

**BLOOMSBURG  
STATE NORMAL SCHOOL  
QUARTERLY**

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**VOLUME 26**

**NUMBER 3**

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**SUMMER SCHOOL  
ANNOUNCEMENTS**

**APRIL--1921**

**BLOOMSBURG, PENNSYLVANIA**



# BLOOMSBURG STATE NORMAL SCHOOL QUARTERLY

BLOOMSBURG, PENNSYLVANIA

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## BOARD OF EDITORS

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Roxana Steele, Elizabeth Gill

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The Board of Editors will be pleased to receive items of interest from former members of the school.

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## EDITORIALS

### ANNOUNCEMENTS.

This issue of the QUARTERLY offers considerable variety in articles, and we hope they will all find interested readers; but we desire to emphasize the Summer School announcements and the changes made in the calendar of events for the commencement season. It will be noticed that the Summer School is to be nine weeks in length instead of six as heretofore, and that commencement day is Tuesday instead of Wednesday. Following the very successful sessions of the past two summers, we look forward to a term of even greater opportunities and accomplishments under a larger faculty this coming summer.

### THE CATALOG ONLY ON REQUEST.

The Board of Editors will issue regularly four numbers of the QUARTERLY. One number will be the annual catalog. The other three numbers will be devoted to news about the work and

personnel of the school, and contributed articles by members of the faculty on current educational topics will be included. These three numbers will be mailed to all the Alumni and we believe will keep the Alumni in touch with the school.

The annual catalog is published to serve a different purpose. The catalog contains chiefly a statement of the purpose of the school and a detailed outline of the courses offered. This information is intended primarily to interest prospective students. The Board of Editors believe that the catalog will more nearly serve its purpose if it is sent out only on request. Hereafter the catalog number of the QUARTERLY will be mailed to the Alumni only on request. Merely a postal card mailed to the Bloomsburg State Normal School will bring the catalog to those who request it.

This position regarding the catalog is taken in accordance with the practice in most schools, and we believe will meet with the approval of the Alumni. Remember you can get a catalog whenever you request it. If the Alumni will mail us the names and addresses of prospective students we shall see that a copy of the catalog is mailed to each person as requested.

### **OPPORTUNITIES AND NEEDS.**

The Bloomsburg State Normal School has for many years been a decided factor in the educational progress of the state. Hampered as she has been by the indifference of the legislators to her financial needs, the struggle has been an up-hill fight. In spite of this dire need, thousands of men and women of Pennsylvania can testify to the conscientious work done and to the inspiration gained within her walls.

Like every other organism, growth and development must go forward within her being or atrophy and death are inevitable. The evidences of growth and evolution are manifest thruout the school today. A more liberal policy of the state toward the school, which is purely a state institution, is placing within the life of the present student body much that was denied to former generations.

But it is not the material regeneration of the school of which we wish to speak. It is rather of the unusual opportunities which lie before those hundreds of young people who are finishing a high school course and should now be seriously considering the next

step in their preparation for useful citizenship.

There has never been so great a need for well trained teachers of high professional spirit as that of today. Pennsylvania needs trained teachers, devoted teachers; teachers capable of making Americans safe for the perpetuation of all that is best in America.

Here is our great opportunity. The present administration of the school has vigorously attacked the problem. Every avenue of approach is being opened to the ultimate goal of producing the well trained teacher. Children are in evidence everywhere. Real school situations are being set up. Rural schools are now practice schools for the rural group. State inspectors, state experts, and noted lecturers are much in evidence. The firm policy of making the school a purely Teacher Training School is bearing fruit.

We have two very definite needs which if provided will surely repay the state for every possible sacrifice. We look to two different sources to supply these needs; to the state for the first, to our loyal alumni for the second.

The first need is money. The second is a larger body of well qualified students to prepare for teaching. This school should be crowded to its doors with students. We have a fine group of young people here but we cannot begin to supply the crying need for the trained teacher. We should double the size of our junior class next fall.

Are you doing what you can to help?

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### A MORAL OBLIGATION.

It has been the policy of this school for years to impress upon students the fact that there is a deep moral obligation resting upon them when they give their signatures for the purpose of receiving the financial aid which Pennsylvania offers to those promising to teach at least two years in this state. Nevertheless, for several reasons,—which we shall neither name nor discuss here,—our graduates have in considerable numbers gone to other states to teach and have never returned to render service to Pennsylvania as promised. We are hopeful that if there have been good reasons for their doing this heretofore, these reasons will not obtain much longer.

In a recent discussion of this matter in a meeting of our faculty, it was decided to ask for an expression from the State Department of Education that might guide us in any further policy we might shape. We desire especially to call attention to the letter received by Dr. Fisher from State Superintendent Finegan which deals with this matter emphatically. It is our belief that the stand taken by Dr. Finegan will be heartily supported by all who give it conscientious consideration. We quote the letter in full:

Commonwealth of Pennsylvania  
Department of Public Instruction  
Harrisburg

Office of Superintendent

March 22, 1921.

To Normal School Principals:

All students who enter the state normal schools of Pennsylvania to become fitted for the teaching service subscribe to an obligation that they will teach at least two years in the schools of the State. The State is in need of a large number of trained teachers, and the supply of the normal schools is not equal to the present demand. A measure is now before the Legislature which we hope will be enacted into law and which provides minimum salaries and increments for teachers who are graduates of state normal schools. In view of these facts, it is my judgment that the State shall insist that each student who graduates from a state normal school in June next shall accept the responsibility incurred on entering school, namely, to teach in the public schools of Pennsylvania for at least two years.

I shall be unwilling to graduate any student from a state normal school who contracts to teach outside of the State for the ensuing school year. You should take this matter up with the members of your graduating class and advise them as to what the policy of the State will be in this matter.

Very sincerely yours,

THOS. E. FINEGAN.



## A LETTER TO THE ALUMNI.

To the Members of the Alumni Association:

For some years past, the attendance at the Annual Meeting of the Alumni Association on Wednesday, after the Commencement exercises, has not been as large as it should have been, nor were the proceedings as interesting as they ought to be on such an occasion.

For some time after organization of the Association it was the custom to have a program consisting of an oration, a poem and other literary exercises, the participants being elected annually for the next meeting. But after so much of this kind of entertainment on the preceding days and at commencement, this custom was abandoned, for the reason above mentioned, and also for the reason that it not infrequently happened that one, and sometimes all of the appointees failed, from one cause or another, to put in an appearance, and so the program was abbreviated, and sometimes failed entirely.

It is desired now that new interest may be aroused in all the members of the Association, so that it may become an important adjunct to the school. In order to attain this end, the time for holding the annual meeting has been changed from Wednesday to Monday of Commencement week, and by reference to the program for the week, printed elsewhere in the Quarterly, it will be seen that there will be something doing every minute to add to the entertainment and enjoyment of the members.

Many come here to be present at their class reunions, which heretofore have been held on Tuesday, who could not remain for Commencement, and so were unable to attend the Alumni meeting. This change will enable them to do so.

I trust that this year we shall have a large and enthusiastic attendance, and I earnestly urge all who are in town at that time to be present. This school has done much for us. Aside from the pleasure afforded in meeting our old friends and in renewing the ties of our early days, we should be willing to spend at least one

day a year in showing our appreciation of the benefits received from our Alma Mater.

Respectfully,

GEORGE E. ELWELL,

President of the General Alumni Association.

Bloomsburg, Pa.

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## ALUMNI DAY

C. H. Fisher, Principal.

Monday, June 13 has been set aside as Alumni Day. Alumni will note the change from Tuesday to Monday. Commencement Day is changed from Wednesday to Tuesday. A committee of the faculty have conferred with Mr. Geo. E. Elwell, President of the Alumni Association and they agree that it is better to concentrate events for the Commencement rather than spread these events over several days. On Monday there is to be a succession of interesting events for the Alumni.

At 10 o'clock reunions will be held of the classes of '19, '16, '11, '06, '01, '96, '91, '86, '81, '76 and any other classes that are interested in having reunions. Classrooms will be set aside for these reunions. Officers of the different classes can get the names and addresses of the members of their classes by writing to Mr. F. H. Jenkins, Registrar. It is not too early to begin planning for a class reunion.

At 11:30 there will be an Assembly of the Alumni in the Chapel. Some Alumnus of musical ability and reputation will be invited to lead in community and school songs. We want to have community singing that will help us to get together and make us feel a common bond of loyalty to the school, just as thru songs we felt a common bond of loyalty to our country during the war days.

Some representative of the State Department of Public Instruction will be invited to speak about the plans for the future development of the Normal School. At the close of this Assembly there will be a brief business meeting of the Alumni Association.

At 1 o'clock there will be an Alumni banquet in the dining hall. Alumni will be asked to sit together as classes. A nomin-



al charge will be made to cover the cost of the banquet. Several prominent Alumni will be asked to respond to toasts.

At 4 P. M. there will be a baseball game between the Alumni team and the regular team. Every effort will be made to have Dr. A. K. Aldinger return to lead the Alumni team. With Dr. Aldinger we expect to have a number of the old stars return. If our plans work out this will be a great event for the Alumni.

Other events of the day will be the Ivy Day Exercises by the Seniors at 2:30 P. M. and the Class Day Exercises at 8 P. M.

This day is purposely set aside for Alumni and is to be known as Alumni Day. We want to rally the strength and support of the Alumni for the new undertaking of the school. We have entered upon a new era in the life of the school and want the Alumni to catch the spirit of promise for the future. The biggest asset to any school is a loyal body of Alumni. The Bloomsburg Normal School has well earned the loyalty of all the Alumni for its splendid work of the past. It needs the loyalty of all the Alumni to fulfill its lofty hopes for the future. We appeal to all the Alumni, who possibly can, to return to Bloomsburg to enjoy this day at your Alma Mater.

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### NOTED SPEAKERS FOR COMMENCEMENT.

The Baccalureate sermon this year will be delivered by Dr. Geo. W. Richards of the Theological Seminary of the Reformed Church in the United States, located at Lancaster, Pa. Dr. Richards is in great demand as a speaker. He is a scholar of high rank, a man of strong convictions, an earnest and convincing speaker, a preacher with a strong message.

The Commencement address will be delivered by Dr. J. Duncan Spaeth, Professor of English, Princeton University. Dr. Spaeth will speak on the subject "The Education of Henry Adams and the Education of Abraham Lincoln." Year after year Dr. Spaeth has been a most successful lecturer on literature, history, and national and international problems. He has lectured from coast to coast to university extension centers, teachers' Associations, men's and women's clubs, summer schools, and colleges and universities. He is a man of sincere convictions, striking presence, exact scholarship, and exceptional platform ability.

# Summer School Announcements

## AN IDEAL PLACE FOR A SUMMER SCHOOL.

Bloomsburg is an attractive town with about eight thousand population located in one of the most beautiful regions in Pennsylvania. It is easily accessible by three large railroad systems: The Pennsylvania, the Philadelphia and Reading, and the Delaware, Lackawanna and Western. It is known as one of the thriftiest and healthiest towns in the state. .

The Normal School is located at the east end of the town on an elevation 150 feet above the Susquehanna. From the dormitories one can view the beautiful scenery presented by the Susquehanna and the hills beyond. The seven buildings that constitute the school plant occupy what is known as Normal hill.

A large campus affords ample space for lawns and athletic grounds and includes a large and beautiful oak grove. The adjacent country affords many interesting places for hikes and excursions which students enjoy under the direction of their instructors. It would be difficult to find anywhere in the state a more attractive place for a summer school than the location of the Bloomsburg State Normal School.

