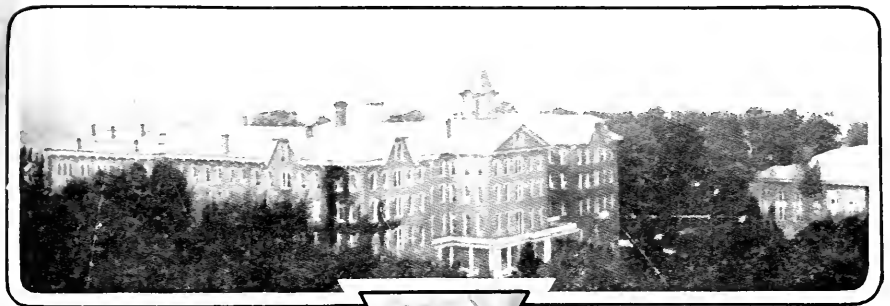


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The  
1900  
**NORMAL HERALD**

Forty-fifth Annual Catalog



State  
Normal  
School  
Indiana  
Pennsylvania



*The*  
NORMAL HERALD

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Vol. XXVI.

AUGUST, 1920.

No. 3

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45th  
ANNUAL CATALOG  
OF THE  
STATE NORMAL SCHOOL  
INDIANA, PA.



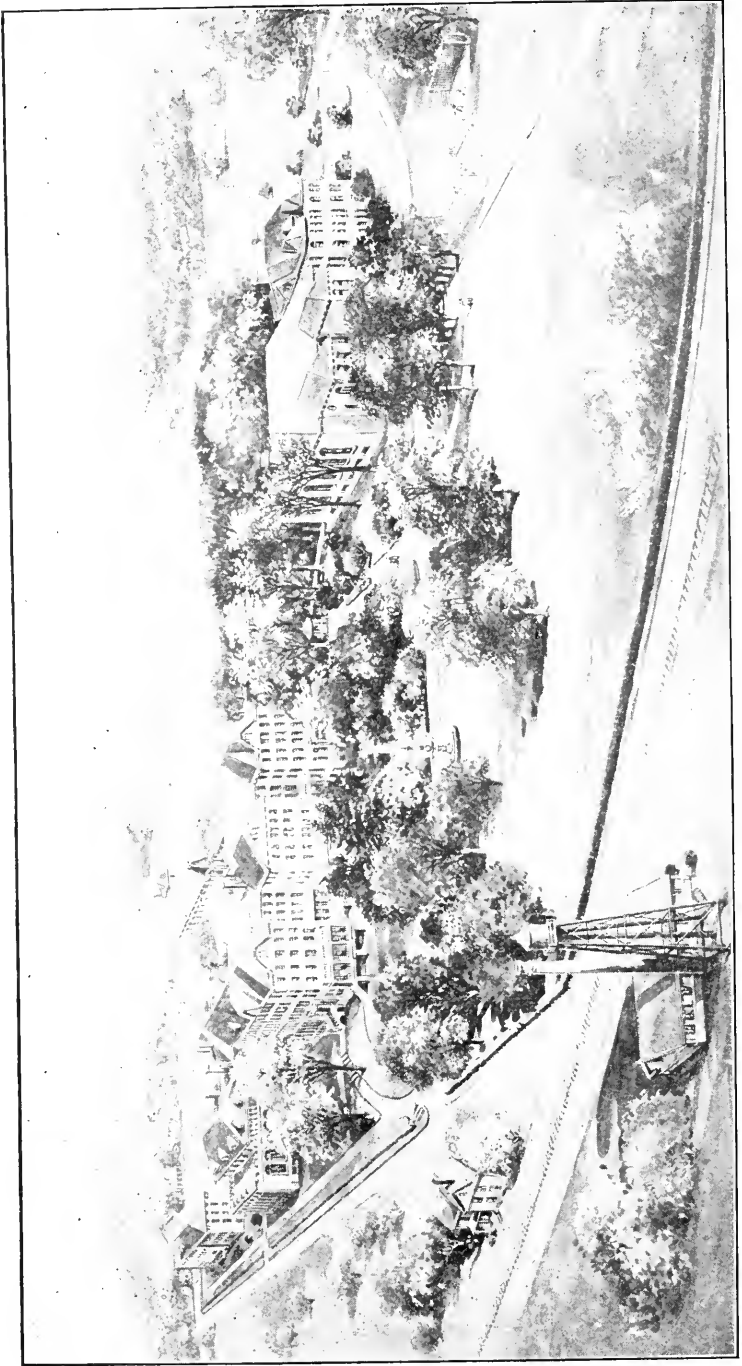
Announcements for 1920-1921.

(NINTH NORMAL SCHOOL DISTRICT)

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ISSUED QUARTERLY IN NOVEMBER, FEBRUARY, MAY AND AUGUST. BY THE TRUSTEES OF THE STATE NORMAL SCHOOL, INDIANA, PA. ENTERED AS SECOND-CLASS MATTER JUNE 30, 1913 AT THE POST OFFICE AT INDIANA, PENNSYLVANIA, UNDER ACT OF CONGRESS, AUGUST 24, 1912.



Bird's Eye View of the State Normal School, Indiana, Pa.

# Foreword



In addition to this Catalog, the Indiana State Normal School publishes:

- I. THE INDIANA BOOK OF INFORMATION—an illustrated booklet designed to give a clear idea of the school by means of pictures and descriptions. This will be sent on request to any prospective student.
- II. AN ALUMNI DIRECTORY—to be issued every three years and devoted entirely to the alumni of the school. The first issue will be in 1921. This will be for alumni only.
- III. THE NORMAL HERALD—issued four times a year. One issue is the annual catalog. Another issue is devoted to the summer school. The other two issues are devoted to interests of the alumni.

Students and prospective students are always interested to know what are the definite and specific things which a school offers. The Indiana State Normal School offers:

- I. THE REGULAR TEACHERS' CURRICULA—the objects of which are the preparation of teachers for the usual teaching positions offered by the public schools, open only to graduates of approved secondary schools. (See pp. 45 to 68 for details.)
- II. THE NORMAL PREPARATORY CURRICULUM—designed to afford the facilities of a first class high school for those young people who have completed the educational facilities of their home communities, who desire to teach, and who have not the necessary credits for entrance to the Regular Teachers' Curricula. (See Page 68 to 69 for details)
- III. THE MUSIC DEPARTMENT—offering regular four year courses in Piano, Organ, Voice, Violin and Orchestral Music, and a Public School Music Course. (See pp. 70 to 74 for further particulars.)
- IV. THE COMMERCIAL DEPARTMENT—which offers a Commercial Teachers' Training Course, and also shorter courses in Book-keeping and in Shorthand and Typewriting. (See pp. 75 to 78 for further details.)
- V. THE DOMESTIC SCIENCE CURRICULUM—the purpose of which is to prepare persons to teach the subject in public schools. (See pp. 79 to 82 for details.)
- VI. THE NORMAL ART CURRICULUM—to prepare teachers of drawing. (See pp. 83 and 84 for details.)
- VII. THE COLLEGE PREPARATORY CURRICULUM—the purpose of which is to offer an opportunity for those deprived of available high school facilities to complete their preparation for College. (See pp. 85 and 86 for details.)

