4* Steelton
 Schield, Ruth H. *E4* Taylor
 Schlauch, John E. *S3* Bloomsburg
 Schlee, Claraline E. *S4* Danville
 Schminky, Donald H. *B1* Shamokin
 Schneider, Herbert E. *S4* W. Hazleton
 Schock, Ruth *S1* Shamokin
 Schrader, Jean E. *S1* Shamokin
 Schrecongost, Florabelle *B4* DuBois
 Scott, Charles B. *B1* Bloomsburg
 Scott, Mary L. *B1* Bloomsburg
 Seaman, Louise E. *B2* Hamburg
 Search, Stacy M. *S1* Berwick
 Sears, Doris L. *E2* Shamokin
 Sedlak, Catherine *S2* Dupont
 Selden, William H. *B2* Berwick
 Sell, Betty *E3* Gordon
 Shaffer, David L. *S3* Bloomsburg
 Shaffer, Lucretia M. *B4* Wilkes-Barre
 Sharpless, Mary Jane *S3* Bloomsburg
 Sharretts, Edward D. *B4* Berwick
 Sharretts, Marjorie G. *S1* Bloomsburg
 Shay, Ruth L. *B4* Harrisburg
 Shiner, Donald S. *S1* Nescopeck
 Shipe, IdaJane *S3* Berwick
 Shlanta, John A. *E3* Mayfield
 Shonk, Ruth C. *B1* Berwick
 Shope, Frank M. *B3* Berwick
 Shopinski, Marie A. *E3* Mt. Carmel
 Shortess, Anne L. *S1* Bloomsburg
 Shortess, John R. *B4* Bloomsburg
 Shuntill, Nellie M. *E4* West View
 Scurella, Anthony J. *S1* Luzerne
 Sidari, Nan B. *B1* Hazleton
 Sidler, Jean C. *B2* Danville
 Silvan, John E. *S1* Wilkes-Barre
 Simpson, Rita E. *B1* Wilkes-Barre
 Simpson, Jack W. *S1* Bloomsburg
 Sincavage, Alberta C. *E3* Kulpmont
 Singley, Nora E. *E2* Lewisburg
 Siyanni, Carmel A. *B1* Hop Bottom
 Sirrocco, Margaret C. *B3* Pottsville
 Sloboski, Marie F. *B4* Ashley
 Slopey, Lois E. *B3* Bloomsburg
 Sluman, Ruth E. *E2* Honesdale
 Slusser, Nevin F. *B2* Espy
 Smith, Elizabeth M. *B1* Wyalusing
 Smith, George W. *S1* Shamokin
 Smith, Verna M. *B1* Lehighton
 Smith, William E. *B3* Bloomsburg
 Snyder, C. David *S3* Catawissa
 Snyder, Helen Ruth *B3* Bloomsburg
 Snyder, Mary Edna *B1* Canton
 Soback, Helen J. *S4* Bloomsburg
 Soback, Michael *S1* Bloomsburg
 Solack, Edward D. *B3* Wilkes-Barre
 Spaid, Joanne L. *E1* Mifflinburg
 Spaniard, William L. *B1* Shenandoah
 Sponseller, Jay Nevin *B1* Hatboro
 Spontak, George *S1* Pottsville
 Stiles, Aleta P. *B3* Red Lion
 Stout, Doris E. *B1* Bloomsburg
 Straub, Barbara J. *E3* Berwick
 Straub, Stuart *S3* Berwick
 Strauser, Marjory J. *S1* Bloomsburg
 Suscavage, Charles *B1* Mahanoy City
 Swartz, M. Stanley *E1* Millerstown
 Swelgart, Mary B. *B4* Willow Street
 Swinesburg, Arlene A. *B4* W. Hazleton
 Swisher, Harold W. *S1* Shickshinny
 Sworin, Joseph *B4* Dunmore
 Tannery, William *B4* Bloomsburg
 Taylor, Dora K. *B3* West Grove
 Thomas, Dorothy *B4* Wilkes-Barre
 Thomas, Francis P. *B3* Troy
 Thomas, Grace J. *S3* Bloomsburg
 Thomas, Hervey R. *B2* Orangeville
 Thomas, John W. *B1* Scranton
 Thompson, Robert H. *S1* Nescopeck
 Tipton, Ralph A. *B2* York
 Tobin, Shirley L. *E3* Harrisburg
 Tomlinson, Howard *B4* Newtown
 Trapani, Samuel J. *B1* Easton
 Traub, Florence A. *E4* Luzerne
 Tregellas, Jean M. *B1* Mahanoy City
 Trethaway, Harold P. *S3* Wilkes-Barre
 Troutman, Merrill W. *E1* Sunbury
 Troutman, William M. *E2* Shamokin
 Trump, Mary E. *E2* Danville
 Tugend, Anna E. *E2* Dalton
 Turini, Victor R. *S4* Wyoming
 Twardzik, Eleanor M. *B3* Shenandoah
 Ulanitsky, Lydia *B1* Centralia
 Unbewust, John *B1* Benton
 Valente, Anthony *S2* Hazleton
 Valente, Frank *S3* Hazleton
 Valladares, Josefina *S1* Vega Baja,
 Puerto Rico
 VanAntwerp, Floyd *S4* Williamsport
 Vanderslice, Robert F. *B2* Bloomsburg
 Vanchieri, Grace M. *E3* Parsons
 Varner, Marlin E. *B3* Berwick
 Vastline, Edwin M. *S1* Danville
 Vaughan, John Elwyn *B4* Nanticoke
 Vernoy, Collin W. *S3* Canadensis
 Villa, Edmund D. R. *B4* Berwick
 Vonderheid, Herman J. *S2* Wapwallopen
 Wagner, Daniel W. *B2* Keiser
 Wagner, Elwood M. *B2* West Hamburg
 Wagner, Sara K. *B2* Pine Grove
 Wallinthus, Edward A. *B2* Mahanoy City
 Wallace, Marlon W. *E1* Swoyerville
 Wanich, William P. *B3* Lightstreet
 Warhurst, Albert H. *B2* Bloomsburg
 Warrington, Robert W. *S1* Sunbury
 Washyilla, Vincent F. *S1* Mt. Carmel
 Watkins, Robert W. *S3* Numidia
 Wearne, Leonard R. *B1* Peckville
 Webb, Robert J. *B3* Pine Grove
 Weltz, Ruth E. *B3* Duryea
 Wenner, Edwin D. *S4* Berwick
 Wert, Marie O. *E4* Allentown
 Wesenyak, Herman J. *B1* Duryea