## EXPENSES

The tuition is free to all persons seventeen years of age and over and who are teaching or are planning to teach in the state of Pennsylvania.

The registration fee is \$10.00 for the Summer School and must be paid on the day of enrollment. This fee is the same in all normal schools of the state. The charge for board, room, and laundry is \$6.00 per week or \$54.00 for nine weeks. The charge for board, room, and laundry must be paid within a week after the opening of the Summer School. The total expense for living and registration fee is \$64.00.

In addition to the above expenses there are small laboratory fees to cover the cost of materials used. Other expenses would include charges for books and incidental expenses. Not including car fare, \$75.00 will about cover necessary expenses. The ex-

penses are kept as low as possible so as to make attendance at Summer School within the reach of all who desire to attend.

### ARTICLES FOR PERSONAL USE.

The school furnishes all bed linen. Each student is expected to furnish for personal use the following articles: towels, table napkins, a bed comforter or a blanket, a pair of gymnasium slippers, a gymnasium costume consisting of dark bloomers and white middies, and a pair of strong high shoes suitable for climbing and walking.

The gymnasium outfit will be required and should be purchased by students before entering the school. No provision will be made for purchasing the gymnasium outfit at the school.

### LAUNDRY REGULATIONS

Each student is allowed 12 articles of plain clothing or their equivalent in the weekly washing. Note the following regulations:

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

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

3. The personal wash must be ready for collection by 6 o'clock on Monday morning.

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

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

6. For all clothing in the wash in excess of the 12 articles allowed, an extra charge will be made.

### EXAMINATIONS FOR STATE CERTIFICATES.

Examinations for all forms of state teachers' certificates will be held at the close of the Summer School on Friday and Saturday, August 19 and 20 at the Normal School. Candidates must make application for admission to the examination not later than July 1, altho any qualified candidate will be admitted to the exam-

ination without such application. Application should be made to Dr. Albert Rowland, Department of Public Instruction, Harrisburg, Pa.

### LECTURES AND ENTERTAINMENTS

An interesting feature of the Summer School will be the lectures and entertainments provided for the students thruout the nine weeks. Prominent lecturers and high grade entertainment companies are being engaged for the Summer School.

Some of the lecturers will discuss important political and social problems of current interest. Other lecturers will discuss current educational topics. Music and dramatic programs will be provided by well-known artists. Occasional band concerts will be conducted on the campus.

### SUMMER SCHOOL FOR NINE WEEKS.

The Summer School will begin on Monday, June 20 and continue for nine weeks, closing on Saturday, August 20. Students will be expected to enroll on the opening day, Monday, June 20.

Nine weeks provides ample time for students to complete the courses that many are interested in having to their credit for various certificates.

Hereafter the school year in the normal schools will be thirty-six weeks. The school year is divided into two semesters, each of eighteen weeks. One of the main reasons for having a Summer School for nine weeks is that one-half of a semester's work or one-fourth of a year's work can be accomplished. In four summers one can complete a year's work. By combining two summers with the regular school year, students can finish a normal school course within a year and half after they enter.

### SUMMER SCHOOL FACULTY

For the most part the regular members of the faculty will teach in the summer school. In a few departments new teachers will be engaged for the summer school to take the places of regular members of the faculty who will not teach in the summer school. The faculty will consist of teachers well qualified by

training and experience to do the same high standard of work that is done during the regular school year. Since the faculty list is not complete it seems best not to publish a partial list.

### **CREDIT BY COUNTY AND DISTRICT SUPERINTENDENTS.**

Dr. Albert L. Rowland, Director of the Teacher Bureau, Department of Public Instruction, sent the following letter to all County and District Superintendents regarding credit for courses in the Summer School. In most cases superintendents will accept the credit from the Normal School in place of an examination. The letter follows:

"Many county and district superintendents last year accepted evidence of the satisfactory completion of approved courses in accredited institutions in lieu of their examinations for the provisional and professional certificates. I believe this represented a step in the right direction and was a distinct stimulus to professional training on the part of both prospective teachers and teachers in service.

The summer session of 1921 will be uniform for all of the Pennsylvania state normal schools and will be increased from six to nine weeks in length. Every effort is being made to provide adequate faculties and facilities for this session and the character of the instruction should be in every instance an improvement over the work of last year and entirely worthy of the consideration which is asked for it.

In this connection I sincerely hope that as many of the county and district superintendents as possible will arrange to grant the provisional and professional certificate on the examination of adequate credentials in lieu of a written examination in subject matter. I believe that the professional standing of the applicants will be materially improved by such a course."

### **NORMAL SCHOOL CREDIT FOR SUMMER SCHOOL COURSES**

A distinct step in advance will be made this year in not only offering courses that are required for the different types of teachers' certificates but in making it possible for students to receive credit for these courses toward a Normal School Certificate.



Those who have completed fifteen units of high school work as required for admission to the two year normal school course may receive normal school credit for almost all of the courses that must be taken for other certificates. Those who have completed the fifteen units of high school work may receive credit toward a Normal School Certificate as soon as they present evidence of having completed the required high school work.

### **GRADED OBSERVATION AND DEMONSTRATION SCHOOL**

One of the best ways to learn to teach is to see successful teachers at work. In a teacher training school the courses in methods of teaching the various school subjects must be closely related to the actual work of the school. Demonstrations should be given of methods of teaching. This idea will be carried out in the Summer School.

An observation and demonstration school will be organized for grades I-VI inclusive. A skillful teacher will be in charge of each grade. Observation will be required in the methods courses and in some cases arrangements may be made for practice teaching.

This school will be in session only in the morning and will be discontinued after the first six weeks.

The school will be in charge of Roxana A. Steele, Director of the Training School.

### **RURAL OBSERVATION AND DEMONSTRATION SCHOOL.**

An effort will be made to have on the campus a group of children from the country who will be organized into a one-room school. All grades will be represented as in a typical one-room school. The school will be in charge of a skillful teacher who will demonstrate problems in management and methods of teaching in a one-room school. The school will be under the supervision of Hetty S. Browne, Director of Rural Education.

### **THE SCOPE OF THE COURSES OFFERED**

Courses will be offered to meet the needs of teachers and students who intend working for various certificates and credits, including the Provisional, Professional, Permanent State, and



Normal School Certificates, Advanced Credit, and High School Credit.

For those who are graduates of normal schools and for those who hold the Permanent State Certificate, courses will be offered for advanced credit in the following subjects: Cookery, Sewing, Nutrition, Art, Music, Industrial Arts, Physical Education, Playground Work, Children's Literature, Observation of Teaching, Primary Methods, Intermediate Grade Methods, and Grammar Grade Methods.

For those who desire credit toward the Normal School Certificate regardless of working for any other certificate, courses will be offered similar to those given during the regular year. For these courses a catalog will be sent on request.

### **PRACTICAL SCHOOL PROBLEMS BY SUPERINTENDENTS**

This course will deal with practical school room problems, especially in management, discipline, and relations to the community. The course is intended especially for those who will prepare for the provisional certificate, and who will teach for the first time during the coming year. The course will be given by the county superintendents or their assistants from the counties adjacent to the Normal school. Each superintendent will meet the class for three sessions and the course will continue for half of the summer term.

### **INDUSTRIAL ARTS**

The Industrial Arts department will offer the following courses which will be of value to teachers of graded classes, teachers in rural schools, and teachers of industrial arts. The number of hours which will be given to these courses will be adjusted to the needs of the students.

#### **Industrial Arts for the Rural Schools.**

Work in wood, sheet metal and cement. The making of "Tin Can Toys" will be an important feature of the course. Projects will be worked out in the various materials, and demonstrations will be made of how such work can vitalize the teaching of the other schools subjects. It will be shown how this work can be handled with limited equipment and supplies.

#### **Industrial Arts for Grades 1-6.**

In this course a study will be made of the various processes involved in transforming raw material into finished products, in other words, how the world does it work. Work in paper, wool, clay, and wood will centre about the activities of the home. It will be shown how this work can be handled in an ordinary class room with limited equipment and supplies.

#### **Prevocational Education.**

This course will deal with work to be carried out in the 7th and 8th grades, in wood, sheet metal, cement, and electricity. There will be a discussion of the care and use of tools, how to use materials, and how the work may be organized under ordinary conditions.

#### **Industrial Arts for Junior High School.**

The purpose of this course will be to give industrial information concerning various industries in the vicinity of the school and in the communities from which students come. Wood, cement, sheet metal, electricity, and clay will be used as mediums of information in the course.

### **HYGIENE AND HOME CARE OF THE SICK**

#### **AS**

#### **OUTLINED BY THE AMERICAN RED CROSS.**

This course deals with the prevention and care of illness in the home. Such topics are discussed as the early symptoms of diseases, food for the sick, administration of medicine, baths, bed-making, prevention and care of common ailments, such as colds, sore throats, etc., care of sick children and the aged, including simple nursing procedures and first aid treatment for common household emergencies. This course will be required as a part of the work in Health Education. The course will be given by means of lectures, demonstrations, and laboratory work. The course will be in charge of Mrs. Theresa H. Holmes, R. N., who is an authorized instructor for the American Red Cross.

#### **THE MUSIC DEPARTMENT.**

Special attention will be given to the teaching of music in the public schools. A thoroly competent instructor will be in charge of this work.

The chapel exercises each morning will afford considerable

opportunity for chorus and community singing. These exercises will be in charge of the instructor in public school music.

Private lessons will be given in Voice, Piano, Violin and Harmony. The charge will be \$1.00 per lesson. The charge for the use of the piano for practice (one period daily) will be \$2.00 for the summer session. The charge for the use of piano for practice (one period daily) for those not taking special lessons will be \$3.00 for the summer session.

If there are enough students to warrant it, class instruction will be given in Harmony and Orchestration. The charge will not be less than \$5.00. The charge will be made according to the number of lessons in the course.

Mrs. John Ketner Miller and Mrs. Wm. B. Sutliff will be in charge of the private instruction.

### COURSES IN COMMERCIAL SUBJECTS.

There is a big demand for teachers for commercial work in high schools, and the Summer School will give teachers an opportunity to prepare for this line of work. Courses will be offered in Stenography, Typewriting, and Bookkeeping. Commercial students have the opportunity to take courses that are adapted to their needs in the departments of English and Mathematics.

Special attention is called to the opportunity to develop skill in penmanship. The aim will be to qualify students for the Palmer Teacher's Certificate. Courses in Business Writing and in Lettering will be offered. Professor A. B. Black, a remarkably successful teacher of penmanship, will be in charge of this work.

### COURSES OFFERED FOR THE PROVISIONAL, PROFESSIONAL, AND PERMANENT STATE CERTIFICATES

#### Group A.

1. The Teaching of Arithmetic .....3 9 11½  
(Normal school credit).  
This course will include primary number, arithmetic, and composite mathematics, differentiated by groups where there are sufficient students.
2. The Teaching of English .....3 9 11½  
(Normal school credit).

This course will include reading, English grammar, spelling, oral and written composition.

3. The Teaching of Social Studies .....3 9 1½  
(Normal school credit).

This course will include United States history, history of Pennsylvania, civics, and patriotism.

4. The Teaching of Science .....3 9 1½  
(Normal school credit).

This course will include geography, physiology, hygiene, and general science.

#### Group B.

##### 1. Public School Music

- a. Elementary Public School Music .....2 9 ½  
(No normal school credit).

Elementary course for those students who have not had the theory of music in grades or high school.