## Contents

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The following analysis of the contents of this catalog may assist you in finding readily the thing in which you are interested. If it does not do so, try the index found on the last pages of the catalog.

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## PART I.



*Including:—*

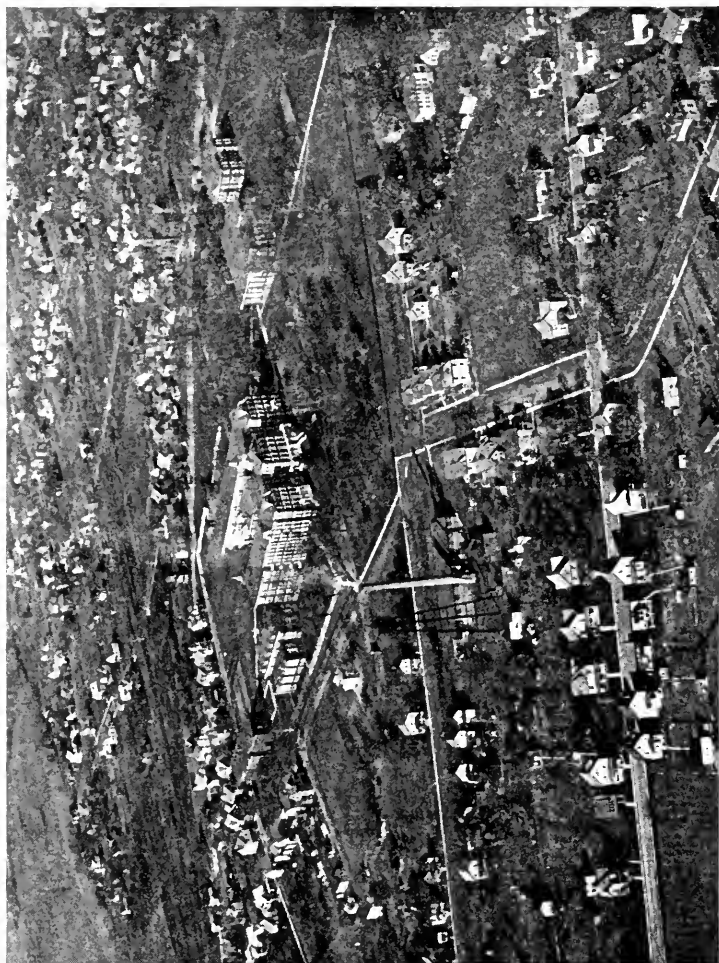
CALENDAR

THE BOARD OF TRUSTEES.

THE FACULTY.

ADMINISTRATIVE ORGANIZATION OF THE  
FACULTY.

ADMINISTRATIVE EMPLOYEES.



Aeroplane View of State Normal School, Indiana, Pa.  
Photo Copyrighted by the Rochester (N. Y.) Aircraft Corporation, 1919.

## Calendar---1920-1921

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### FIRST SEMESTER—TWENTY WEEKS

Opens.....Tuesday, Sept. 7, 1920  
Thanksgiving Recess: From Wednesday, November 24th to  
Monday, November 29th, inclusive.  
Christmas Recess: From Thursday, December 23, 1920, to  
Monday, January 3, 1921, inclusive.  
School will be in full session on Monday, November 22,  
and Monday, December 20, 1920.  
Closes.....Saturday, Jan. 29, 1921

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### SECOND SEMESTER—TWENTY WEEKS

Opens.....Monday, Jan. 31, 1921  
Easter Recess: From Friday, March 25th, to Monday, March  
29th, inclusive.  
Annual Sermon before Christian Association.....  
Sunday evening, June 12, 1921  
Baccalaureate Address.....Sunday morning, June 19, 1921  
Commencement Concert.....Monday evening, June 20, 1921  
Senior Class Play.....Tuesday evening, June 21, 1921  
Business Meeting of Alumni Association....Wednesday, June 22, 1921  
Class-Day Exercises.....Wednesday, June 22, 1921  
Alumni Banquet.....Wednesday evening, June 22, 1921  
Commencement.....Thursday, June 23, 1921

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Summer Term of Six Weeks begins June 27th and closes Aug. 5, 1921.

# 1920

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# 1921

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## Board of Trustees

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### REPRESENTING THE STATE

HON. SUMMERS M. JACK .....	Term expires, 1919
JUDGE J. N. LANGHAM.....	Term expires, 1919
MR. W. R. LOUGHRY.....	Term expires, 1919
*MR. J. C. WALLACE.....	Term expires, 1920
MR. GEO. J. FEIT.....	Term expires, 1920
MR. A. RALPH MOORHEAD.....	Term expires, 1920
MR. JOHN A. SCOTT, A.B.....	Term expires, 1921
SENATOR JOHN S. FISHER, Pd.B.....	Term expires, 1921
*MR. TOM E. HILDEBRAND.....	Term expires, 1921

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### REPRESENTING THE STOCKHOLDERS

MR. THOMAS SUTTON, A.B., A.M.....	Term expires, 1919
MR. EDWARD ROWE .....	Term expires, 1919
MR. GRIFFITH ELLIS.....	Term expires, 1919
HON. J. WOOD CLARK, A.B., A.M.....	Term expires, 1920
MR. HARRY W. WILSON, A.B.....	Term expires, 1920
MR. J. BLAIR SUTTON.....	Term expires, 1920
GEN. HARRY WHITE, A.B.....	Term expires, 1921
MR. JOHN W. SUTTON.....	Term expires, 1921
MR. WILLIAM S. DAUGHERTY.....	Term expires, 1921

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### OFFICERS OF THE BOARD

PRESIDENT: THOMAS SUTTON

VICE-PRESIDENT: JOHN S. FISHER

SECRETARY: J. WOOD CLARK

TREASURER: HARRY WHITE, JR.

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\*Deceased.

NOTE—The transfer of the Indiana State Normal School to the State has been completed, but at the time of sending this catalog to press, the membership of the new board of nine trustees has not been announced.

## Faculty

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JOHN A. H. KEITH, A.B., A.M., Pd.D., Principal.

**Education:** Graduate Illinois State Normal University 1894; Harvard University, A.B. 1899, and A.M. 1900; Pd.D. Miami University, 1919.