Italicized Letters indicate Curriculum: B for Business, E for Elementary, S for Secondary.

Italicized Numbers indicate Class: 1—Freshman, 2—Sophomore, 3—Junior, 4—Senior.

Wesley, Joseph F. <i>S</i> ₄ Luzerne	Yeager, Irvin R. <i>S</i> ₃ Wapwallopen
West, Rebecca M. <i>E</i> ₄ Danville	Yeany, Austlin <i>B</i> ₄ Bloomsburg
Whitby, John <i>B</i> ₁ Edwardsville	Yeany, Phillip <i>B</i> ₂ Bloomsburg
Whitby, Mary H. <i>E</i> ₃ Edwardsville	Yealavage, Anthony <i>B</i> ₂ Kingston
White, Vincent C. <i>S</i> ₁ Bloomsburg	Yorks, Stewart C. <i>B</i> ₃ Trucksville
Whitesell, Editha J. <i>E</i> ₃ Shickshinny	Yost, Theresa M. <i>E</i> ₃ Orangeville
Whitmire, Zoe C. <i>S</i> ₃ Berwick	Young, Casimer J. <i>S</i> ₁ Nanticoke
Willard, George D. <i>S</i> ₄ Danville	Young, David M. <i>S</i> ₃ Danville
Williams, Arthur W. <i>B</i> ₁ Wilkes-Barre	Young, John D. <i>S</i> ₄ Catawissa
Williams, Howard T. <i>B</i> ₄ Scranton	Young, Marjorie <i>E</i> ₄ Kingston
Williams, Mantana S. <i>E</i> ₄ Slatington	Zavacky, Harry <i>B</i> ₂ Simpson
Williams, Stella M. <i>E</i> ₁ Luzerne	Zegarski, Regina H. <i>S</i> ₁ Atlas
Witkoski, John F. <i>B</i> ₂ Mt. Carmel	Zehner, Edna M. <i>S</i> ₃ Nescopeck
Wolfgang, Erma M. <i>B</i> ₃ Shamokin	Zeisloft, Harold P. <i>S</i> ₁ Bloomsburg
Worman, Samuel F. <i>S</i> ₄ Danville	Zerby, John Richard <i>E</i> ₃ Herndon
Wright, Martha H. <i>E</i> ₂ Berwick	Zimmerman, Ralph H. <i>B</i> ₃ Berwick
Yarowsky, Rachel M. <i>B</i> ₃ Pottsville	Zuchoski, Michalene <i>E</i> ₄ Peely

Italicized Letters indicate Curriculum: B for Business, E for Elementary, S for Secondary.

Italicized Numbers indicate Class: 1—Freshman, 2—Sophomore, 3—Junior, 4—Senior.