- b. Advanced Public School Music .....2 9 ½  
(Credit) Part of the regular Arts 4 course.

Presupposes a knowledge of music.

#### 2 Art.

1. Art. ....2 9 ½  
(No normal school credit)

Elementary course for those students who have not had a good course in elementary art in grades or high school.

2. Art. (Credit) .....2 9 ½  
Part of regular Art 1 course.

Presupposes a previous elementary course.

3. Health Education .....2 9 ½  
This course to include school gymnastics, playground, etc.

(No normal school credit).

#### Group C.

1. Handwriting (Credit) .....2 9 ½

Regular Art II. course.

2. Observation, Management and Methods (including Practice Teaching) .....6 9 3
3. Elective in Education .....6 9 3  
(Credit)

See Group C'.

All candidates for Provisional and Professional Certificates are required to take all courses in Group A unless they have previous satisfactory credit for same.

In Group B all candidates for Provisional and Professional Certificates will be required to take one course in Public School Music, one course in Art, and Health Education.

One elective six hours per week, or two electives three hours per week, will be required of all students.

Group C'. Recommended courses in Education (Credit)

1. Kindergarten-Primary Methods .....6 9 3
2. Kindergarten Theory (E 12) .....4 9 2
3. Citizenship (SS 4) .....4 9 2
4. Introduction to Teaching (E 1) .....6 9 3
5. Introduction to Psychology ( $\frac{1}{2}$  E 2) .....3 9  $11\frac{1}{2}$
6. Child Study ( $\frac{1}{2}$  E 2) .....3 9  $11\frac{1}{2}$
7. School Efficiency (E 13) .....6 9 3
8. History of Education ( $\frac{1}{2}$  E 4) .....4 9 2
9. Principles of Education ( $\frac{1}{2}$  E 4) .....4 9 2
10. Standard Measurements (Elective) .... .6 9 3
11. Rural School Problems (E 44) .....6 9 3
12. Rural Sociology (SS 44) .....4 9 2
13. Sociology (Elective) .....6 9 3
14. Current Educational Problems .....5 9  $21\frac{1}{2}$

Group D. Cultural group for Professional and Permanent Certificates.

1. English Literature (Credit) .....12 9 6
2. General History (Credit) .....12 9 6
3. Biology (Science 1) (Credit) .....6 9 2

This course to include elementary botany and zoology.

4. Physical Science (No credit) .....12 9 6

This course to include Physical Geography and Elementary Physics.

5. Composite Mathematics (No credit) .....12 9 6

This course to include algebra and plane geometry.

Students who complete satisfactorily any subjects in Group D will receive a certificate that will be accepted in lieu of examination for the Permanent Certificate.

### EXTENSION AND CORRESPONDENCE COURSES.

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

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

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



has served as Director of Rural Education in a neighboring state.

It is the purpose of the State Department of Public Instruction through the State Normal Schools to conduct correspondence courses for teachers who for various reasons are unable to meet in extension courses. Detailed notice of these courses will be given later.

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### AUDITORIUM EXERCISES.

"The school is a place where we live together. A large portion of every day is spent there, and the interests of both teacher and children center about it quite as strongly as about the home. We are one family and it is essential to our unity, harmony, and success, that we have a time and place for coming together. In the school each class is isolated by the necessities of the case; each is about its own work. The morning exercises is a common meeting-ground; it is the family altar of the school to which each brings his offerings—the fruits of his observations and studies, or the music, literature, and art, that delight him; a place where all co-operate for the pleasure and well-being of the whole; where all contribute to and share the intellectual and spiritual life of the whole; where all bring their best and choicest experiences in the most attractive form at their command."

#### The Normal School Assembly.

Some interesting changes have been inaugurated this year in our auditorium exercises. In the first place, they are different as suggested in the very term "auditorium exercises" as distinguished from the term "chapel exercises." Whereas heretofore the assembling of the students has been for only a brief period given over essentially to devotional services, we have this year lengthened the assembly period to a half hour, during the first part of which simple devotional exercises are conducted, followed by varied programs of exercises intended to be of wide appeal, and of social and cultural value to the whole body of students. While the devotional purpose has not been lost sight of, the lengthening of the period has made it possible to bring before the assembled students each day an additional element of high cultural value, or of

such a nature as to tend to unify the student body into a social group conscious of the great educational purposes in life.

The time when these auditorium exercises are held is a matter of importance to note. Placed as they are, from 9:55 to 10:25, they offer relief from what would otherwise be a long forenoon program of solid work. Attendance is compulsory, the same as it is to class recitations, and the same rules govern cases of tardiness and absence; but the aim is to make these exercises so valuable that no serious-minded student will wish to absent himself.

Early in the year Principal Fisher planned a weekly schedule of exercises as follows:

MONDAY, given over to musical appreciation, in charge of Mrs. John Ketner Miller, head of the music department.

TUESDAY, Senior morning, exercises participated in by selected groups from the Senior class, under faculty supervision.

WEDNESDAY, given over to the discussion of educational matters by the Principal.

THURSDAY, community singing, in charge of Miss Ruth Myers, teacher of public school music.

FRIDAY, Junior morning, exercises participated in by the groups selected from the Junior class, under faculty supervision.

SATURDAY, discussions by members of the faculty, or by outside speakers.

While this schedule has not been invariably followed in a slavish manner, it has nevertheless provided a practical scheme for organized, purposeful effort. A committee on auditorium exercises, appointed by Dr. Fisher, from members of the faculty, has had general supervision of these exercises.

Lack of space makes it impossible to explain the variety of programs that have been given. Of those prepared by Juniors or Seniors several for special occasions might be mentioned, such as, Armistice Day, Thanksgiving, Christmas, and Lincoln's birthday.

On several occasions, dramatizations have been given by children of the Training School after presentation in their own

assembly exercises for the illustrative and educational benefits to be gained.

### The Training School Assembly.

It has seemed impracticable for the pupils of entire Training School to meet together regularly, because of the wide range in age and interests. Consequently the Elementary Grades and the Junior High School have assembled at different times.

The Junior High School has had two regular periods each week. One of these has been devoted to chorus work and music appreciation under the leadership of Miss Ruth Myers. The other period has been given over to exercises in which the pupils of the Junior High School participated.

Probably their most effective program was the presentation of two scenes from John Drinkwater's "Abraham Lincoln." The scenes chosen were the informal reception at the White House and the cabinet meeting.

Other programs of almost equal interest were the political debate given just preceding election day and one held recently on the question of the adoption of compulsory military training by the United States.

A profitable period was spent one day in reporting on the various activities in connection with the celebration of "Better Speech Week" and exhibiting and criticizing the Better Speech Week posters.

Among the plans for the near future are a memory contest in music, a lantern lecture on Egyptian and Greek art, a court of naturalization, and a discussion of plans for a practical civic project.

In the Elementary School there have been two distinct types of assembly, the general Elementary Assembly and the smaller group of two or three classes. The Kindergarten and First Grade have frequently shared their work and play. Since the Kindergarten has a piano and the Hill Building Blocks, it has been a more favorable room in which to stage certain events.

Grades Five and Seven met on one occasion when Grade Seven invited Grade Five to demonstrate their Project of Candle Making since Grade Seven was also interested in colonial life. Grade Five later presented a "school made" candle to Grade Seven

and Grade Seven in turn presented Grade Five with a candle holder made in the industrial arts class from a tin can.

Another example of this type of social intercourse was the Hallowe'en party for pupils of Grades Four, Five and Six. No class room was large enough to accommodate this group so the annex dining room was used.

The assembly program when the entire Elementary School meets has been varied in its treatment. Among the outstanding exercises was the Christmas program in charge of Grade Six, when the pupils of that class arranged and presented a dramatization of Raymond Alden's story "Why the Chimes Rang." The audience became the congregation in the church scene, thus participating in the Christmas carols as a part of the play.

The Elementary Assembly which called forth the most undivided attention and enthusiasm from the audience was probably the Song Contest when the first six grades rendered two songs each in competition. The points considered in judging were tone quality, interpretation, and ability to follow the leader. The contest was so close between Grades Three, Five, and Six with many of the audience strongly in favor of Grade One, that there was much sympathy for the judges who could bestow the banner upon but one class.

Grade Three gave an amusing program not long ago which was somewhat patterned after a minstrel show with end-men. It was a sharing of riddles and jokes with the children seated in a semi-circle on small chairs. No minstrel company ever enjoyed their own jokes more.

It is a great temptation to tell of the charming dramatizations by the primary grades when a few chairs formed a dense forest, a cape made a prince, or a pair of long ears a rabbit.

There were also times when grown-ups had charge of the program. Mrs. Browne told some Uncle Remus stories in true southern style, and Prof. Hartline spent a period in helping the members of the school to appreciate some of our choice possessions on the campus.

Our assembly periods have been very fruitful; but there is room for improvement, and each week adds to our experience and our modification of plans for the future.

"The value and scope of such exercises must be determined in the end not by theories but by the effect upon the life and character of the children and upon the spirit and work of the school.

A common objection to such exercises is that they hinder and interfere with the work of the school, disorganizing it, and dissipating the children's time and energy, and furthermore are the cause of undue excitement and consequent nervous strain, and of that love of "showing off" which leads to self-consciousness and egotistic selfish action. But the few schools in which the exercises have been made an integral part of the work of the children and of the daily program can bear witness to the theory set forth here; namely, that the exercises act as an intellectual stimulus, intensifying thought, concentrating energy, and, by co-ordinating and controlling the impulses to express, become a reconstructing force, a process of further control and organization; also that they make for order and courtesy and are a large factor in unifying the school and teaching the child the individual's place and duty as a citizen of the school community, and thus are a wholesome training in altruistic thinking and living."

Persons interested in a more complete report of the assembly period will find many helpful suggestions in a pamphlet entitled

"The Morning Exercise as a Socializing Influence."

Francis Parker School Year Book

Chicago—June 1915.

Price 35c.

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### SCHOOL DIETITIAN.

We have recently added another member to the faculty, Miss Mabel C. Rogers, of Lansing, Michigan. Miss Rogers will fill a newly created position as school dietitian and instructor in nutrition. She will be responsible for the management of the kitchen and dining room, for the preparation of menus, and for the purchasing of food. Later she will do some teaching in nutrition. This new position is made necessary by the health work that is to be conducted in the state by the Department of Public Instruction. The teaching of nutrition in the Normal School



must be closely identified with the practical work of the kitchen and dining room.

Miss Rogers, by training and experience, is well qualified to undertake this important work. She is a graduate of the Michigan Agricultural College where she received a B. S. degree and later received an A. M. degree from Teachers College, Columbia University. She has taught in the Household Arts Department of two high schools in Michigan, organizing one of the departments. She organized boys' and girls' club work with the Extension Department of Michigan Agricultural College. During the war, Miss Rogers did extension work with the State Agricultural Colleges of Massachusetts and Michigan. Her work which was state wide, was largely of canning of foods and dietic work. More recently she has been in public health work as Director of the Modern Health Crusade for the Michigan Anti-Tuberculosis Association.

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### NEWFOUNDLAND STUDENTS AT BLOOMSBURG.

Newfoundland is turning to the United States for help in solving her educational problems. Hitherto her system of education has been modelled on that of England, but her leading educators believe that the United States has more to offer in this respect than has England. For this reason thirteen young women teachers, who have shown special promise, have been selected by the Government to be sent to normal schools in this country at government expense. The Kalamazoo State Normal School, the Oswego State Normal School, and the Bloomsburg State Normal School were chosen for the advantages they offered.