**Experience:** Rural School 1888-1890; Principal of Schools, Camargo, Ill., 1891-1892; Assistant in Training School, Normal, Ill., 1894-1896; Assistant in Psychology and Pedagogy, State Normal School, DeKalb, Ill., 1899-1906; Principal of Training School, Normal, Ill., 1906-1907; President of State Normal School, Oshkosh, Wis., 1907-1917. In present position since 1917.

JANE E. LEONARD, M.S., A.M.....Professor of English, Preceptress

**Education:** Graduate Clearfield Academy; Student, four years, State Normal School, Millersville, Pa.; Graduate Chautauqua Course; Graduate Scientific Course, State Normal School, Indiana, Pa.; Master of Arts, University of Pittsburgh.

**Experience:** Taught in Public Schools of Clearfield County, Pa.; Public Schools of Lancaster County, Pa.; Teacher of Mathematics, History, and English for twelve years in State Normal School, Millersville, Pa. In present position since 1875.

EDNA B. SMITH, A.B.....Associate Professor of English

**Education:** Hazelton, Kansas, High School 1893-1895; State Normal School, Alva, Okla., 1899-1902; University of Michigan, 1904-1907; Columbia University Summer Sessions 1916, 1918, 1919.

**Experience:** Rural Schools, Oklahoma, 1896-1899; grade teacher, Kiowa, Kansas, 1902-1903; Assistant Principal of High School, Kiowa, Kansas, 1903-1904; Teacher of English and Pedagogy, State Normal School, Indiana, Pa., 1907-1911. In present position since 1911. At Indiana since 1907.

MRS. ISABELLE G. JACOB.....Assistant in English

**Education:** Rowe College Prep., 1896-1898; Hollidaysburg, Birmingham, 1898-1900; Lecture Course at University of West Virginia.

**Experience:** History and English in High School at Lucena, P. I., 1908-1911; Manila, P. I., 1911-1918. At Indiana since 1919.

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

ELIZABETH FENDERICH, A.B.....Assistant in English

**Education:** Allegheny High School, Pittsburgh, 1906-1910; Goucher College, 1910-1914, A.B.; University of Pittsburgh, 8 weeks in summer of 1919, Education.

**Experience:** Elementary Schools, Allegheny County, Pennsylvania, 1914-1917; English, Latin, Zoology, Oakdale High School, 1917-1918. Substitute in Pittsburgh schools, 1918-1919. At Indiana since 1919.

EDNA LEE SPROWLS.....Instructor in Public Speaking

**Education:** Graduate, California, Pa., State Normal School, 1898; Private Instruction and Courses in Washington and Jefferson Summer School, 1898-1900; Emerson College of Oratory, Boston, 1900-1903; Post Graduate Course, Emerson College, 1914-1915.

**Experience:** Teacher of Elocution, Washington, Pa., 1904-1908; Special Lessons in Aesthetic Dancing and Elocution in Pittsburgh-Carnegie Gymnasium, 1908-1910; Womans' Educational Club, Buffalo, N. Y., and Buffalo State Normal School, 1910-1912. In present position since 1915.

W. M. WHITMYRE, A.B., A.M.....Professor of History and Dean of Men

**Education:** Jeannette High School, 1901-1905; Syracuse University, Syracuse, N. Y., 1905-1909; A.B. 1909; Harvard Graduate School, 1909-1910; Summer Session, Harvard Graduate School, A.M. 1917.

**Experience:** Head of Department of History, Jeannette High School, 1910-1911; Head of Department of History, Shattuck School, Faribault, Minn., 1911-1913; Head of Department of History and Civics, Dubuque High School, Dubuque, Ia., 1913-1917. In present position since 1917.

EDITH KATHARINE GREENLEE, A.M.....Assistant in History

**Education:** Greensboro High School, 1904-1907; A.B. Western Maryland College, 1907-1910; A.M. Columbia University, 1913-1914; Professional Diploma, Teachers' College, Summer Sessions, 1913-1914.

**Experience:** Department of English and History, Absecon City High School, New Jersey, 1910-1913. In present position since 1914.

CLARISSA B. ROBINSON.....Head of Department of Education

**Education:** Witherspoon Institute, Butler, Pa., 1876-1879; State Normal School, Indiana, Pa., 1879-1880; Cornell University, Summer of 1902; Columbia University, Summer of 1916.

**Experience:** Teacher, Uniontown, Pa., 1890-1893; Teacher, Pennsylvania State Normal School, Slippery Rock, Pa., 1893-1898; Teacher and Preceptress, Slippery Rock, 1898-1915; Assistant Teacher of Pedagogy, Normal School, Indiana, Pa., 1915-1916. In present position since 1916. At Indiana, Pa., since 1915.

\*HARRIET B. STILES.....Assistant in Education

**Education:** Graduate Katherine Beecher Training School, 1881; Studied under tutors (Columbia graduates) Advanced Mathematics, Science, and Drawing, 1883-1890; Studied Psychology under graduate of Yale and student of Clarke University, 1892-1902; attended lectures at Yale winter of 1901; course in advanced United States History, Chicago University, (correspondence) 1909-1910.

**Experience:** Public Schools; Norwalk, Conn., 1881-1883; New Rochelle, N. Y., 1883-1890; Preceptress Collegiate Institute, Towanda, Pa., 1902-1905; Preceptress High School, Towanda, Pa., 1905-1912; teacher in Normal School, Mansfield, Pa., 1912-1915; Assistant in English in Indiana Normal School, 1916-1917. In present position since 1917. At Indiana, Pa., since 1916.

JESS C. MCCOOL, A.B.....Psychology and Methods

**Education:** Pottsgrove High School, 1903-1907; Bucknell University, 1907-1908; Graduate Susquehanna University, 1919.

**Experience:** Raritan, N. J., Public Schools, 6 years; Pennsylvania Public Schools, 3 years; Principal Beavertown, Pa., High School, 1 year. At Indiana since April 1, 1920.

LEWIS, PAULINE, Ph.B.....Assistant in Education

**Education:** Waynesburg, Pa., High School, 1912-1916; Waynesburg Academy, Ph.B., 1916-1919.

**Experience:** At Indiana since 1919.

M. C. GORDON, M.S.....Associate Professor of Mathematics

**Education:** Graduate, State Normal School, Indiana, 1885; M.S., 1888; Special Student, University of Pennsylvania, 1894.

**Experience:** Principal of Public Schools, West Newton, Pa., 1885-1886; Principal of Public Schools, Irwin, Pa., 1888-1892. In present position since 1892.

A. M. WELCHONS, B.S., A.M.....Science and Mathematics

**Education:** Beechwoods High School, Jefferson County, Pa., 1907-1910; Bucknell University, 1910-1914; Bachelor of Science, 1914. Post Graduate in History and Mathematics, 1915-1916; University of Chicago, six weeks 1919, Education.