Students in Classes for Teachers-in-Service

Aberant, Leona J., West Wyoming
 Ambrose, Mrs. LaRue Hart, Ringtown
 Arner, Alda C., Washingtonville
 Balr, Mary C., Montgomery
 Balchunas, Leonard A., Shamokin
 Ballamy, Marion E., Nescopeck
 Bambrick, Helen D., Girardville
 Baum, Clair A., Nuremberg
 Berjeski, Edward F., Shamokin
 Bevilacqua, Richard V., Berwick
 Bixler, Mildred P., Shamokin
 Blue, Viola M., Danville
 Bonenberger, Laura A., Barnesville
 Bott, Rose E., Nuremberg
 Boyle, Mary, Nanticoke
 Brennan, Hilda L., Hazleton
 Brunges, Leona S., Bloomsburg
 Buck, Ann M., Shamokin
 Champl, Bernard A., Mocaqua
 Compton, S. Gladys, Milton
 Conbeer, George, Shamokin
 Cooper, Marian M., Danville
 Crispel, Albert J., Noxen
 Davis, Albert R., Nanticoke
 Davis, Mary, Kingston
 Dean, Dorothy C., Washingtonville
 Deitrick, Betty, Montgomery
 Diehl, Christine, Northumberland
 Ditty, Pauline H., Shamokin
 Dormer, Bernard J., Shamokin
 Downs, Ernest C., Alderson
 Dresher, Lula E., Girardville
 Ellsworth, Joe A., Wyoming
 Enama, Violet P., Weston
 Ermish, Sara I., Berwick
 Evans, Edwina P., Scranton
 Fahringer, Clara E., Catawissa
 Feinour, Elizabeth M., Millville
 Felton, Ralph D., White Haven
 Foley, Cecilia C., Mahanoy City
 Ford, Lawrence, Nanticoke
 Fowler, Ruth, Danville
 Franklin, Pauline, Shickshinny
 Free, Sara Small, Danville
 Graff, Bertha C., Kulpmont
 Herman, Stella M., Espy
 Heydenreich, Myrtle E., Turbotville
 Hindmarch, Bertha A., Mt. Carmel
 Houser, Frederick L., Sheppton
 Hubler, Elizabeth H., Gordon
 Jamison, M. Raymond, Danville
 Karnes, Donald M., Espy
 Keener, Kathryn M., Danville
 Kepner, Sue O., Berwick
 Kerstetter, Mary M., Shamokin
 Kordish, Frances C., McAdoo Heights
 Korengo, Anna L., Shenandoah
 Kotch, Paul R., Keiser
 Koveleskle, Casper J., Shamokin
 Kravitski, Bertha V., Drums
 Krieger, Dorothy, Mahanoy City
 Kutz, Mary C., Glen Lyon
 Laubach, Lois E., Sugarloaf
 Lawton, Irma, Millville
 Leiser, Dayton, Watstown
 Lewis, Jane E., Plymouth
 Lindeman, Louise M., Milnesville
 Logar, Florence D., Weston
 Lubold, Paul S., Pottsgrove
 Marchetti, Violette M., Kulpmont
 Master, Howard H., Mt. Pleasant Mills
 Merva, Raymond M., Mocaqua
 Miller, Pearl A., Berrysburg
 Miller, Russell F., Shamokin
 Moon, Jane F., Montgomery
 Moore, Kathryn L., Danville
 Morgan, Ann R., Plymouth
 Morris, Eleanor, Taylor
 Moss, Jean W., Plymouth
 Noel, George P., Natalie
 Novelli, Frank J., Mocaqua
 Peters, Morris R., Montgomery
 Pinamonti, Agnes D., Kulpmont
 Pollock, Edythe M., Wyoming
 Polnasik, Leo A., Nanticoke
 Powell, Helen F., Nanticoke
 Rakoski, Irene M., Ranshaw
 Reimard, Catherine A., Danville
 Rhodes, Ruth I., Catawissa
 Rowlands, William H., Plymouth
 Rutter, Anne F., Northumberland
 Rutter, Elizabeth G., Bloomsburg
 Ryan, Kathryn C., Shamokin
 Schultz, Marie H., Shamokin
 Selecky, Helen Dorothy, Wapwallopen
 Shank, Helen W., Ringtown
 Sharpe, June F., St. Johns
 Shiner, Mildred M., Nescopeck
 Snyder, Lora M., Turbotville
 Sosnoski, Lillian T., Atlas
 Steiner, Carolyn E., Shamokin
 Tancin, Stephen C., Nanticoke
 Trivelpiece, Jennie, Berwick
 Wascoe, Martin E., Shamokin
 Watters, Eva L., Mifflinville
 Werntz, Cyril E., Shamokin
 Wertman, Mildred Rabb, Lewisburg
 Wixson, Richard J., Shamokin
 Young, Etheld C., Berwick
 Zeigler, J. Corrine, Herndon
 Zerby, Ida W., Herndon