The students assigned to the Bloomsburg State Normal School are Miss Gladys Parsons of Havre de Grace, Newfoundland, sent by the Methodist Board of Education, and Miss Margaret Murphy of St. Johns, Newfoundland, sent by the Catholic Board of Education. Both of these young women are earnest students and keenly alive to the advantages offered by the American system of education. They will take back to the schools of Newfoundland, American educational ideals and methods. Before returning to their native land, Miss Parsons and Miss Murphy ex-



pect to attend the summer session at Teachers College, Columbia University.

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### FACULTY NOTES.

It may be of interest to our readers to know of the part taken by various members of the faculty in the numerous educational conferences and meetings during the year. The reaction from the attendance upon such gatherings is always of benefit to the school.

During the latter part of February Dr. Fisher attended the sessions of the National Council of Normal School Presidents and Principals, in Washington, D. C. He then spent a few days at the meeting of the Department of Superintendence, held February 25 to March 3, in Atlantic City.

On March 18 he presented a paper in the Normal School and Rural Education section of the Annual Conference at Teachers College, Columbia University. The subject of the paper was "The Reorganization of Normal Schools." Dr. Fisher has also spent several weeks assisting the Department of Public Instruction in making a survey of the Philadelphia Normal School. He also attended the session of Schoolmen's Week at the University of Pennsylvania, April 7-9.

Miss Steele has had an active part as an instructor in the following institutes for teachers: Allentown City, Mifflin County, Columbia County and at Millersburg, Doylestown, Harrisburg, and Berwick. She attended the State Teachers' Association meeting at Harrisburg, the Department of Superintendence at Atlantic City, Teachers College Alumni Conference, March 19, and the Schoolmen's Week at the University of Pennsylvania. At the latter meeting she gave a demonstration lesson with a class of children in "The Teaching of Silent Reading."

Mrs. Goodwin and Miss Cruttenden attended the Eastern Arts Convention held at Baltimore, March 24-26. The convention was one great value to arts teachers. Mrs. Goodwin also attended the annual meeting of the Anthracite Arts Association at Hazleton, March 19.

During the Easter vacation Prof. Goodwin attended the

annual convention of the Eastern Commercial Teachers' Association in New York City.

Prof. Brill attended the State Teachers' Association at Harrisburg. He was especially interested in the session of the Department of Civics and History.

Prof. Sutliff and Prof. Hartline attended the sessions of Schoolmen's Week at the University of Pennsylvania, April 7-9.

Miss Kingman attended the Eighth Annual Conference of the Deans of Women in the Normal Schools held at Atlantic City, February 25-26. Miss Kingman had the honor of being elected Secretary of this association which is national in its scope.

Mrs. Browne attended the meeting of the Department of Superintendence of the N. E. A. at Atlantic City. She read a paper before the Rural Department of this body on February 28. She also read a paper before the Rural Section of the State Teachers Association at Harrisburg, December 28. Mrs. Browne has been an instructor at the following institutes and meetings: Mauch Chunk, Carbon Co.; Mifflintown, Juniata Co.; Danville, Montour Co.; Bloomsburg, Columbia Co.; and at Hazleton City Teachers' Meeting.

Prof. Albert has recently attended and taken part in the educational conferences at Vandergrift, Berwick, Hazleton, Harrisburg, and in Washington County, Maryland. He spent five days of the Easter vacation period in the Normal and Industrial Institute at Tuskegee, Alabama.

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### ALUMNI ITEMS

Note: The next number of THE QUARTERLY will be the catalog number; but alumni items for the October issue will be welcomed.

### ATTENTION CLASS OF 1911.

"1911" is ten years old, and June 14, 1921 is the day set for our tenth year reunion. Let us forget the ten years which have passed and begin now to plan for that reunion just as we planned for the triumphs of school days. Those memories alone ought to awaken the desire to be present this coming June. Let "1911" rally as of old.

D. D. WRIGHT, Pres.

1886. Koser, Josephine R. After a brief illness Miss Koser died January 9, 1921. She was educated in the public schools of Harrisburg and at B. S. N. S. After graduation she began teaching in Harrisburg and continued in service there to the time of her death. She had a host of friends who paid tribute to her memory.

1907. Landis, William B. Announcement comes of the birth of a son, Frank Parks Landis, on February 20, 1921, to Mr. and Mrs. Landis.

1910. Morris, Charles. The prefix "Hon." is now due, for our plucky baseball catcher of days gone by has risen from being president of his class to the distinction of being representative from his district, in the State Legislature in 1921. We confidently expect him to be an ardent advocate of the proposed legislation which is aimed to advance the cause of education in Pennsylvania.

1911. Sharadin, A. J. is now director of athletics at Defiance College, Ohio, where he is being unusually successful. Last fall his football team won the Northwest Ohio Conference title. Mrs. Sharadin, who was Georgena McHenry, 1911, is teaching in the First Grade in one of the schools of Altoona, where they own a home which they did not like to relinquish until they were certain they would like the work at Defiance.

1912. Cool, Harold N. Writing from 9 Atlantic Street, Jersey City, N. J., he informs us that he now has "two little Cools", the oldest two and one half years, and the youngest nine months old.

1914. Edwards, Idwal, who was in the Air Service during the war, and has since been an instructor in the Flying School near Dallas, Texas, is now Captain Edwards. He was married last November to Miss Katherine Bierman, daughter of Dr. and Mrs. Henry Bierman, of Bloomsburg, in a very pretty church wedding. Captain and Mrs. Edwards are to sail about May 5 for the Philippines, touching at various interesting places en route for Manila. Captain Edwards will continue in the Air Service Department for the Government there indefinitely.

1916. Griffiths, Percy W. In a recent issue of The Philadelphia North American we found the following: "Percy W.

(Red) Griffiths, former Penn State star, who is to be athletic director at Marietta College next fall, was recommended by Hugo Bezdek, under whom he played at State. Griffiths comes from Scranton."

1919. Smith, Mary Agnes. In a very pretty church wedding, with Dr. D. J. Waller and Rev. S. A. Harker officiating, Miss Smith was married February 8, 1921, to Claire Monroe. They are residing in Bloomsburg.

1910. Kresge, Olive and J. D. Montanye, in a very pretty Christmas wedding, were united in marriage. They are residing at 23 West Hollenback Ave., Wilkes-Barre.

# CALENDAR---1921

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Second Semester ends .....	Friday, June 10
Music Recital .....	Friday, 8 P. M., June 10
Junior Reception to Seniors ..	Saturday, 2 P. M., June 11
Junior Drama .....	Saturday, 8 P. M., June 11
Baccalaureate Sermon .....	Sunday, 4 P. M., June 12
Class Reunions .....	Monday, 10 A. M., June 13
Alumni Assembly .....	Monday, 11:30 A. M., June 13
Alumni Banquet .....	Monday, 1 P. M., June 13
Ivy Day Exercises .....	Monday, 2:30 P. M., June 13
Baseball Game .....	Monday, 4 P. M., June 13
Senior Class Day Exercises ...	Monday, 8 P. M., June 13
Faculty Reception to Seniors and Parents .....	
.....	After Class Day Exercises
Commencement .....	Tuesday, 10 A. M., June 14
Summer School Begins .....	Monday, June 20
Summer School ends .....	Saturday, August 20
First Semester begins .....	Monday, September 19

# BLOOMSBURG STATE NORMAL SCHOOL

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Ideally located among the hills along the Susquehanna in a town that is not surpassed in attractiveness and accessibility among towns of its size in Pennsylvania.

Because a Normal School is state supported and state controlled it can offer a high grade education at less expense than any other school in the country.

The country needs capable young people who will devote their services to teaching, the biggest and best profession because it prepares the citizens of the future.

This school under the New Educational Program of Pennsylvania is being greatly strengthened and enlarged for better service to teachers and the public schools.

First Semester begins Monday, September 19.

For information write to

**C. H. FISHER, Principal.**



# BLOOMSBURG STATE NORMAL SCHOOL



*New Faculty members  
written up on page 9*

QUARTERLY  
NOVEMBER, 1921  
BLOOMSBURG, PENNSYLVANIA

A CAPABLE, well-trained teacher  
in hearty accord with American  
ideals in every teaching position  
in Pennsylvania, so that there  
may be an equal opportunity for  
all children of the state.

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# BLOOMSBURG STATE NORMAL SCHOOL QUARTERLY

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## LET US HEAR FROM YOU

How many graduates of the Bloomsburg State Normal School are teaching in Pennsylvania? Just what are they doing? Do they all receive the Quarterly? These questions and many others are of interest to all of us.

Bloomsburg Normal can make its power felt even more than now if the alumni work as a unit. The Normal wishes every graduate to receive messages at regular intervals. The Quarterly is the medium for these communications. In order to have the Quarterly reach you promptly, it is necessary that we have a complete and accurate mailing list. On another page of this issue you will find a prepared sheet which we request you to fill out and mail immediately to the address given there. Unless you act promptly you may forget, or your address may arrive too late for the next issue of the Quarterly.

There will be much interesting news in a near issue of the Quarterly if every alumnus sends a message. LET US HEAR FROM YOU!

## COMMENCEMENT—1921

As there has been no issue of the Quarterly since the commencement season, a word regarding it may not be inappropriate. A committee was set to work early in the spring to

plan the events of the week. The first concerted effort was to make the affair short, snappy, and to have something planned for every hour.

Saturday afternoon began with a reception and dance given by the Junior Class to the Senior Class. This was a delightful event held in the Casino, and was very largely attended by both students and alumni.

Saturday evening the class of 1922 presented the annual commencement drama, rounding out a perfect "Junior Day" with "Green Stockings" as the attraction.

The baccalaureate sermon was preached by Dr. George N. Richards, President of the Reformed Theological Seminary of Lancaster, Pennsylvania.

Monday opened with the early part of the day given over to the usual class reunions. They were well attended and most enthusiastic.

At eleven o'clock the Alumni meeting was held in the Auditorium, the main feature being the address of Mr. Francis B. Haas of the Department of Public Instruction. Dr. Fisher also addressed the meeting. This was followed by the annual banquet to which all graduates of the school, as well as the graduating class, were invited. The large dining-room was filled by a happy, enthusiastic crowd.

Judge John M. Garman of Wilkes-Barre acted as toastmaster in his usual happy manner. A number of toasts were responded to. Everyone was pleased with the hearty response given by Dr. Waller, who told of the achievements of the new administration, of the energy with which Dr. Fisher had attacked the difficult problems confronting him, and of his own continued interest in and hopes for the best things for the Bloomsburg State Normal School.

Three-thirty saw the planting of the Ivy with its interesting program. Four-thirty was marked by a new commencement event, which we hope will now be an annual affair, the alumni baseball game. The old boys put up a snappy game and held the school team to a tie score, the supper bell putting an end to a most interesting game with the score 2-2.

The Seniors claimed the evening with their Class Day program, which was given in excellent form. This was followed by a reception given by the members of the faculty to the Seniors and their parents. The reception proved to be one of the finest events of Commencement.

Tuesday morning at ten o'clock saw the beginning of the end of a most delightful Commencement season. The address by Dr. J. Duncan Spaeth, of Princeton University, was a fitting close to one of the most enthusiastic and well attended events of the kind ever held here. Evidence of the cordial support of the Alumni to the new administration was everywhere apparent. The school enters the new era with confidence in the continued support of the Alumni.