**Experience:** Mathematics and Physics in High School at South Fork, Pa., 1914-1917; Department of Mathematics, Austin, Texas, 1919. At Indiana since 1919.

DONALD M. BEELER,.....Mathematics, Science, Coach

**Education:** Lake View High School, Chicago, 1909-1913; University of Florida and University of Missouri, Agriculture, 1913-1916; Federated Winona Agricultural College, Winona Lake, Ind., 1916-1917.

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\*Resigned March 30, 1920.



STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

**Experience:** At Indiana since 1919.

J. P. WILEY.....Assistant in Mathematics

**Education:** Graduate, State Normal School, Indiana, 1888.

**Experience:** Principal, Delmont Public Schools, 1888-1891; Principal, Connellsville High School, 1891-1892; Principal, Irwin Public Schools, 1892-1897; Principal and Superintendent, Connellsville Public Schools, 1897-1907; Principal, Irwin Public Schools, 1907-1911. In present position since 1911.

JANE BEARDWOOD, A.B.....Professor of French and German

**Education:** Philadelphia High School for Girls, 1904-1908; Bryn Mawr College, Pennsylvania, 1908-1912; A.B., 1912. Attended University of Poitiers, Cours de l'Institut de Touraine, Tours, France, 1913; University of Pennsylvania Summer School, 1914, 1916, 1917.

**Experience:** Teacher of German and English, Milford High School, Delaware, 1913; Teacher of German and History, Upper Darby High School, Pennsylvania, 1913-1915; Teacher of French, Dilworth Hall; Instructor in German, Pennsylvania College for Women, Pittsburgh, 1915-1916. In present position since 1916.

MARIE LOUISE CHAFFEE, A.B., A.M.....Professor of Latin

**Education:** New Haven High School, 1900-1904; Middlebury College, Vermont, 1904-1908; Phi Beta Kappa; A.B., 1908; Summer School of Middlebury College, 1909; A.M. 1914.

**Experience:** Head of Latin Department, South Glen Falls, N. Y., 1908-1910; Head of Latin Department, Jamesburg, N. J., 1910-1914; Secretary American Institute of Child Life and Tutor, 1914-1916. In present position since 1916.

J. THEODORE ARNTZ, JR., A.B.....

Professor of Spanish and Assistant in Latin

**Education:** Aarschot Preparatory School, 1896-1898; St. Joseph's College, Aarschot, Belgium, 1898-1902; University of Louvain, 1902-1904; Temple University, 1915-1916, A.B.; Ohio State University, Columbus, O., 1917; Research in Linguistics, Sociology, and Pedagogy in France, Belgium, Netherlands, Germany, England, North and South America, 1906-1912.

**Experience:** Professor of French, Instituto Moderno, Concepcion, Chile, 1911-1912; Department of Latin and German, High School, Kingston, Pa., 1912-1913; Professor of Spanish, French and German, Foster School of Languages Philadelphia, Pa., 1913-1915; Substitute Ancient and Modern Languages, High Schools, Philadelphia, 1916. In present position since 1916.

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

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L. ALDEN MARSH, A.B., A.M.....Professor of Physics

**Education:** Graduate of Union City High School, 1890; Graduate of Northwestern State Normal School, Edinboro, Pa., 1898; A.B. Allegheny College, 1903; Phi Beta Kappa, 1903; Chautauqua Summer School, 1907; Graduate Student University of Pittsburgh, 1912-1915; Summer Sessions, 1913, 1918; A.M.; A.M. Teachers' College, Columbia University, 1916; Professional Diploma, Teachers' College, 1916.

**Experience:** Rural Schools; Principal of Schools, Conneautville, Pa., 1903-1905; Hollidaysburg, Pa., 1905-1909; Edgewood Park, Pa., 1909-1915; Scottdale, Pa., 1916-1918. In present position since 1918.

HARRIET R. BLUE, B.S.....Professor of Chemistry

**Education:** Graduate Hazleton High School, 1914; Graduate Pennsylvania State College, 1918;

**Experience** Analytical Chemist for Atlas Powder Co., Tamaqua, Pa., summer of 1918. In present position since 1918.

HAZEL KEITH FORBES, B.A.....Professor of Natural Science

**Education:** Duluth Central High School, Duluth, Minn., 1909-1913; Wellesley College, Wellesley, Mass., 1913-1917; B.A. 1917.

**Experience:** Laboratory teacher, Department of Geology and Geography, Wellesley College, 1917-1918. In present position since 1918.

BERTINE LIBBY,.....Director Physical Training

**Education:** Hathaway-Brown High School, Cleveland, Ohio, 1907-1911; Chautauqua School of Physical Education, New York, Summer Schools, 1912-1914; Lasell Seminary, Auburndale, Mass., 1911-1913; Summer Sessions 1916, 1917, 1918 at Chautauqua, N. Y.; Art, Drawing, etc., at Cleveland School of Art.

**Experience:** Y. W. C. A., New York, 1 year; Public Schools Brocton and Ripley, 1 year; Public Schools Brocton and Westfield, N. Y., 1 year; Normal School, Chautauqua, N. Y. 2 years. At Indiana since 1919.

EMMA H. WHITAKER,.....Assistant Physical Training

**Education:** Germantown High School, 1913-1917; New Haven Normal School of Gymnastics, 1917-1919.

**Experience:** At Indiana since 1919.

JEAN R. MCELHANEY, Pd.B.....Instructor in Drawing

**Education:** Graduate of High School, Indiana, Pa., 1883; graduate of State Normal School, Indiana, 1885; Student Prang Normal Art Classes, Boston, 1900-1901; graduate student, Pratt Institute, Brooklyn, 1903-1904.

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

**Experience:** Primary Teacher, Uniontown, Pa., 1885-1890; Teacher in Public Schools, Indiana, Pa., 1890-1896; Teacher in Public Schools, Johnstown, Pa., 1896-1903; Teacher of Art, Johnstown High School, 1904-1906. In present position since 1906.

DORIS R. EVANS, . . . . . Assistant in Drawing

**Education:** Central High School, St. Paul, Minn., 1908-1912; St. Paul Institute School of Art, 1913-1915; Teachers' College, New York City, 1917-1918.

**Experience:** Y. W. C. A., St. Paul, 2 years; Thomas Art School, St. Paul, 1 year; Public Schools, Montpelier, Vt., 1 year. At Indiana since 1919.

ELBERT M. JACKSON, . . . . . Instructor in Agriculture and Manual Training

**Education:** Graduate of High School, Pulaski, N. Y., 1896; graduate of State Normal and Training School, Oswego, N. Y., 1902; attended Cornell University, summers of 1911 and 1912; attended Columbia University, summer of 1914.