School of Music

Appleman, Robert, Benton
 Baker, Lucinda Jane, Bloomsburg
 Berninger, Carl, Catawissa
 Bronson, Betty, Bloomsburg
 Comuntzis, Aleki, Bloomsburg
 Comuntzis, Athamantia, Bloomsburg
 Comuntzis, Poetime, Bloomsburg
 Conner, Molly, Orangeville
 Derr, Dale, Millville
 Derr, Derl, Millville
 Fenstemaker, Mary Louise, Bloomsburg
 Fisher, John III, Bloomsburg
 Graham, Kathryn, Bloomsburg
 Gregory, Lillie Mae, Bloomsburg
 Hartman, Doris, Bloomsburg
 Heckman, David, Bloomsburg
 Hendershott, Dorothy D., Bloomsburg
 Hendershott, Ione, Bloomsburg
 John, Harry Jr., Bloomsburg
 Kline, Dorothy, Bloomsburg
 Kline, Susan, Bloomsburg
 Kocher, Dorothy, Espy
 Kocher, Ellis, Espy
 Kocher, James, Espy
 Kuster, Jane, Bloomsburg
 Kyle, Carman, Millville
 Kyle, Robert, Millville
 Lank, Merle, Bloomsburg
 Letterman, Joyce, Bloomsburg
 McMahan, Herbert, Bloomsburg
 Masteller, John, Bloomsburg
 Montgomery, Janet, Bloomsburg
 Nelson, Patricia, Bloomsburg
 Patterson, Nancy, Bloomsburg
 Purpur, George, Danville
 Reece, Mary Louise, Millville
 Robling, Lois, Bloomsburg
 Schlauch, Jack, Bloomsburg
 Shipman, Mary Edith, Bloomsburg
 Shuman, Mary, Bloomsburg
 Shuntill, Virginia, West View
 Slopey, Lois, Bloomsburg
 Strauch, Richard, Benton
 Trembley, Nanci, Bloomsburg
 Underwood, Kenton, Bloomsburg
 Yost, Mercia, Orangeville

Summer Session 1940

Aberant, Leona J., West Wyoming
 Adams, Harriet E., Bloomsburg
 Alastick, Agnes, Shenandoah
 Albert, Mrs. Thelma E., Millersburg
 Ambrose, Mrs. John, Ringtown
 Andreas, Betty M., Bloomsburg
 Aponick, Joe R., W. Nanticoke
 Arcus, Max, Bloomsburg
 Austin, A. Frances, Luzerne
 Austin, Dorothy, Danville
 Auten, C. Margaret, Danville
 Baker, Liva D., Espy
 Baker, Marie E., Mt. Carmel
 Bakey, Charles, Mt. Carmel
 Balltas, John J., Minersville
 Banks, Pearl M., Slatington
 Baum, Clair A., Nuremberg
 Baum, Emilly M., Nuremberg
 Beck, Grace S., Sunbury
 Behr, Edith M., Lopez
 Behr, Oda, Lopez
 Beierschmitt, William J., Mt. Carmel
 Beltz, Beulah M., Catawissa
 Berninger, Dorothy R., Mifflinville
 Betz, Eileen Mary, Locust Gap
 Betz, John W., Danville
 Bird, Gertrude, Plymouth
 Bishop, Ruth, Lake Ariel
 Bittenbender, Jean, Nescopeck
 Bixler, Mildred, Shamokin
 Blecher, Margaret, Bloomsburg
 Blue, Viola, Danville
 Bonenberger, Laura A., Barnesville
 Boone, Ruth E., Bloomsburg
 Borchers, Pearl, Scranton
 Bott, Rose, Nuremberg
 Bover, Hazel L., Selinsgrove
 Boyle, Helen, Nanticoke
 Brassington, Sara A., Jollett
 Bredbenner, Hilda, W. Nanticoke
 Bronson, Bernice, Wyalusing
 Brown, Clark W., Wapwallopen
 Brown, Katherine E., Elysburg
 Brunges, Leona Sterling, Bloomsburg
 Brush, Jean W., Wilkes-Barre
 Buck, Anna M., Shamokin
 Buck, Letha, Stillwater
 Buck, Louise, Montgomery
 Bundens, E. Victoria, Paulsboro, N. J.
 Burke, Gerald F., Sugar Run
 Burke, Mary C., Shenandoah
 Burke, Mary D., Girardville
 Carey, Sadie E., Girardville
 Chandler, H. Raymond, Bloomsburg
 Chelosky, Dorothy A., Plymouth
 Collett, Mary E., Edwardsville
 Culp, Hannah D., Dallas
 Culver, Linda E., Wyalusing
 Curtis, Esther L., Duryea
 Davis, Albert R., Nanticoke
 Davis, John S., Kingston
 Davis, Mary, Kingston
 Dean, Dorothy C., Washingtonville
 Deitrick, Betty, Montgomery
 Deitzler, Phyllis E., Catawissa
 Dennen, Honora M., Danville
 Dersham, Sara Ellen, Mifflinville
 Diehl, E. Christine, Northumberland
 Dietterick, Bruce C., Berwick
 Dobb, Edward, Wilkes-Barre
 Dodge, Orice, Wyalusing
 Dorsey, James Dennis, Bloomsburg
 Dougherty, Regina R., Mt. Carmel
 Dresher, Lula, Girardville
 Driscoll, Mary L., Plymouth
 Durkin, Catherine M., Ashland
 Durlin, H. Louise, Milton
 Eade, Edith M., Nesquehoning
 Eckrote, Bernice, Conyngham
 Elchman, F. Elizabeth, Middleburg
 Ellsworth, Joseph, Meshoppen
 Eltringham, Jemima, Mt. Carmel