### A LETTER FROM THE PRESIDENT OF THE ALUMNI ASSOCIATION

To the Members of the Alumni Association:

This opportunity to write to you through the first number of the Quarterly is certainly appreciated. There are several matters concerning the Alumni Association I should like to talk over with you, each one personally, but as matters stand I must be content to speak to you in print. First of all I think you will agree with me that we have on Normal Hill at Bloomsburg, one of the leading institutions of its kind in the State. We shall have reason as the days go by to be still prouder of our Alma Mater. Few institutions in the State have achieved what B. S. N. S. has achieved in the past year. I am sure you will agree with me when I say, that the spirit and influence of the Bloomsburg State Normal School should be perpetuated through the Alumni Association, and that we should begin to help the officers and faculty of the institution to make of B. S. N. S. the most influential and best normal school in the State. With the co-operation of every Alumnus this can be done.

Many of you are members of a local Alumni Association in your vicinity. You should not only be members of this local Association, but you should be real live wire members, the



kind that take an active part in the doings of the Association. These local Associations should begin to spread the old time spirit of B. S. N. S., the kind of spirit that you had when you were at Normal. The reports that I have had thus far from the local Associations that have had their meeting, show that this spirit is spreading. Each meeting has been a big success. If your Association has not had a meeting, will you get in touch with your local president and ask why?

"Alumni Day" for 1922 was advertised in the catalogue for Monday, June 12. This date has been changed to Saturday, June 3rd, in order that the vast number of teachers belonging to the Alumni might have an opportunity to get back on Alumni Day and renew old acquaintances. I am sure that this change of date will be heartily approved by every Alumnus. Hurrah for the biggest Alumni Day that Bloomsburg has ever seen!!

Nineteen Twenty-two is the time for the reunions of the following classes: 1920, 1917, 1912, 1907, 1902, 1897, 1892, 1887, 1882, 1877, 1872. Last year a large number were present from every class. Let us make this year the "Booster Alumni Day." Let us have such a crowd that we shall have to put dining-room tables in the class rooms. Mark this day in your calendar for next year and be sure to be on hand.

I shall be glad to hear any good suggestions that you may have that will help to improve the Alumni Association.

Sincerely yours,

THOMAS FRANCIS,  
President, B. S. N. S. Alumni Association.

### SUMMER SCHOOL

The summer school of 1921 was the third summer school conducted by the Normal School and greatly outstripped previous records in attendance. The total enrollment was 498, which was the second largest enrollment in the state normal schools, one of the schools in the western part of the state having an enrollment of 503. The attendance at the summer

school of 1922 will be limited only by the accommodations which can be provided. The enrollment for 1922 can be doubled over that of 1921 provided accommodations can be found for those who will want to attend.

The summer school has come to be regarded as a part of the year's work. The regular year is now divided into two semesters of eighteen weeks each. The summer school continues for nine weeks, which enables students to complete one-fourth of a year's work. Under a new law enacted by a recent legislature which requires that after September, 1927, all teachers in the state must hold state certificates, the summer school will grow rapidly in increasing importance.

The summer school attracts on the whole an earnest body of teachers, who come with a definite purpose. The instructors in the summer school of 1921, in spite of extremely hot weather, felt amply rewarded for their effort by the splendid work done by the students. The summer school of 1921 maintained a high standard of work. Mere attendance did not guarantee passing grades or a teacher's certificate. The faculty was strong and capable and exacted work of a high standard.

The teachers of the normal school who teach during the regular school year, if they are so inclined, have the opportunity of teaching in the summer school. This gives the teachers an all year position with compensation for twelve months in a year. Between the close of the summer school and the opening of school in September, the teachers have a month's vacation. In addition to the regular teachers thirteen new teachers had to be added to the summer school faculty.

The Demonstration and Observation School was a very important part of the summer school organization. The school had a group of expert teachers who demonstrated a high grade of modern teaching. The school was composed of the first six grades with about twenty-five pupils in each grade and a teacher in charge of each grade. A one-room school was organized in one of the rooms of the chapel building. The school was composed of pupils who were transported to and from the country. The teacher in charge was specially qualified to

demonstrate teaching in a one-room school. We feel that without the work of the Demonstration and Observation School the summer school would have failed in a large measure to accomplish its work. This kind of school has become a permanent part of our organization.

### ENROLLMENT

The total enrollment at the present time is 502 students. The most gratifying phase of the enrollment is the number of students in the Junior Class. The Junior Class has an enrollment of 270 students, which is the largest entering class in the history of the school, and if this class remains intact, as it most likely will, it will be the largest graduating class in the history of the school. A most significant phase of the enrollment of the Junior Class is that 43 young men are members of the class, who are attending the school with the purpose of preparing for teaching. The Junior Class of last year or the present Senior Class numbers 130. There has been a gain of over 100 per cent. in the enrollment in the entering class of the two-year normal school course. Altogether there are 400 students who are enrolled in the two-year normal school course. The rest of the 502 students are either in the High School Department or in the Music Department.

The College Preparatory Department, because of the ruling made by the State Department of Public Instruction, has been dropped entirely from the organization of the school. The Commercial Department has been dropped temporarily. We hope by September, 1922, to organize a new department with a three-year course for the training of commercial teachers. The Commercial Department will require high school graduation for entrance the same as the two-year teacher training course. In spite of dropping two departments from the organization of the school, considerable gain has been made in the total enrollment. The dormitories and dining-room are almost filled to their capacity as was the case in the pre-war days.

The total enrollment of our summer school was 498 students. This enrollment together with the enrollment of the

regular school year makes a total enrollment of 1,000 students. In addition to this it is fair to count the teachers enrolled in the extension courses as a part of the enrollment in the school. The regular teachers of the school are meeting on late afternoons and in the evenings and on Saturdays, twenty-five classes in extension work. At the present time there is a total enrollment of 700 in the extension courses. The complete enrollment of the school at this time for the year 1921-22 is 1,700. Not only do we take pride in the enrollment, but more especially in the large service, which the enrollment indicates that this school is rendering to the public school system of the state.

### EXTENSION WORK

A new branch of normal school work has been initiated at Bloomsburg this year in the organization of extension classes for teachers in service. This work has been planned to help teachers receive credits toward State Certificates. The regular courses offered at the Normal School are being given by members of the faculty in centers wherever a group of twenty or more teachers desire such work. At present there are twenty-five classes organized with an enrollment of approximately seven hundred teachers.

Courses are being given in the following subjects: Principles of Education, Music, Fine Arts, Geography, Teaching of Arithmetic, English Composition, Children's Literature and Story Telling, Reading and Public Speaking, Industrial Arts, Child Study, Personal and School Hygiene, Penmanship, Teaching of Reading, General Science, Educational Measurements.

Classes are being held at Hazleton, Freeland, McAdoo, Williamsport, Plains, Edwardsville, Hanover Township, Nanticoke, Dalmatia, Wilkes-Barre, Pittston, Norwegian Township, Lost Creek, Locust Gap. New classes are being formed at Bloomsburg, Danville, Duryea, Milton, and other places. Although the extension work is at present in its embryo state, we feel certain that the enthusiasm shown by teachers who are taking courses is an evidence that the work is meeting a real need.

Although we have devoted our attention exclusively to the organization of extension classes, there are three other very important phases of the extension work which will soon be in operation. One of these is the correspondence work which will be given the last semester. This is for the benefit of those teachers, who because of extreme distance from a center are not able to join extension classes.

Another important phase of the work will be the "follow-up" of the graduates. According to this plan, members of the faculty will visit as many graduates of the school as possible in order to ascertain in what respects the work in the normal school prepares the teacher to meet the real situation and in what respects it fails to do so, as well as to be of help and encouragement to the graduates.

The Extension Department will also serve as a central bureau for the distribution of institute work. A list of available speakers together with the subjects upon which they are prepared to speak will be kept on file for the benefit of superintendents and others desiring the services of the Normal School. As important as is the work within the walls of the Normal School, we cannot help but feel that without also lies a vast field for service.

### NEW MEMBERS OF THE FACULTY

This year there are forty-five regular members of the faculty, whereas last year the faculty numbered forty-two, and two years ago there were thirty-six members of the faculty. The increase in the present faculty is due for the most part to the enlarged Training School. Twelve teachers are devoting all of their time to the Training School. In addition to the regular teachers, there are eight special teachers who are devoting part of their time to the Training School. The work of the Training School has been extended to the schools of Bloomsburg and to one-room rural schools adjacent to Bloomsburg. Altogether there are six teachers outside of the Training School who are associated with the regular members of the faculty making a total of fifty-one teachers connected with the work of the school.



This year there are sixteen new members of the faculty. A few facts about these teachers will no doubt be of interest to the Alumni.

The work in Educational Measurements which has recently been introduced into the school is in charge of John P. Herring. Within a short time the work in Educational Measurements has grown to such proportions that a Bureau of Educational Research has been organized to take care of this work. Mr. Herring is not only the instructor in Educational Measurements, but is the director of the Bureau of Educational Research. For ten years Mr. Herring worked in the schools of Seattle, Washington. During most of the time he was principal of one of the schools of the public school system of Seattle. He is a graduate of Brown University and did post-graduate work at the State University, Washington, and later continued his advance work at Teachers College, Columbia University, where, in June, 1921, he received his Ph.D. degree under Dr. Edward L. Thorndike.

Aroos H. Azadian is a training teacher in charge of the Kindergarten. Miss Azadian was born in Armenia, but is an American citizen. Miss Azadian received her professional training at Pratt Institute and Adelphi College, Brooklyn, and later at Teachers College, Columbia University, where she received both the B.S. and A.M. degrees. Miss Azadian has taught in schools in Asia Minor and in this country. She has traveled extensively in European countries and in Egypt, and handles with facility at least six foreign languages.

Florence E. Besse is a training teacher in the fifth grade. Miss Besse comes from West Concord, New Hampshire. She is a graduate of the Keene State Normal School of her native state. She has engaged in advanced study at New York University. She has had experience in teaching various grades of work, and spent three years in the Keene State Normal School as critic teacher. Immediately before coming to this school she taught in East Orange, New Jersey.

The new Principal of the Junior High School is F. A. Irwin. Mr. Irwin comes from Vincennes, Indiana, where he organized and acted as principal of a large junior high school. Mr.

Irwin has had considerable experience in teaching in the one-room rural school, in the high school, and as an administrator of schools. He received his collegiate education at DePauw University, Northwestern University and Teachers College, Columbia University. He holds a B.S. degree from Northwestern University.

Beatrice Dunlevy is a teacher of Geography and English in the Junior High School. Miss Dunlevy is a graduate of Swarthmore College, and has done advanced work at Teachers College, Columbia University. Miss Dunlevy has had experience in teaching upper grade pupils and recently has taught in the high school of Hazleton, where she was regarded as one of the most successful teachers on the high school faculty.

Margaret S. Sherman is the new teacher in the Department of Speech. Miss Sherman received a Bachelor of Oratory degree from the School of Expression of Lawrence College, which is located in her native state, Wisconsin. For three years she was a student at the Curry School of Expression, Boston, where she received a teacher's diploma in 1918. While studying in Boston, she was registered as a special student at Boston University from which school she received the B.A. degree. Miss Sherman received her Master's degree from the University of Wisconsin in 1920. While at the University of Wisconsin, she assisted Dr. Blanton in his Corrective Speech Clinic. She comes to us directly from the University of Iowa, where she was an instructor in Dramatics and Oral Interpretation.