**Experience:** Teacher in public schools of Oswego County, N. Y., 1893-1894, 1896-1899; Teacher of Manual Training, Orange Park Normal School, Florida, 1902-1904; Teacher of Manual Training, Utica, N. Y., 1905-1908; Teacher of Manual Training, Concord, N. H., 1908-1909. In present position since 1909.

HAZEL F. BAUTER, . . . . . Instructor in Domestic Science

**Education:** Oshkosh High School, 1908-1912; State Normal School, Oshkosh, Wis., 1912-1914; Stout Institute, Menomonie, Wis., Jan. 1916—June 1917.

**Experience:** Public Schools, Rhinelander, Wis., January 1914—January 1916. In present position since 1917.

MARIE E. GIBSON, . . . . . Assistant in Domestic Science

**Education:** Oshkosh, Wis., High School 1909-1913; Normal School Oshkosh, Wis., 1914-1916; Kansas State Manual Training School, Pittsburg, Kansas, 1916; Summer School, University of Wisconsin, 1918.

**Experience:** Domestic Science in High School at Omro, Wis., 1916-1918; Domestic Science in High School at Oshkosh, Wis., 1918-1919. At Indiana since 1919.

G. G. HILL, A.B., . . . . . Director Commercial Department

**Education:** High School at Uniontown, Md., 1908; Preparatory School, Westminster, Md., 1908-1909; West Maryland College, Westminster, Md., A.B., 1909-1913; Goldey Business University, Wilmington, Del., 1913-1914. 3 summer sessions in Salesmanship; 5 years extension study in Accountancy Auditing, Business Administration and Law.

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

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**Experience:** Director Commercial Department in the Seminary at Williamsport, 3 years; Director Business Course, Business College at Wilmington, Del., 2 years. At Indiana since 1919.

MRS. FLORENCE C. ARNTZ, A.B.....Teacher of Stenography

**Education:** Wyoming Seminary, Kingston, Pa., 1893-1897; A.B. 1901 Goucher College, Baltimore; graduate Strayer's Business College, Baltimore, 1903.

**Experience:** Secretary to Professor of Economics, Johns Hopkins University, 1903-1904; Assistant Secretary Maryland State Bureau of Immigration, 1904-1908; Teacher of English and Geography, Colejio Aleman, Concepcion, Chile, 1909-1910; Teacher of German, Stenography, and Piano, Colejio Americano, Concepcion, 1910-1912; Teacher of Stenography, Strayer's Business College, Philadelphia, summer of 1914; Head of Commercial Department, Gloucester, N. J., 1914-1915; Teacher of Stenography, Strayer's Business College, Philadelphia, 1915-1916. In present position since 1916.

\*ELLEN S. PETERSON.....Teacher of Typewriting

**Education:** Graduate of Indiana State Normal School, 1918.

**Experience:** Student Assistant in Commercial Department, 1917-1918. In present position since 1918.

LOUISE MAYLON.....Typewriting

**Education:** Waverly High School, New York, 1904-1909; Rochester Business Institute, Rochester, N. Y., 1914-1915; Summer Sessions at Rochester Business Institute, 1915 and 1916.

**Experience:** Seminary at Lakemont, N. Y., 1 year; Business School at Cortland, N. Y., 1 year; High School at Cortland, N. Y., 2 years. At Indiana since January 1920.

R. DEANE SHURE, Mus.B.....Director of Conservatory

**Education:** Oberlin Conservatory of Music, M. B. 1907; studied in Dresden, Germany, 1912-1913, with Dr. Alexander Wolf and Dr. Felix Draeseke. Additional composition with M. deBlois Rowe of London, 1914. Post graduate work in fugue with Prof. A. E. Heacox of Oberlin, Ohio.

**Experience:** Director of Music, Central University of Iowa, Pella, Iowa, 1907-1909; Director of Music, Clarendon College, Clarendon, Texas, 1909-1919; Music Critic, Chautauquan Daily, Musical Courier, and Musical America, summers of 1918-1919; Organist and Choir Director—Bellevue, Ohio; Pella, Iowa; Clarendon, Texas and Indiana, Pa. At Indiana since 1919.

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\*Resigned December 20, 1919.

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

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LEILA FARLIN LAUGHIN.....Voice and Repertoire

**Education:** Graduate in Voice in the University School of Music, Ann Arbor, Mich.; post graduate vocal work under Wm. A. Howland, Detroit Institute of Musical Art, Detroit, Mich.; Fredric Bristol, New York; Ellison Van Hoose, New York; in the Witherspoon Studios, New York; Frederic Pease, Michigan State Normal; Theory and Ear Training under Prof. Heacot, Oberlin Conservatory, Oberlin, Ohio; post graduate work in Harmony and Musical History under Dr. Albert A. Stanly, University of Michigan; piano under Henry C. Post, Grand Rapids, Mich.; Chas. Morrison, Director Oberlin Conservatory; Alberto Jonas, formerly of University School of Music, Ann Arbor, Mich.

**Experience:** For seven years Assistant Teacher in Vocal Department, University School of Music, Ann Arbor, Mich. In present position since 1909.

V. J. BARLOW.....Voice and Piano

**Education:** McFerrin Preparatory and Conservatory, Martin, Tenn., 1911-1915; Voice with Chas. N. Granville, New York City, 1915-1916; Piano Lessons, Harmony, and Theory at Von Ende School, New York City, Voice with Arthur Phillips, Piano with A. R. Parsons, 1916-1917; Kroeger School, St. Louis, 10 weeks summer work, 1912, Piano with Kroeger, Harmony with Walker.

**Experience:** At Indiana since 1919.

MARY ST. CLAIR KING.....Piano and Organ

**Education:** Graduate Piano Course, Indiana State Normal, Indiana, Pa., 1910; Graduate Organ Course, 1911; student University School of Music, Ann Arbor, Mich., summer of 1916.

**Experience:** Accompanist, Indiana State Normal School, 1911-1914. In present position since 1914.

MARIE THOMPSON.....Violin

**Education:** Alma College, St. Thomas, Ont.; Oxford College, Oxford, Ohio, 1913; New England Conservatory, Boston, Violin 1916; post graduate student 1917; Chicago Musical College, summer school of 1919.

**Experience:** One year in College at Honolulu, 1918-1919. At Indiana since 1919.

ORCA ALMA REINECKE.....Piano

**Education:** Pittsburgh High School, 1903-1905; Indiana State Normal School of Pennsylvania, 1907-1911; graduate Regular Course 1909; Supervisors' Music Course, 1910; Piano, 1911; student at University school of Music, Ann Arbor, Mich., summer of 1910; Summer School of Methods, Chicago, 1912; six weeks course at Chautauqua School

of Music, New York, under direction of Ernest Hutcheson, 1916; student in voice culture, Indiana, Pa., 1910-1913; Organ, 1912; special work in Art at Indiana, 1909-1910; summer work in theory, ear training under F. Noods, Chicago, 1916, and folk dancing under Miss I. Bach, Chicago; post graduate I.S.N.S. 1911-1912.