- Enama, Edith, Nuremberg
 Enama, Violet P., Weston
 Englehart, Beatrice M., Bloomsburg
 Englehart, Dorothy M., Bloomsburg
 Enterline, Mary Lou, Turbotville
 Esmond, Stanley F., Atlas
 Espenshade, Mabel B., Elizabethtown
 Eunson, Agnes, Bloomsburg
 Evans, Ann J., Taylor
 Evans, Anne L., Berrysburg
 Evans, Edwina P., Scranton
 Evans, Rachael P., Orangeville
 Falck, Norman O., Rebeck
 Farmer, Lois E., Bloomsburg
 Feister, Lorene C., Berwick
 Fennelly, Dorothy L., Frackville
 Fisher, Reber R., Catawissa
 Fischer, Wilbur G., Glen Lyon
 Foley, James E., Mt. Carmel
 Foley, Myrtle Ivy, Mt. Carmel
 Folk, Drue W., Berwick
 Foust, Cora M., Danville
 Foust, David W., Washingtonville
 Fox, Della Laufer, Pitscarrin
 Fox, Gwendolyn F., Little Meadows
 Franklin, Pauline, Shickshinny
 Free, Sara Smull, Danville
 Freeman, Jean, Bloomsburg
 Furman, Mary E., Northumberland
 Gearhart, Calista W., Montgomery
 Gerlak, Adam F., Dupont
 Giger, M. Arzella, Bloomsburg
 Girton, Mary E., Berwick
 Good, Eda A., Montgomery
 Good, June R., Aristes
 Grabosky, Anna, Frackville
 Graff, Bertha D., Kulpmont
 Grohal, Andrew V., W. Hazleton
 Grohal, Veronica B., W. Hazleton
 Hagenbuch, Julia C., Danville
 Hagenbuch, William H., Bloomsburg
 Hane, Anita M., Selingsgrove
 Hartman, Mrs. Beryl G., Danville
 Hartman, Helen M., Danville
 Hauze, Clara L., Sugarloaf
 Hendrickson, Margaret M., Danville
 Henrie, J. Madeline, Mifflinville
 Henry, Eleanore A., Summit Hill
 Heupcke, William S., Sugarloaf
 Heydenreich, Myrtle E., Turbotville
 Hindmarch, Bertha A., Mt. Carmel
 Hinds, James F., Bloomsburg
 Honicker, Bernice E., St. Clair
 Horan, Kathryn M., Locust Gap
 Houseknecht, George B., Hughesville
 Houser, Albert W., Lewistown
 Hughes, Robert S., Ashland
 Hughes, Virginia R., Wilkes-Barre
 Hull, Frances E., Shamokin
 Hullahan, Vincent T., Locust Gap
 Hummel, Kate R., Millville
 Hummel, Sarah E., Middleburg
 Jenkins, Thomas H., Luzerne
 Johnson, Eleanore M., Centralia
 Jones, Katharine D., Lansford
 Jones, Margaret M., Taylor
 Jury, Mark, Bloomsburg
 Justin, Alice G., Clarks Summit
 Kane, Katharine, Centralia
 Keener, Kathryn M., Danville
 Keller, Hannah E., Danville
 Kellogg, Paul H., Tunkhannock
 Kenworthy, Ruey E., Wilkes-Barre
 Kerstetter, Relda, Bloomsburg
 Knapp, Irene, Kingston
 Koch, Alfred P., Shenandoah
 Koppenhaver, Winifred E., Elizabethtown
 Korengo, Anna L., Shenandoah
 Koropchak, Roman D., Atlas
 Koscavage, Bridget D., Plymouth
 Kostenbauder, Margaret, Aristes
 Kotch, Paul R., Keiser
 Kowalski, Frank L., Shamokin
 Krouse, Leon E., Selingsgrove
 Kundla, Joseph, Dupont
 Kupchinsky, Stanley M., Kaska
 LaVelle, Cele, Girardville
 Lavelle, John E., Girardville
 Lawrence, Beulah M., Sunbury
 Lehman, Leo, Ashley
 Leiser, Dayton, Watstown
 Lenhart, Ruth E., Bloomsburg
 Lentz, Roberta R., Freeland
 Lewis, Jane E., Plymouth
 Lichtel, L. Ward, Shamokin
 Linskill, Frances A., Kingston
 Logar, Florence D., Weston
 Long, Marian D., Northumberland
 Lorah, Mary A., Sonestown
 Lowry, Helen L., Forest City
 Luckenbill, Robert J., Freeland
 Lunger, H. Grant, Unityville
 Lutz, Elsie J., Berwick
 Lauderman, Hilbert P., Hazleton
 McCracken, Ralph A., Riverside
 McCulla, Margaret, Freeland
 McDonnell, Marie, Centralia
 McGinley, Esther A., Jeanesville
 McGovern, Gertrude T., Primrose
 McHenry, James V., Benton
 McManiman, Ethel, Nesquehoning
 Macek, Anna E., Lopez
 Maehrer, Wilhelmina P., Mauch Chunk
 Major, Elma L., Dallas
 Marchese, Joseph F., Old Forge
 Marchetti, Violette M., Kulpmont
 Marr, Doris M., Watstown
 Materewicz, Eleanor I., Glen Lyon
 Melchior, Alma M., Mt. Carmel
 Menges, Calvin W., Watstown
 Menges, Frank Glenn, Mt. Carmel
 Miller, Thelma F., Nescopeck
 Mischisen, Barbara, Sandy Run
 Moss, Jean W., Plymouth
 Murphy, Charles W., Frackville
 Najaka, Ben. E., Glen Lyon
 Noel, George P., Natalie
 North, Thomas P., Bloomsburg
 Northup, Anne F., Dalton
 Novelli, Frank J., Mocoquo
 Oliver, Carl A., Pittston
 Oman, Nelson M., Bloomsburg
 Oplinger, Catherine A., Nanticoke
 Oswald, Catherine E., Girardville
 Pakutka, Agnes A., Duryea
 Palsgrove, Mary E., Schuylkill Haven
 Pataki, Violet I., Bloomsburg
 Paulhamus, Paul A., Bloomsburg
 Payne, Edith M., Ashland
 Persing, Helen E., Elysburg
 Petro, Andrew P., Keiser
 Pettinato, Frank A., Old Forge
 Pietruszak, William, Mocoquo
 Pinamonti, Agnes D., Kulpmont
 Pliechewski, Eva K., Ashland
 Pollock, Edythe M., Wyoming
 Polnask, Leo A., Nanticoke
 Potter, Margaret F., Bloomsburg
 Powell, Edith A., Taylor
 Powell, Helen F., Nanticoke
 Pugh, James G., Edwardsville
 Raby, Gladys E., Ephrata