Gerald S. Craig is an instructor in General Science, Physics, and Chemistry. Mr. Craig is a graduate of Baylor University, Texas, and holds the M.A. degree from Teachers College, Columbia University. He has done considerable advanced work in the Graduate School of the University of Pennsylvania. Mr. Craig has taught in the Science Department of high schools in Texas and New Jersey. He came to us from the Oak Lane Country Day School of Philadelphia. He enlisted in the army during the Great War and rendered considerable service in preparing men for overseas duties.

Harriet M. Moore is an instructor in Public School Music. Miss Moore is a graduate of the Missouri State Teachers College at Kirksville from which school she received a music supervisor's diploma. She spent considerable time studying music in Chicago, and during the past year studied at the Bush Conservatory of Music, where she received the degree of Bachelor in Music. Miss Moore has had experience as a teacher of the elementary school in the State of Missouri and later was Supervisor of Music in Winnetka, Illinois, and University City, Missouri.

Jessie A. Patterson is an instructor in Public School Music. She is a graduate of the State Normal School at Athens, Ohio. She spent three years studying at the Oberlin Conservatory of Music, Oberlin, Ohio, and has spent three summers in the Music Department of Cornell University, and a summer at New York University. Miss Patterson was for five years head of the Department of Public School Music of DePauw University. She came to us from Greensburg, Pennsylvania, where for three years she has been Supervisor of Music in the public schools.

M. Sibyl Browne is an instructor in Fine Arts. She is a graduate of Teachers College, Columbia University, where she was granted a B.S. degree and a teacher's diploma in Fine Arts. During the past year Miss Browne traveled extensively in Europe, devoting most of the time to study in the field of her main interest. Miss Browne had most of her experience in teaching in the public schools of San Antonio, Texas.

George J. Keller is an instructor in Fine Arts. Mr. Keller is a graduate of the Bloomsburg High School and spent two years studying Art at Bloomsburg State Normal School. He holds the B.S. degree from Teachers College, Columbia University, and also a teacher's diploma in Fine Arts. For a year and a half, Mr. Keller taught Art in the first six grades of the Horace Mann School. He has had experience teaching students in the Summer School of Teachers College.

George M. Mead has charge of Physical Education for men. Mr. Mead is a graduate of the University of Michigan, his native state. He spent two years in the Physical Education De-

partment of the State Normal School at Ypsilanti under the instruction of Prof. W. P. Bowen. Mr. Mead was formerly instructor in Physical Education in the Junior High School of Grand Rapids, and later was Supervisor of Physical Education and Director of Athletics at LaCrosse, Wisconsin. At LaCrosse he had charge of the Physical Education work in ten grade schools and a high school of 1,200 students. He supervised the practice teaching of seniors of the LaCrosse State Normal School. The work in Athletics and Physical Education at LaCrosse attracted considerable attention under the supervision of Mr. Mead. He spent two years in the army during the Great War and eleven months of this time were spent in France with the A. E. F.

Grace M. Stafford is an instructor in Physical Education for women. She was a student at the State Normal School of Milwaukee, and also at the State Normal School at Marquette, Michigan. For two years she studied in the Chicago Normal School of Physical Education, and has also been a student in the University of Chicago. She completed her course in Physical Education at the University of Wisconsin, where she received a degree. Miss Stafford has had experience in directing Physical Education for women at the State Normal School, Marquette, Michigan, at the University of Chicago, and more recently was Director of Physical Education for women at the Oklahoma A. & M. College.

Dorothy M. LaSalle is an instructor in Physical Education for women. Miss LaSalle was a student in Physical Education, Columbia University, where she received a B.S. degree and a teacher's diploma in Physical Education and Hygiene. For one year Miss LaSalle was student assistant in Teachers College. She was instructor in Physical Education in the Liggett School of Detroit, Michigan, and later was director of Physical Education at Greenwich Academy, Connecticut.

Gladys J. Hadley is in charge of the school library. Miss Hadley was a student in the Library Course of Simmons College, Boston, where she received her degree. Miss Hadley had experience in library work in Utica and Rochester, New York.

Marjorie K. Wilson is Assistant Librarian. Miss Wilson was a student in the Library Course of Syracuse University, where she received her degree. Miss Wilson came to us from Sandusky, Ohio, where she was engaged in Juvenile and County Library Extension Work.

### SUNDAY AFTERNOON MEETING

Last year marked the inauguration of what has come to be known as the Sunday Afternoon Meeting. These meetings met with such a hearty response that it seemed wise to arrange a similar series of meetings for this year. From the last Sunday in October until the middle of April a meeting is held every Sunday afternoon at four o'clock in the Normal School Auditorium.

The members of the faculty, students of the Normal School, and people of the town and vicinity meet to hear a discussion of current, political, social and moral questions by eminent and capable speakers. These meetings are regarded as a part of the educational work of this institution, for we believe that democracy can be maintained only through popular education and that citizens of a democracy can serve their country intelligently only when they have a knowledge of her problems.

At several meetings this year the Auditorium has been filled with an attendance of a thousand persons. A select chorus of girls' voices usually furnishes music for the occasion. The singing of the chorus is a feature of the meetings that is very attractive to a great many who attend. The following is the program of speakers and their subjects for this year:

October 30—George D. Alden, "Needs of the Hour."

November 6—A. Hunt Vautier, "The Way to Peace."

November 13—Frederic Poole, an Illustrated Lecture, "Allanby, Liberator of The Holy Land."

November 20—Concert by Bloomsburg Band, Assisted by Mrs. George R. Cruze, Soloist.

December 4—Edward Amherst Ott, "Victory."

December 11—Stanley L. Krebs, "Wonders of the World Within."

December 18—Charles Zueblin, Subject to be announced.



January 8—J. M. Tibbetts, "The Fundamentals of Our Civilization."

January 15—S. S. McClure, "World Conditions Today."

January 22—W. T. S. Culp, "The Unfolding of Life."

January 29—Concert by Bloomsburg Band, Assisted by Soloist.

February 5—J. Duncan Spaeth, Subject to be Announced.

February 12—Shaw Desmond, Subject to be Announced.

February 19—Frederic Poole, An Illustrated Lecture, China.

February 26—M. H. Lichliter, "The Vaudeville Mind."

March 5—Sacred Concert by Girls' Chorus.

March 12—William Rader, "Common Sense."

March 19—B. R. Baumgardt, An Illustrated Lecture, "The Frontiers of the Universe."

March 26—George Earle Raiguel, "Our Relations to South America."

April 2—Arthur D. Carpenter, "The Imminency of God."

### MANAGEMENT OF ATHLETICS

The committee in charge of the athletic affairs of the school decided at the opening of the school year to revise the scheme of management. The plan adopted is really a resumption of a plan used many years ago by the school. Briefly, we are to have a student manager for each line of sports in which teams compete and to have a member of the faculty as advisor to the student manager. The member of the faculty to whom each manager is directly responsible is Prof. George N. Hall. The faculty committee on athletics will review proposed schedules and co-operate otherwise in an advisory capacity. It is hoped that this plan will enlist the active support of the student body in all the athletic events in which the school participates. Students are admitted to all games by presenting evidence of registration. Members of the faculty may purchase season tickets at a nominal rate.

Coach Mead had a large number of boys working hard this fall to develop a football team. Considerable new equipment was purchased at the opening of school so that with the material on hand, every boy who desired to play football could be fitted out with all necessary equipment.

## OUR CELEBRATION OF ARBOR DAY

Because of many features that have in successive years become attached to the observance of Arbor Day,—such as (1) Tree Planting; (2) Bird Protection Studies; (3) Roosevelt Conservation Plans; and (4) Gift of High Schools to devastated France,—our observation this fall gave us a rather full program.

Auditorium periods, October 27 and 28, were used to get through the program, and the following activities were carried out under the direction of members of the senior class:

On October 27, Auditorium Exercises that aimed at Motivation for Arbor Day's Allied Observances were carried out by the following program on a stage setting consisting of

Floor—Autumn leaves.

Fence—Gate—Pathway.

Decorations—Autumn leaves, vines, fruit.

Trees to be planted, in crock on stage as part of decoration scheme:

Memorial White Pine.

Memorial American Larch.

Autumn Flowers:

Black-eyed Susan (School Colors).

Jane Hall.

Gentian.

Beth Girton.

Program: (Miss Hazel Kimble presiding):

Song—Joyce Kilmer's "Trees."

Reading—Judges IX; Trees Choose a King.

Lord's Prayer and Response.

Governor Sproul's Proclamation of Arbor Day, and  
Supt. Finegan's Letter, read by Dr. Fisher.

Our Arbor Day Plans—Miss Agnes O'Brien.

Our Thaddeus Stevens' Pines—Miss Anna Granahan.

Trees and Birds and other related Arbor Day observances, Fire Protection, Roosevelt, France—Miss Dorothy Faust.

Singing—"America."

While this was going on in the Normal School, the Elementary grades of the Training School, and the Junior High School were conducting programs in their own rooms.

October 28 was Field Day, and for this all schools combined. The aim was:

To plant trees.

To collect contributions for the gift of American School Children, American High School Buildings, to the school children of devastated France.

There was a grand march along a route prepared by seniors, with Miss Thelma Riegel effectively personating the Goddess of Liberty. The program consisted of two parts:

(1) Grand March—The combined schools, led by the Kindergarten, following the Stars and Stripes, and the Tricolor of France, passed the Statue of Liberty, at the base of which stood a papier mache model of the Emblem of France, a crowing cock, into whose mouth contributions were placed. The marching columns then broke up into groups organized for planting.

(2) Planting:

12 White Pines—War Hero Memorial Trees in Pinery to replace trees damaged since dedication. One tree by each of grades of Elementary and Junior High Schools.

1 Hero Memorial American Larch by Senior Class. A replacement.

1 Hero Memorial White Oak.

1 Scotch Pine, by Juniors.

1 California Giant Sequoia. A replacement.

8 Black Walnut Seedlings by Senior High School.

2 Clematis—white—blue—on Memorial Pergola. A replacement.

Moving one English Walnut.

Trimming Thaddeus Stevens' Pines.

Fixing Ivy of Ivy Day Planting.

Fixing Ivy of Memorial Pergola. By Seniors.

Taking of new seedlings set last Spring Arbor Day—Junior High School.

## A LETTER THAT EXPLAINS ITSELF

October 31, 1921.

To the Fine Lads and Lassies of the Training School:

That proud character—The Cock of France—had his crop filled so full by that Splendid Grand March of ours that when we took him from his perch and set him on the ground, he fell forward and many of his Grains of Corn (Coin)—American pennies, nickels and dimes and quarters—rolled out on the ground. But his American friends picked them up and put them back, \$60.08 in all. Wasn't that fine! He will give one grand crow that will be heard around the world if all Schools of America do as well as that. The amount that will come to them in this way ought to give them two High Schools of which we Americans can well be proud; and France—glorious France! will use them so well that she will give the world more great spirits like Lafayette, Pasteur, the Curies, Clemenceau, the Magnificent Old Tiger, Marshal Foch.

It was fine for us all to work together so nicely to "do well our bit."

I know a good Scout when I see one, and I think the Training School People are Good Scouts!

Cordially,

D. S. HARTLINE.

## TEACHER PLACEMENT SERVICE

Requests are constantly coming to the office of the Placement Service of the Department of Public Instruction, Harrisburg, Pa., for teachers specifically trained along certain lines. Many of these positions not only offer larger fields of service, but very attractive compensation.

The Placement Service is unable to suggest candidates for these positions due to a paucity of registrants.