**Experience:** Assistant Supervisor under Prof. Cogswell, Indiana, Pa., 1912-1913. In present position since 1913. At Indiana, Pa., since 1912.

ANNA P. LUMLEY.....Instructor Public School Music

**Education:** Williamsport, Pa., High School; Dickinson Seminary; Graduate in Public School Music Thomas Normal Training School, Detroit, Mich., 1907; Chautauqua; studied Voice under Roscoe Huff, Williamsport; Frank Daniel, Scranton; Ida Stone Newman, Detroit; Frank Croxton, New York.

**Experience:** Concert soloist, 1905-1918; Supervisor of Music, Waynesboro, Pa., 1907-1917; Voice Teacher, 1907-1918. In present position since 1918.

EVELYN L. MATTHEWS.....Librarian

**Education:** Graduate The Fuel School, New York City and Pratt Institute School of Library Science, Brooklyn, N. Y.

**Experience:** Osterhout Free Library, 1917-1918. In present position since 1918.

H. ETHEL HOKE.....Assistant Librarian

**Education:** High School, Chambersburgh, Pa., 1892-1896; Summer course in Library Science, State College, 1916.

**Experience:** Assistant Public Library, Pottsville, Pa., 1916-1917; Assistant Public Library, Wilkes Barre, Pa., 1917-1919. At Indiana since 1919.

JENNIE M. ACKERMAN.....Head of the Training Department

**Education:** De Garmo Institute, New York, 1890-1892; State Normal School, New Paltz, N. Y., 1892-1894; Columbia University, summer of 1892.

**Experience:** Teacher in grades and in High School, Red Bank, N. J., 1894-1897; Head of Training School, East Stroudsburg, Pa., 1897-1902; Critic Teacher, State Normal School, Indiana, Pa., 1902-1903; Teacher of History and Geography, I. S. N. S., 1903-1904. In present position since 1904. At Indiana, Pa., since 1902.

HOPE STEWART.....Critic Teacher

**Education:** Graduate I.S.N.S. 1889-1893; Clark University, summer of 1899; School of Pedagogy, Chautauqua, N. Y., summer of 1903; Teachers College, 1914.

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

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**Experience:** Teacher of Primary School, Cherrytree, Pa., 1893-1894; Teacher in Public Schools, Indiana, Pa., 1894-1899. In present position since 1899.

MALVINA GARMAN RIDDLE, Pd. B.....Critic Teacher.

**Education:** Graduate, State Normal School, Indiana, Pa., 1882; student Chautauqua Summer Schools, 1894 and 1898.

**Experience:** Teacher in Public Schools, Greensburg, Pa., 1883-1885; Teacher in Public Schools, Indiana, Pa., 1893-1896. In present position since 1896.

AMY GRAY.....Critic Teacher

**Education:** State Normal School, Jamaica, N. Y., 1898-1902; New York University Summer School, 1909; New York University, School of Pedagogy, 1909-1910.

**Experience:** Grade work in Public Schools, Babylon and Hicksville, N. Y., 1902-1906; Assistant Principal, with departmental work in High School and Grammar Grades, Hicksville, N. Y., 1906-1911; Principal of Public Schools, Hicksville, N. Y., 1911-1912. In present position since 1912.

AGGIE L. SULIS.....Critic Teacher

**Education:** Milton High School, Milton, Mass., 1899-1903; Digby Academy, Digby, Nova Scotia, 1903-1905; Prov. Normal School, Truro, N. S., 1905-1906; Prov. Normal School, Winnipeg, Manitoba, summer of 1908; Cornell University, summer of 1915: Teachers' college, second semester 1919.

**Experience:** Public Schools, Mill Cove, N. S., 1906-1907; Public Schools, Reston, Manitoba, 1907-1908; Public Schools, Fairhaven, Mass., 1908-1909; Public Schools, Springfield, Mass., 1909-1913. In present position since 1913.

FLOSSIE WAGNER.....Critic Teacher

**Education:** New Bethlehem High School, 1911-1915; State Normal School, Indiana, Pa., 1915-1917.

**Experience:** Public Schools, DuBois, Pa., 1917-1918; Public Schools, Latrobe, Pa., 1918-1919. At Indiana since 1919.

## Administrative Organization of the Faculty

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### OFFICERS OF THE FACULTY

Principal.....	JOHN A. H. KEITH
Preceptress.....	JANE E. LEONARD
Preceptor.....	W. M. WHITMYRE
Director of Musical Conservatory.....	R. DEANE SHURE
Director of Art Instruction.....	JEAN R. MCELHANEY
Director of the Commercial Department.....	G. G. HILL
Supervisor of the Training School.....	JENNIE M. ACKERMAN
Librarian.....	EVELYN L. MATTHEWS
Secretary to the Principal.....	FRANCES M. BURKE
Registrar.....	MARY L. ESCH
Manager of the Book Room.....	FRANCES M. BURKE

### STANDING COMMITTEES OF THE FACULTY AND THEIR DUTIES

(The first person named is chairman of that committee.)

(All acts of the faculty committees are subject to the approval of the Principal.)

**Advanced Standing:** MISS ACKERMAN, MR. JACKSON, MR. WILEY.

This committee determines the value of all work done in other schools which is offered by entering or prospective students for advanced standing here, and reports its findings to the Principal.

**Athletics:** MR. WHITMYRE, MR. BEELER, MR. WELCHONS, MISS LIBBY, MISS WHITAKER.

This Committee has general supervision over all public athletic games, exhibitions and contests, and has control over the arrangements for such games, exhibitions, and contests with other schools or associations.

It has control over the finances and property of the Athletic Association, and over the purchase of needed athletic supplies.

It decides what candidates for membership on teams or for admission to athletic games, exhibitions, and contests are eligible, and it shall exclude from participation those whom it finds below the standard in their studies, or ineligible for any other cause.

It has power to appoint or remove Captains for the various teams.



**Classification:** DR. JOHN A. H. KEITH.

For Music: MR. SHURE.

For Art: MISS MCELHANEY.

For Commercial Subjects: MR. HILL.

For Freshmen and below: MISS SMITH.

For Sophomores: MR. WILEY.

For Juniors: MR. JACKSON.

For Seniors: MISS ACKERMAN.

This Committee enrolls and classifies all students.

It sees that a full and correct registry of students is kept in the office, with copies of individual programs.

Subject to such regulations as may be adopted by the Principal, it passes upon all requests for changes of program.

It sees that the grades made by students each term are duly reported to the recording official.

It follows up students' work and disciplines delinquents when in its judgment it thinks best, and also offers such advice and encouragement as seem wise.

It has the power to call upon teachers for weekly reports of the standing of students whose work is under its consideration.