Radai, Theodore J., W. Hazleton
 Rafferty, Mary E., Gilberton
 Rarig, Kathryn E., Catawissa
 Reagan, Thomas W., Lost Creek
 Reager, William M., Shamokin
 Reams, Virginia C., Bloomsburg
 Rhodes, Margaret E., Catawissa
 Rich, Lucille M., Kulpmont
 Richards, Joseph, Warrior Run
 Rinard, Muriel I., Catawissa
 Roan, Harriet E., Bloomsburg
 Robbins, Charles A., Bloomsburg
 Roberts, Roy, Catawissa
 Rovenolt, Lewis W., McEwensville
 Rowe, Frances L., Shamokin
 Rowland, Mrs. R. J., Shenandoah
 Rowlands, William H., Plymouth
 Sanger, Raymond F., Arlites
 Saras, Nicholas L., Hazleton
 Schaeffer, Conrad, Drums
 Schneider, Herbert E., W. Hazleton
 Schlauch, Adam L., Nuremberg
 Schweitzer, Edward W., W. Hazleton
 Sechler, Clyde D., Riverside
 Selden, William H., Berwick
 Selecky, Helen D., Wapwallopen
 Shafer, Lucretia M., Wilkes-Barre
 Shank, Helen W., Ringtown
 Sharkey, Eugene F., Lattimer
 Sharratta, Jennie A., Plains
 Shiner, Mildred M., Nescopeck
 Shook, Lottie C., Muncy
 Shuman, Jean C., Bloomsburg
 Simon, Mildred J., Hunlock Creek
 Skillington, James E., Bloomsburg
 Slopey, Lois E., Bloomsburg
 Smith, Christine F., Catawissa
 Smith, Helen R., Wapwallopen
 Snyder, Lora M., Turbotville
 Soback, Helen J., Bloomsburg
 Solack, Edward D., Wilkes-Barre
 Sonnenberg, Fred R., Wilkes-Barre
 Steiner, Carolyn E., Shamokin
 Steiner, Henry C., Harrisburg
 Stellfox, Thelma A., Mt. Carmel
 Stimmel, James R., Scottdale
 Stokes, Blake, Bloomsburg
 Tannery, William W., Bloomsburg
 Thomas, Beatrice H., Berwick
 Thomas, Margaret B., Exeter
 Tiley, Natalie S., Tamaqua
 Tilmont, Clarence H., Centralia
 Timko, John, Eckley
 Tomkinson, C. Richard, Bloomsburg
 Townsend, Matie H., Lightstreet
 Trimble, W. Frank, Wilkes-Barre
 Troutman, Luther, Trevorton
 Troy, Dale, Nuremberg
 Troy, Mabel L., Nuremberg
 Tugend, Florence, Dalton
 Tuloshetzki, Clara B., Berwick
 Twardzik, Eleanor M., Shenandoah
 Utt, Miriam L., Bloomsburg
 VanAntwerp, Floyd, Williamsport
 Vanderslice, Mrs. J. K., Bloomsburg
 Vaughan, John E., Nanticoke
 Vivino, Anthony R., Mt. Carmel
 Vought, Lucinda K., Numidia
 Walewski, Walter C. B., Mt. Carmel
 Walkonis, Edward W., Hanover Green,
 Wilkes-Barre
 Warhurst, Albert H., Bloomsburg
 Watkins, Robert W., Numidia
 Welkel, Mae E., Milton
 Weltz, Ruth E., Durysa
 Welliver, Miriam E., Danville
 Wenner, Edwin D., Berwick
 Wensel, Clarence W., Martinsburg
 Weslotsky, Ann, Kulpmont
 White, Marqueen V., Shickshinny
 Whitesell, Editha J., Shickshinny
 Wilkes, John J., Sheatown
 Williams, Emily M., Edwardsville
 Williams, Lois A., South Canaan
 Williams, Maude L., Olyphant
 Williams, Robert R., Olyphant
 Wilson, Gertrude E., Kis-Lyn
 Wiltmer, Kermit D., Dalmatia
 Wolfe, Ronald D., Mahanoy Plane
 Yarger, Ruth E., Swengel
 Yocum, Carrie I., Milton
 Yocum, Josephine, Danville
 Young, Harriet E., Nescopeck
 Ziegler, Bernard T., Ashley
 Zeisloft, Hilda, Ardsley
 Zeigler, J. Corrine, Herndon
 Zondlo, Louise A., Dupont