We are calling the attention of the alumni and of the teachers of Pennsylvania to the advantages of registering with the Placement Service. By so doing not only shall school officials be rendered valuable service but worthy teachers the opportunity for deserving promotion.

The Placement Service has made no effort to solicit registration of teachers, although there were registered during the past year 3,643 teachers. In most instances these teachers desired to be in positions nearer home, and in larger fields of influence. Many were seeking promotion for which their additional professional training justly entitled them.

It was largely impossible to learn of vacancies prior to the establishment of the Placement Service, except through agencies operated for profit. During the brief period of operation 250 teachers have been placed through this bureau, representing salaries aggregating \$360,000. The actual saving in fees for the teachers of Pennsylvania amounts to \$18,000; if to this is added the registration fee of \$2 required by commercial agencies a total saving of \$24,000 has been effected. However, this matter need not be stressed. A greater piece of work than this has been accomplished. Letters of appreciation from school officials, from teachers and secretaries of boards of education expressing their gratitude for the service rendered are on file in the Placement Service.

One thousand two hundred and fifty requests for teachers have been received by the Placement Service. Great difficulty has been experienced in finding teachers specifically trained for the positions vacant. That the Placement Service may function most effectively it is necessary that the registration list of teachers be large. Registration cards are provided by which active and prospective teachers may register. These may be had upon application to the Department of Public Instruction. At the same time that we are asking our readers to carry the information concerning the Placement Service to teachers, we are asking the alumni to give the widest possible publicity to the Placement Service, thereby rendering a valuable service not only to the teachers and schools but to the children of this Commonwealth.

Many superintendents and supervisors are frequent visitors to the office of the Placement Service, and many teachers are using this office as a meeting place with school officials desiring teachers.



The Placement Service requests that we bring to the attention of teachers the advantages that will come from registering with the Placement Service and also of the advisability of school officials in need of teachers drawing upon the list of registrants on file in the Placement Service.

School officials are slowly gaining confidence in the work which the Placement Service is striving to do, namely, suggesting teachers specifically trained and properly certified for positions vacant. It will materially assist teachers if school officials and boards of education will notify the Placement Service of vacancies. By calling the attention of school officials to the service which the Placement Service stands ready to render and explaining briefly the desire of the Placement Service to become a clearing place for available teachers and existing vacancies, the schools of Pennsylvania shall be materially assisted.

HENRY KLONOWER,

State Dept. of Public Instruction.

In charge of Placement Service.

## ENGLISH IN THE TEACHER TRAINING COURSE

Elizabeth M. Gill

The new course of study in English has attempted to do two things: It has tried to unify the aims and boundaries of English teaching in the Normal Schools of the State, and it has emphasized the place and importance of English studies in their relation to the other subjects of the curriculum. There has long been a tendency not only in Pennsylvania, but throughout the country to make the courses in English reflect the personal preferences, ability, and individual judgment of the instructors, rather than the needs of a student in a teacher training institution. In thus organizing the course, Pennsylvania has taken a forward step.

Under the new plan three courses in English are required of all Juniors. The first is a course called English Fundamentals. The name is descriptive, for the course includes a review of grammar, which aims to build upon the previous work of the student an appreciation of basic principles, underlying reasons

and relations which govern the English sentence. About half of the semester is given to this study of grammar. Following that, the course meets the requirement of modern education by giving such instruction in the use of the library as will give a working familiarity with books in their classification, cataloging, and shelving, and with the reference section of the library. Further, the course includes a study of the history of the English language sufficient to show how and from what it has developed; some work in word-analysis, phonetics, drill in pronunciation and enunciation. Even spelling receives its share of attention when necessary. The aim of the entire course is to give such knowledge of the mother tongue that a high standard of usage may be acquired and maintained.

Complementary to this course is the second, English Composition. This gives constant practice in the application of those basic principles which make for effective use of English. It includes a thorough study of the forms of English prose composition, form, content, and technique. Special emphasis is placed on the essay and the short story.

Both of these courses are of college freshman grade, and presuppose a thorough grounding in the foundation principles of English grammar and of rhetoric. At the same time the courses are thoroughly professionalized, involving lesson plans and the discussion of approved method.

Closely associated with these two is the third, a course in speech. This is not in any sense a course in elocution; "it is designed primarily to insure: (1) a good teaching voice, and (2) effective address with facility and ease in oral expression." The laboratory method of work, making necessary self-criticism, is used throughout the course. Some attention is given to corrective work through the study of pronunciation and its requisites. There are discussions before the class of subjects chosen by the students. The course is planned to meet the demands of all sorts of public occasions, especially institutes and other teachers' meetings. The course offers opportunity for close correlation with the other courses of the curriculum through the class reports. Certainly no more practical course could be offered in a teacher training institution.

The senior year is rich in opportunity—four required courses and at least two electives are offered. During this year the required courses are adapted to the type of work in the schools which the student has selected. For students who have elected Group 1, the primary grades, there is the course in Children's Literature and Story Telling, for the teachers of the intermediate grades and junior high school, the course in Juvenile Literature. No greater problem faces parents and teachers than that presented by the questions that arise regarding our children's reading. It is to aid in the solution of these problems for the teacher that these two courses are planned; to give the student familiarity with the literature that has been written for children and young people and with the characteristics of the books which children select for voluntary reading, as well as with the psychological background of all their reading. Further than this these courses aim to develop critical ability, to give standards for criticism, to help the student to discriminate between the good and the best quite as certainly as between the bad and the good. The course in Children's Literature gives also training in story telling and information regarding the sources of much material for this kind of work. Children's magazines and such magazines for adult readers as children enjoy are studied both as sources of material and as suggestions of children's interests.

For each of these groups of student teachers there is a carefully organized course in the Teaching of Reading. Both classes are given the background of the psychology and hygiene of reading. The teachers of the primary grades study the theory of primary reading, examine many primers and readers, and become familiar, through observation and actual teaching in the training school, with the various types of lessons in primary reading. The second group, through the study of Dewey's "How We Think," and McMurray's "How to Study," secure the preparation necessary for stressing silent reading; they, too, use the readers and prepare lesson plans based on the various types of lessons. Some time is given to word study and to vocabulary building. Through this kind of teaching, reading is no longer a mere word pronouncing exercise, but a thought getting process.

In offering a course in the methods of teaching English in the junior high school we aim to establish some standard of attainment which will serve practically both the pupil who will leave school at the end of the junior high school course and the one who will continue in school through the senior high school, and perhaps further. Accepting the "Minimum Essentials" recommended in the "Reorganization Bulletin" as such standard, the class works toward the greatest economy and efficiency in reaching that standard.

Closely associated with this course in methods is one in American Literature, in which the emphasis is placed on the relation which exists between our literature and the development of American ideals of democracy. This is an important course for those who will do a great deal toward forming the reading habits of the thousands of boys and girls whose schooling ends with the age of sixteen.

So far we have been concerned with the course of study as it seeks to unify the aims and boundaries of English teaching. The other aim of the new course must be given equal consideration. No one questions that a high standard of oral and written expression should be acquired and maintained by all teachers; but too often in our schools students have been permitted to limit their carefulness and attention to good usage to the English department, while careless, slovenly expression has been accepted by every other department. Naturally, "the English department has failed" in this uneven race. Now it is the business of every teacher in the normal school to reinforce the English department from every possible point of attack, recognizing that only so can any worth while progress be assured. "Further work in English without further credit will be required of all students who fail to reach and maintain a reasonable standard of oral and written expression."

No other study in the entire curriculum reaches out in all directions as does the study of English. Unless one can read understandingly, no science, history, or mathematics can be intelligible; and it is equally certain that nothing of information in other lines of study can be imparted save through forceful, clear, convincing expression.

## A NATURE STUDY TRIP

Walking, Thinking, Talking—A Ramble by some Ramblers, being a Nature Study Lesson Outdoors.

"This apple that I asked to accompany me on this adventure, as you did yours, is helping me to an altogether delightful start-off. The smooth, cool feel of the firm out-pushing shape of the superb fruit, made me want to hold it for the sheer pleasure of the thrill of its reaction to my hold. But we can't linger over this initial feature. The lure to closer contact is too strong. And on the way to the bite into it, what a childish delight one feels over the toll that the eye takes of the rich color—gold, overlaid with vivid red, in extended areas and in narrow strips and curious tatters, from stem towards calyx tips. And one feels glad that the red cover isn't big enough to overspread all the gold. And before the tingle of pleasure aroused by this flash of sight has passed, the quick stab of the pungent odor, makes one want to linger over it till he is in danger of eating it with his nose. But the mouth has been watering long enough, and now the cheery sound of crunching teeth, whose music rivals the sweetness of the juice set free by crushed cells, stored till now with liquid sunshine, and eagerly the taste buds overwhelmed by the sweet tide, all these contribute their share to the fun of eating a Northern Spy!"

"Professor, please stop and eat your apple so that I can eat mine with comfort. You make me so painfully aware that I have missed several things in eating mine."

"Professor, do you smell your apple?"

"Oh, yes! I wouldn't like to miss the odor of this or any other food, or any other thing in my surroundings—even the Skunk Cabbage or the lawn fertilizer. Many folks do. They don't give their sense of smell a fair chance. Some have done this so long that they no longer have any sense of smell. You are youngsters. Your senses are still keen. Keep them so! At least do not dull them by neglect. Rather sharpen them by use. That, for the sense of smell, means, chiefly, give odors enough attention to allow them to awaken your consciousness.



That is, allow yourself to become aware of odors. Frequent use means strength by exercise, here as elsewhere. The race worked too long and hard at winning the power and the structures of smell for any member of it to lightly lose them by neglect. Everybody thinks it a calamity to lose, say sight, or hearing. But it is equally a calamity to lose any other sense, as smell. How great its possibilities are is easily seen by considering what it means to the dog. I slipped away from my dog the other day while he was sound asleep by my desk. I did not want him to go down town with me to the bank. While carrying on the business at the bank window, I felt on my free hand, hanging at my side, a cool wet touch. Looking down I saw a face split by a smile extending from ear to ear, and a wagging tail that plainly wig-wagged to me, 'You didn't get far away from me, did you?' 'Comrade' had never been there. How did he find me? The Janitor told me how he started. Nose to ground, unerringly as far as he could see him, he followed the lines of my steps. I did not know I had dropped marks along the way, but the dog's nose knew. It was a busy time of day. Scores of people, like myself, had crossed, recrossed, passed along my tracks. But he followed mine till he came to me—the big smell."

"Oh, Professor, what's that?"

"Well, Girl, hear it tell you! It says its name more plainly than you did the other day in class when I couldn't promptly say it and asked you to mention it. I had to ask you twice, but hear that! Once will do, but you are glad to hear it many times. 'Kill deer! Kill deer!! Kill deer!!!' There, see its flight,—short, jerky, fluttering, like the throbbing notes of its cry. New, both new, recently acquired! You would not have to go far back in its ancestry to see that its stock and that of the fellow trilling in the swamp at the base of the Cinder Tip are the same."

"But Professor, that's a toad, isn't it?"

"Yes, Boy, *Bufo Americana*; Listen! there probably isn't a sweeter sound in the grand orchestral burst of early spring than that, but it is far from artistic! Hear that! a Robin, high

up in the tree top as if determined to keep the sun (going towards setting) in view as high up as possible; to wear for us a halo of light, while he makes himself the center of

'Orb after orb of wondrous sound

That's echoed on forever and forever;'

orbs that sweep over the horizon of earth on which we walk, in tangent waves; and with their surge move the soul of every one of us who hears with ear that reports to heart to join him, their happy author, in his worship of 'Our Father.' That's artistry! Its beginning was a frog's croak!"