**Commencement:** MR. WHITMYRE, MRS. RIDDLE, MISS ACKERMAN, MISS LIBBY, MISS SPROWLS, MISS LEONARD, MISS STEWART AND MISS MCCOOL.

This Committee has general directive charge of the affairs of Commencement. It sees that the diplomas are ready, and has proper programs printed.

**Dining Room:** MRS. RIDDLE, MISS SULIS, MISS STEWART, MESSRS. JACKSON, WILEY AND MARSH.

This Committee has general charge of all dining-room matters not coming under the official control of the Steward; it arranges the seating; it is responsible for good order, not only in the dining-room, but upon entering and leaving the same; in this work it has the cooperation of all members of the Faculty.

**Lecture Course:** MISS LEONARD, MR. SHURE, MR. GORDON, MISS SMITH, MR. JACKSON AND MISS SPROWLS.

This Committee selects and contracts for all lectures and entertainments for the regular Normal Lecture Course.

All entertainments, excepting those which come under the control of other regular committees or the Principal, must receive the approval of this committee and be subject to its regulations before they shall be permitted to appear in the Chapel.

**Literary Societies:** MISS SPROWLS, MISS SMITH, MR. WILEY, MRS. RIDDLE AND MR. GORDON.

In working with the committees appointed by the Societies, or in working with the Society officials, this Committee represents the Faculty. It seeks to make more effective and valuable the work of the literary societies, and to this end advises with the members of the societies from time to time.

It has general charge of all contests, inter-society, or inter-collegiate, and open meetings.

Any and all society meetings are open to the members of this Committee, and its members are required to attend the meetings from time to time.

**\*Recommendations and Positions:** MISS JENNIE M. ACKERMAN, MISS LEONARD, MR. ARNTZ, MR. SHURE AND MR. GORDON.

This Committee assists graduates and qualified students to secure positions to teach, and aids school officials in procuring teachers.

It collects complete and accurate information respecting all applicants for positions to teach who ask the assistance of the Committee.

The Committee seeks to assist school authorities in procuring competent teachers. The plan is to recommend candidates best suited to fill vacancies and not to send out general letters of recommendation.

School authorities who write the Committee will have full and confidential information in regard to applicants.

School officers are cordially invited to visit the Normal to inspect the work of those whom they may wish to secure to fill positions. Correspondence is invited from Boards, Principals, and Superintendents in regard to vacancies and teachers. This information will be treated in full confidence and all possible assistance will be gladly given.

While the chief work of the Committee will be to help the students who are in attendance, yet it is the purpose to lend assistance to graduates and former students in securing for themselves more satisfactory positions. To this end the full cooperation of Alumni and former students is earnestly desired. Write to the Committee when in need of a teacher. Supply information concerning vacancies.

All correspondence in regard to location of teachers should be addressed to the Secretary or the Principal.

\*NOTE—The Normal, through its Committee on Recommendations and Positions, is prepared to give systematic aid to its graduates and students in securing suitable positions to teach.

**Religious Work:** MISSES LEONARD, CHAFFEE, ROBINSON, FENDERICH, AND MCCOOL, MRS. EASTLAKE, MESSRS. JACKSON, MARSH AND BARLOW.

It is the function of this Committee to assist and encourage the students in all religious work. It advises with the officers of the Y. W. C. A. and Y. M. C. A.

**School Magazine:** MISS LEONARD, MR. GORDON AND MISS MCELHANEY.

This Committee has general charge of the publication known as the Normal Herald.

**Social Life:** MISS JANE E. LEONARD, MISS STEWART, MISS ROBINSON, MISS ACKERMAN, MISS MCCOOL, MISS GRAY, MR. JACKSON, MR. GORDON, MISS KING, MISS BEARDWOOD, MISS SMITH, MR. WILEY, MRS. ARNTZ AND MR. SHURE.

This Committee has general and executive charge of the social life of the students. It directs and controls the Saturday evening social, the Hallowe'en and Washington's Birthday events, and such other affairs as the Hauxhurst spreads, hay-rides and sleigh-rides, as well as all dances given at the school.

**State Board:** MR. M. C. GORDON, MR. WHITMYRE AND MISS ACKERMAN.

This Committee makes all needful preparation for facilitating the work of the State Board of Examiners.

## Administrative Employees

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C. H. BUTLER.....	Steward
BLODWYN ROBERTS.....	School Nurse
G. W. BRIDGEWATER.....	Chef
R. W. WELCH.....	Baker
MRS. SOPHIA MOORE.....	Head Waitress
MAURICE HILE.....	Head of Laundry
DAVID FLEMING.....	Chief Engineer
DAVID KELLER.....	Carpenter
W. H. DAVIS.....	Night Watchman
CRAWFORD FISCUS.....	Janitor Clark Hall
G. G. COMPTON.....	Janitor Leonard Hall
LUTHER ROOF.....	Janitor Wilson Hall
T. A. GILHOUSEN.....	Janitor John Sutton Hall
MILTON LANEY.....	Porter



Among Campus Flowers

## PART II.

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**GENERAL INFORMATION INCLUDING:**

HISTORY OF THE SCHOOL.

MATERIAL EQUIPMENT.

STUDENT LIFE AT INDIANA.

STUDENT ORGANIZATIONS.

ATHLETICS.

SUGGESTIONS TO PROSPECTIVE STUDENTS.

STATEMENT OF EXPENSES.

FUNCTION OF THE STATE NORMAL SCHOOL.

## History of the School

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The plan of this Institution was conceived in the sixties, the first money, some twenty thousand dollars, being subscribed for its founding in 1869. The first recognition by the State was through an act of the General Assembly in 1871, but the school was not opened until May 17, 1875. Its first principal was Dr. E. B. Fairfield, who afterwards, as the first Chancellor of the University of Nebraska, so largely influenced the future of that institution.

Among the notable men present upon the opening day of the school was one of Pennsylvania's most famous educators, then State Superintendent of Public Instruction, James P. Wickersham, who stated in his public address that it was his opinion that Indiana's first building was the largest, finest and best-planned structure devoted to normal school education in the United States. A monument to its founders, that building still stands, and in honor of the first president of the board of trustees, it is known as John Sutton Hall.

In 1893 there was erected upon our campus a brick residence for men students. The building was forty by one hundred feet, and consisted of a basement and three stories. In February, 1906, this building burned to the ground. There were excellent fire escapes, so not only were no lives lost, but there were no serious injuries.

The ruins were not cold before the trustees were planning for a larger and better dormitory for our young men, and in January, 1907, the Indiana boys took possession of one of the best school residences for men in the State. The building stands upon the site of the old one, but is somewhat larger, and is known as Clark Hall, in honor of the board's second president, the late Justice Silas M. Clark of the Supreme Bench.