Post Summer Session 1940

Austin, Dorothy, Danville
 Aikman, Mary F., Bloomsburg
 Ambrose, Mrs. John, Ringtown
 Austin, A. Frances, Luzerne
 Balchunas, Leonard, Shamokin
 Banks, Pearl M., Slatington
 Beierschmitt, William, Mt. Carmel
 Bittenbender, Jean, Nescopeck
 Bonenberger, Laura, Barnesville
 Bower, John E., Berwick
 Buck, Letha L., Stillwater
 Bundens, Victoria, Paulsboro, N. J.
 Burke, Mary C., Shenandoah
 Burke, Mary D., Girardville
 Chelosky, Dorothy, Plymouth
 Cohoon, Margaret M., Natalie
 Conbeer, George, Shamokin
 Crosby, Mary F., Mahanoy Plane
 Curl, Doris, Wilkes-Barre
 Davis, Janet E., Carbondale
 Dean, Dorothy C., Washingtonville
 Dean, Virginia, Shenandoah
 Dely, James, Bloomsburg
 Dresher, Lula E., Girardville
 Dunn, Florence L., Jermyn
 Ellsworth, Joe A., Meshoppen
 Enterline, Mary Lou, Turbotville
 Evans, Anne L., Berrysburg
 Evans, Edwina, Scranton
 Free, Sara Smull, Danville
 Gerlak, Adam F., Dupont
 Gerlak, Tessie E., Dupont
 Graff, Bertha, Kulpmont
 Grow, Thomas, Ringtown
 Hartman, Beryl Greenly, Danville
 Hartzelle, Helen C., Catawissa
 Hartman, M. Helen, Danville
 Henry, Eleanor A., Summit Hill
 Houseknecht, George, Hughesville
 Hull, Frances, Shamokin
 Hummel, Kate, Millville
 Kemple, Daniel, Cumbola
 Kerchusky, William G., Ringtown
 Kerstetter, Relda, Bloomsburg
 Korengo, Anna, Shenandoah
 Koveleskle, Casper, Shamokin
 Lauderman, H. Paul, Hazleton
 LaVelle, Cele, Girardville
 Lavelle, John, Girardville
 Lawrence, Beulah, Sunbury
 Lehman, Leo, Ashley
 Leiser, Dayton, Watstown
 Leone, Jennie, Philadelphia
 Levan, Katie, Bloomsburg
 Luckenbill, Robert John, Freeland
 McCern, Margaret, Benton
 McCulla, Margaret, Freeland
 McGeehan, Betty, Hazleton
 MacKoviak, Leona, Portage
 Macek, Anna, Lopez
 Major, Elma, Dallas
 Marchese, Joseph, Old Forge
 Marchetti, Violette M., Kulpmont
 Martin, Mildred, Jermyn
 Materewicz, Eleanor, Glen Lyon
 Mayernick, Mary, Edwardsville
 Maza, Norman, Nanticoke
 Menges, Frank Glenn, Mt. Carmel
 Millroy, Irene, Bloomsburg
 Monoghan, Joseph, Lost Creek
 Murphy, Charles, Frackville
 Musial, Zigmund, Sheatown
 Ohl, Rutter, Bloomsburg
 Oliver, Carl, Pittston
 Pakutka, Agnes, Duryea
 Penman, Mabel, Hazleton
 Pinamonti, Agnes, Kulpmont
 Pollock, Edythe, Wyoming
 Polnasik, Leo, Nanticoke
 Pugh, James, Edwardsville
 Radai, Theodore, W. Hazleton
 Rarig, Leah M., Catawissa
 Recla, Agnes, Sheppton
 Reilly, Eleanore M., Shenandoah
 Rhodes, Ruth, Catawissa
 Richards, Joseph, Warrior Run
 Sandel, John, Winfield
 Saras, Nicholas, Hazleton
 Schaeffer, Conrad, Drums
 Schuyler, Stanley, Berwick
 Sechler, Clyde, Riverside
 Selden, William, Berwick
 Selecky, Helen, Wapwallopen
 Shaffer, David L., Bloomsburg
 Shaffer, Lucretia, Wilkes-Barre
 Smith, Christine, Catawissa
 Snively, Gladys, Greensburg
 Solack, Edward, Wilkes-Barre
 Sonnenberg, Fred, Wilkes-Barre
 Sutherland, Esther, Wilkes-Barre
 Tilley, Natalie Smith, Tamaqua
 Tlmko, John, Eckley
 Trimble, Frank Wm., Lee Park,
 Wilkes-Barre
 Trivelpiece, Jennie, Berwick
 Troy, Dale, Nuremberg
 VanBuskirk, M. Elizabeth, Kingston
 VanBuskirk, Helen, Kingston
 Visintalner, Fred, Drums
 Vought, Lucinda, Numidla
 Walkonis, Edward Walter, Hanover
 Green, Wilkes-Barre
 Wasley, Anne Mary, Shenandoah
 Wenner, Edwin, Berwick
 Weslotsky, Ann, Kulpmont
 Wilkes, John, Sheatown
 Yocum, Josephine, Danville
 Zelsloft, Hilda, Ardsley
 Zerby, Ida W., Herndon