"But, Professor, the Kill deer!"

"Yes, yes."

"And the toad! Professor."

"Yes!"

"And I would like to hear more about the Robin."

"Well, hear the Robin himself, more and yet more, and then some other time I will talk more about him. As for the Kill deer—it would spoil too good a story if I told that now. He and his mate rear their young on the cinder tip. No, they build no nest! Now we had better watch the time and come and find their eggs and after that again and see those wonderful, fuzzy little chicks. May be you will find them more clear in making themselves one with their surroundings, than you are in finding them there."

"But the toads and frogs—we can well use the time it takes us to walk over to yonder brook to hear the story it sings, in talking about them."

The story leads straight up to the birds.

But, Gentle Reader! I forgot that you want to read this in ten minutes. It took us three hours to do the Ramble. And we walked, and talked out the Frog story, and in the song of the brook we learned of the making of East Bloomsburg Ravine, of Bare Top, and of the Brook's hope to roll it to the Great Sea. We saw the small seeds of Great Birches that are for greater Birches to be. We heard the Wind Symphony through the tree tops. We saw the Sumac Boys and the Sumac Girls each keeping to their own dormitories, though

these were side by side. We read in these why those in the ravine were slender and very tall, and those on Bare Top were very small! We saw the Glory of the Sunset in Sky and River and we came home with appetites that would not be satisfied by a Northern Spy.

DRASTHEIS DRAO.

### FACULTY ITEMS

The influence of the Bloomsburg State Normal School has been far reaching this year. There have been numerous outside demands upon the time and the energy of the faculty. Aside from the twenty-five or more classes in extension work, many of the instructors have been participating in programs at County Institutes, and other Educational meetings.

In October, Prof. C. H. Albert attended the Forest County Institute and the Glen Lyon Institute. Mrs. Hetty Browne, Director of Rural Education, attended the Huntingdon County Institute and Miss Roxana A. Steele, Director of the Training School, was on the program of the Carbon County Institute in October and of the Wayne County Institute in November.

Mr. Forrest Irwin, Principal of the Junior High School, and Dr. John P. Herring, Director of the Bureau of Educational Research, have participated in the monthly meetings of the Columbia County teachers.

At the Inauguration of Dr. John M. Thomas as president of State College on October 14, the Bloomsburg State Normal School, was represented by two delegates, Principal Fisher and Prof. D. S. Hartline.

During the Dauphin County Institute, held at Harrisburg in October, the graduates of the Bloomsburg State Normal School held a banquet at the Penn-Harris Hotel. Principal Fisher and Prof. Sutliff were present and carried the greetings from the Normal School to this group of alumni.

Five members of the Faculty attended the Educational Congress called by Dr. Finegan in Harrisburg, November 10, 11 and 12, when the topic of the Rural Community School was

discussed. These representatives were Principal Fisher, Dr. Herring, Mr. Irwin, Mrs. Browne, and Miss Steele.

A Community School of Religion was organized in Bloomsburg on November 14, 1921, with Dr. Waller as superintendent. The school gives promise of filling a long felt need for teacher training for leaders in religious education. Among the many instructors are several from the faculty of the Normal School. Prof. Brill is offering a course in Old Testament History, Miss Mabel Moyer is giving Bible Story Telling, Prof. Foote is presenting a course on the Poetical Books of the Bible, and Prof. Irvin is giving a course in Junior Methods.

During the Wyoming County Institute held at Tunkhannock early in November, Principal Fisher met with a small but enthusiastic group of Normal School graduates.

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### IN MEMORIAM

After an illness of five months, following a long siege of neuritis, Mrs. Frederica Louise Wilbur, wife of Professor George E. Wilbur, passed away on the morning of August 30, 1921. She was the daughter of Rev. and Mrs. Fred L. Hillier. She was born at Newark Valley, New York, March 22, 1852. For almost fifty years she was identified with the educational and religious activities of the town of Bloomsburg. She was always in close touch with her husband's work in the Normal School, and was devoted to young womanhood. Thousands of her old "Normal girls" will mourn her departure, and will tenderly remember her ministrations and counsel.

Mrs. Wilbur is survived by her husband and two sons, Harry C. Wilbur, of St. Paul, Minnesota, and Elmer Wilbur, of Jacksonville, Florida.

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## ALUMNI ITEMS

1886. Adam E. Leckie. Writing to Prof. Jenkins, June 11, from 1335 Harvard Street, N. W., Washington, D. C., Mrs. Leckie says:

It is in deep sorrow that I write you of my husband's death a year ago last October, in Mexico City.

I know he would want me to send a word of greeting to the members of the class of 1886. He loved his Alma Mater, and this reunion would be a day of gladness for him. I hope it will mean the renewing of many friendships and the promise of a more united class in the future.

With all good wishes for the day, believe me to be.

Very cordially yours,

MAUD NORTON LECKIE.

1912. Ianthe Kitchen, who for five years taught in the schools of Kingston Township, near Wilkes-Barre, was married last March to Samuel T. Newhard. After only five months of happy life with him, she suffered his loss, following an illness of four weeks with typhoid fever. Mrs. Newhard will continue to live with her parents at Shavertown, Pa.

1896. Dr. Frederick Marshall Davenport died in the Hahne-mann Hospital, May 17, 1921. Dr. Davenport was born in Plymouth, Luzerne County, in 1871. He received his early education in the public schools of Plymouth, Wyoming Seminary, and Bloomsburg State Normal School, after which he devoted a number of years to teaching. He received his professional education at Jefferson Medical College, from which he graduated in the class of 1905. Dr. Davenport had become at the time of his death a successful and popular physician, and a leading citizen in his community. His wife and three children survive him.

1909. On April 25, Madeline Bishop and Rollin Landis Charles were quietly married at the home of the bride's mother at Luzerne. Mrs. Charles taught for several years in the Luzerne High School, and last year was an instructor in the Junior High School at Bethlehem. Mr. Charles is associate professor of Physics at Lehigh University.



1919. Announcement comes of the marriage of Arthur Cap-pin Morgan to Miss Nellie Elizabeth Picht, of Bethlehem, Pa., on October 15, 1921.

1919. The marriage of Grace S. Kishbaugh, daughter of Mr. and Mrs. J. S. Kishbaugh, of Linfield, Pa., and Mr. Charles V. Miller was quietly solemnized Tuesday morning, June 28, in the presence of the immediate families and a few friends. The ceremony was performed in the Washington Memorial Chapel, Valley Forge, with Dr. W. Herbert Burke, rector, officiating.

1913. Miss Annie Cassel, after several years of successful teaching in the public schools of Hummelstown, was married last April to Mr. Irvin F. Keller, of the same city. Mr. Keller was a World War veteran. They are residing in Hummelstown, where Mr. Irvin is in the ice business.

1914. The marriage of Miss Mary Corrigan and Attorney William O'Brien, of Toronto, Canada, was one of the pretty October weddings. Mrs. O'Brien is a graduate of the University of Canada, and taught for several years before her marriage. Mr. O'Brien is a prominent attorney of Toronto, and served in the Canadian artillery, overseas, all during the war. Following a trip abroad, the happy couple will reside in Toronto.

1916. Virginia Rohde is now connected with the Bangor State Hospital, in the field of social work, where her time is spent partly in the institution and partly in the field visiting parole patients. She recently paid the Normal School a visit, where her brother is now a student. She is deeply interested in her work.

1897. Mary Good, for a number of years a very successful teacher of chemistry at the Normal School, spent a year and a summer session at Columbia University, and is now teaching Household Chemistry and one class in General Chemistry in the High School at New Castle, Pa. She writes that she likes her work and the city. Her address is 222 Laurel Avenue.

1913. John Bakeless, author of "The Economic Causes of Modern Wars," is now a member of the editorial board of the *Living Age*, now published by The Atlantic Monthly Publishing Company. Mr. Bakeless's book has been given generous

praise by book reviewers in some of the great metropolitan papers and magazines.

1917. Miss Lillian Rifkin taught last year in a school of "Organic Education,"—an experimental school,—at Fairhope, Alabama. This school aims to study the development of the child and the needs of childhood. This year Miss Rifkin is teaching in the Modern School at Stelton, New Jersey, where the aim of the school is the same as that at Fairhope. She is doing excellent work in the study of the development of the child, and in helping to bring this matter more effectively before the public.

1917. Margaret Search taught last year in the schools of Toledo, Ohio. She has since completed a summer course in Physical Education at Columbia University.

1917. John Vavolo is now teaching woodwork in the schools of Erie, Pa., for twelve months in the year, and draws an attractive salary.

1920. H. Keffer Hartline entered Lafayette College in September, 1920, for a four years course leading to the B.S. degree, majoring in Biological Science with a view to entering Johns Hopkins for a Medical Course. On credits from B.S. N.S. he was given advanced work in Biology, and was employed by the Head of the Department to make microscopic slide mounts for the advanced courses. The high credits worked out in Biology and Chemistry, Mathematics, and English led to using additional credits from B.S.N.S. and passing over the Sophomore Year, thus entering the Junior Year this Fall. This makes it possible for him to get the Bachelor's degree after three years of residence. Upon the suggestion of his college adviser, he now plans to do the work for his Master's degree in Johns Hopkins. During his Freshman year, Mr. Hartline won the Coleman Biblical Prize for Bible Study.

1917. Born, to Mr. and Mrs. W. Reade Brower, of Lehigh-ton, Pa., a son, William Conner, July 14, 1921. Mrs. Brower was Dorothy Miller, formerly of Bloomsburg.

1919. Born, to Mr. and Mrs. Claire Monroe, on Thanksgiving Day, a daughter. Mrs. Monroe was formerly Mary Agnes Smith.

## SCHOOL CALENDAR

### 1921-1922

#### First Semester

Registration .....	Monday, September 19
Classes Begin.....	Tuesday, September 20
Philologian Anniversary.....	Saturday, November 12
Thanksgiving Recess Begins.....	Wednesday, November 23
Thanksgiving Recess Ends....	Tuesday, 8 A. M., November 29
Christmas Recess Begins.....	Friday, December 23
Christmas Recess Ends.....	Tuesday, 8 A. M., January 3
First Semester Ends.....	Saturday, January 28

#### Second Semester

Registration .....	Monday, January 30
Classes Begin .....	Tuesday, January 31
Calliepian Anniversary.....	Saturday, February 18
Magee Contest.....	Friday, March 17
Easter Recess Begins.....	Wednesday, April 13
Easter Recess Ends.....	Thursday, 8 A. M., April 20
Junior Drama.....	Friday, 8 P. M., May 5
Junior Reception to Seniors.....	Saturday, 8 P. M., May 6
Recital by Department of Music....	Friday, 8 P. M., May 12
Class Reunions .....	Saturday, 9:30 A. M., June 3
Alumni Assembly .....	Saturday, 11:30 A. M., June 3
Alumni Banquet .....	Saturday, 1:00 P. M., June 3
Ivy Day Exercises.....	Saturday, 3:00 P. M., June 3
Alumni Baseball Game.....	Saturday, 4:00 P. M., June 3
Senior Class Day Exercises..	Saturday, 8:00 P. M., June 3
Faculty Reception .....	Saturday, 10:00 P. M., June 3
Baccalaureate Sermon .....	Sunday, 4:00 P. M., June 4
Commencement .....	Monday, 10:00 A. M., June 5
Summer School Begins.....	Monday, June 19