ENROLLMENT

(First and Second Semesters, 1939-40)

	Elementary Curriculum	Secondary Curriculum	Business Curriculum	In-Service Teachers	Total
Freshman Class	28	68	96		192
Sophomore Class	40	52	96		188
Junior Class	37	47	68		152
Senior Class	30	50	58		138
Graduate and Special Students	8	2	1		11
Teachers-in-Service				179	179
TOTAL	143	219	319	179	860

REGISTRATION BY COUNTIES

1939-40

	Regular School Year 1939-40	Summer Session 1940	Post- Session 1940	Total
Berks	8			8
Blair		1		1
Bradford	3	4		7
Bucks	3			3
Cambria			1	1
Carbon	6	5	1	12
Chester	3			3
Clearfield	1			1
Clinton	2			2
Columbia	254	71	20	345
Cumberland	1			1
Dauphin	11	4	1	16
Delaware	2			2
Jefferson	1			1
Juniata	1			1
Lackawanna	32	12	5	49
Lancaster	3	2		5
Lebanon	2			2
Lehigh	11	1	1	13
Luzerne	223	91	38	352
Lycoming	9	8	1	18
Mifflin	1	1		2
Monroe	1			1
Montgomery	7	1	1	9
Montour	48	21	6	75
Northampton	3			3
Northumberland	105	53	16	174
Perry	2			2
Philadelphia	3		1	4
Potter	2			2
Schuylkill	75	35	20	130
Snyder	6	5		11
Sullivan	7	4	1	12
Susquehanna	1	2		3
Tioga	1			1
Union	6	2	1	9
Wayne	4	2		6
Westmoreland		2	1	3
Wyoming	5	2	1	8
York	6			6
From other States	1	1	1	3
TOTAL	860	330	117	1307

PRELIMINARY ENROLLMENT BLANK

This blank, together with a check or money order for \$10.00 payable to the Commonwealth of Pennsylvania, should be mailed to State Teachers College, Bloomsburg, Pennsylvania. This \$10.00 is used as part payment of your fees. **Do not send currency.**

Name of Applicant.....
Last Name First Name Middle Initial

Address of Applicant.....
Number and Street

.....
Town County State

Date of Birth.....
Month Day Year

Do you desire to enter in September....., January..... or
June.....?

Shall we reserve a room for you?.....

Give the name of town and county of the four-year high school from
which you graduated

When were you graduated?.....

Is this your first enrollment in this institution?.....

Give the names and location of any institution which you have attended since graduation from high school.....

Check the curriculum in which you are interested:

Business..... Elementary..... Secondary.....

All curriculums lead to the Baccalaureate Degree in Education. In the Elementary Curriculum a State Limited License may be secured at the end of three years permitting the holder to begin to teach and to complete the course for the Degree during the Summer Session or by attending classes for teachers.

Advance reservation deposits will be returned provided the College is notified at least three weeks before the opening of the semester of the desire to cancel the reservation.

Permission to live off the Campus will not be given as long as rooms are available in the dormitories. Special cases will be handled by the President.

Additional copies of this publication may be secured upon request from President Harvey A. Andruss, State Teachers College, Bloomsburg, Pennsylvania.

TO THE UNKNOWN TEACHER

I SING the praises of the Unknown Teacher. Great generals win campaigns, but it is the Unknown Soldier who wins the war. Famous educators plan new systems of pedagogy, but it is the Unknown Teacher who delivers and guides the young. He lives in obscurity and contends with hardship. For him no trumpets blare, no chariots wait, no golden decorations are decreed. He keeps the watch along the borders of darkness, and makes the attack on the trenches of ignorance and folly. Patient in his duty, he strives to conquer the evil powers which are enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning, and shares with boys and girls the best treasures of his mind. He lights many candles, which in later years, will shine back to cheer him. This is his reward. ¶Knowledge may be gained from books but the love of knowledge is transmitted only by personal contact. No one has deserved better of the Republic than the Unknown Teacher. No one is more worthy to be enrolled in a democratic Aristocracy, "King of himself and servant of mankind."

—HENRY VAN DYKE.