In 1893, also, the board erected, to the northward of the main building, the Model School, and named it in honor of their third president, the A. W. Wilson Hall. This building contains eight large, airy classrooms, with ample playrooms in the basement for use on stormy days.

The year 1903 marked a strong advance in Indiana's material equipment. The Normal's Recitation Hall was then erected. It stands just to the southward of Wilson Hall, completing the east wing of the quadrangle. A stately structure it is and one of the most beautiful on the campus. The dimensions are a frontage of one hundred and thirty feet and a depth of one hundred and twenty-three. The building is the school proper of the Normal and contains twenty-four large beautiful rooms. The Trustees honored themselves by naming this building after one of their widely known and most faithful teachers, Jane E. Leonard.

During that same year (1903) there was erected to the westward of the south wing of John Sutton Hall another most beautiful and imposing structure, one hundred and twenty-three by ninety-two feet in size and three stories high. In the basement of this building is the laundry and storage, while on the first floor are the kitchens, dining-rooms, and the Steward's office; the Music Conservatory occupies the second and third stories. This building is known as Thomas Sutton Hall, in honor of the President of the Board of Trustees.

During the past few years something more than \$60,000 have been spent in improving the Institution's plant, the most noteworthy improvement being the erection of a cold storage plant in connection with the refectory. This cold storage plant is pronounced by experts to be one of the very best in all the country. It enables the school to manufacture its own ice, and to furnish its students at all times with the choicest fresh meats.

During the year 1910 two notable additions to our buildings were made—an annex to the dining hall, seating over two hundred, and an annex to the girls' dormitory, accommodating sixty-two girls. The dining-room annex contains a very large fireplace, which promotes good cheer and helps the ventilation materially. The annex to the girls' dormitory affords to each two girls occupying it a suite consisting of a sitting-room and a bedroom. There are two large wardrobe closets, one for each girl. In the bedroom each girl has her own bed, and there is a porcelain lavatory supplied with hot and cold water. No dormitory, however high the charges of the school, affords its occupants better rooms than these. This building is practically fire-proof, and its bath-rooms—one on every floor—are tiled and finished in Italian marble. Occupants of these rooms pay from seventy-five cents to one dollar a week extra.

During the year 1913 the Trustees bought land off the Campus and across the P. R. R., and erected a Power Plant at a cost of \$140,000. This is one of the most complete plants owned by a school. It provides all heat and light and furnishes power for the elevators, ventilating fans, and culinary machinery.

During the year 1914 the Ambulatory around Recreation Hall was built and the Hall itself entirely reconstructed. The "North Annex" to the girls' dormitory was built, providing rooms for seventy girls. The rooms in this annex are larger than those in the old dormitory, and they are better furnished than any other of our rooms; each girl has her own bed, her own desk, and her own study-light. An addition nearly doubling the capacity of the kitchen was built, and more than \$3,000 worth of new kitchen appliances were added. A large fruit cave, ten feet by sixteen by twenty-four feet, entirely underground, was constructed. This cave is water-proof, and enables the school to have fresh fruit practically the year around.

During the year 1915 an addition was built that doubled the capacity of the "North Annex." The rooms in the new part are better, however, than those in the part first constructed. In addition to the advantages thus afforded, each room opens into a private dressing room with lavatory supplied with hot and cold water. The entire first floor of the addition to the "North Annex," 101 feet in length, is now occupied by the Library.

During the summer of 1915, an addition was built to our dining-room, and \$10,000 was spent in repairing and decorating the room. Those who have seen many schools announce their opinion that ours is the finest school dining-room in America.

In April, 1920, the entire control and ownership of the school passed to the State of Pennsylvania.

## Material Equipment

### THE BUILDINGS

These have already been quite fully described. They all are built of stone and brick in the most substantial manner, and are heated by steam. The building used as the girls' residence is equipped with three large electric passenger elevators, running from the basement to the top floor, which makes the upper floors more desirable in some respects than the lower ones.

This entire building is heated by steam and lighted by electricity. Every floor is supplied with an abundance of hot and cold water, and the bathrooms, lavatories, and water closets are of the most approved patterns.

On account of our method of lighting and heating, the possibility of a fire is small, while danger from it is reduced to a minimum by ample arrangements for extinguishment, and by fire-escapes abundantly provided for each floor.

In brief, this immense building is planned and furnished throughout for the convenience, safety, and success of its occupants.

Each student's room is furnished with a bedstead, a bureau, a washstand, with necessary china, two chairs, a study table, and a neat case of bookshelves. All rooms are carpeted and have plain shades to the windows. Many of the rooms are also furnished with single beds.

The night watchmen have their headquarters in this building, and make the rounds of all the buildings on the campus four times each night.

Each student's room in the boys' dormitory is furnished with two single iron bedsteads, a bureau, a washstand with necessary china, two chairs, and a study table. The windows are provided with plain shades.

### THE LABORATORIES

For physics, chemistry and biology are located on the first floor of Leonard Hall. Few, if any, normal schools in this country are better equipped for science work than is Indiana.

These laboratories are supplied with every necessary instrument and equipment for individual study.

### THE LIBRARY

A good reference library is accessible every day to all students. Here are found the leading encyclopedias, dictionaries, and other standard reference books, historical charts, maps, and other conveniences so essential to successful student life.

There is also a large library of choice works of history, biography and literature free to all students.

The Red Star system of book selection has been added. A number of books have been singled out for their humor, attractive stories, or for beauty in thought and expression.

The purpose is primarily to raise the standard of reading, and to increase love for and knowledge of the valuable works of the ages.

It is not the aim to mass books merely for the sake of making a large library; but we do aim to have every usable book and periodical.

The additions to the library during the year will aggregate about five hundred volumes.

We aim to give a brief course to each student on the use of a library.

In connection with the library is a reading-room, supplied with newspapers and periodicals as follows:

AMERICAN BOY	NATION
AMERICAN COOKERY	NATIONAL GEOGRAPHIC MAGAZINE
AMERICAN EDUCATION	NORMAL INSTRUCTOR AND PRIMARY PLANS
AMERICAN MAGAZINE	NORTH AMERICAN REVIEW
ART WORLD	OUTLOOK
ATLANTIC MONTHLY	OUTING
BIRD LORE	PEDAGOGICAL SEMINARY
BOOKMAN	PENNSYLVANIA SCHOOL JOURNAL
CENTURY	PHYSICAL CULTURE
COUNTRY GENTLEMAN	PICTORIAL REVIEW
COURIER DES ETATS-UNIS	PLAYGROUND
CURRENT EVENTS	POPULAR ASTRONOMY
CURRENT HISTORY MAGAZINE	POPULAR SCIENCE MONTHLY
DELINEATOR	PRIMARY EDUCATION
EDUCATION	PSYCHOLOGICAL REVIEW
EDUCATIONAL REVIEW	PUBLIC LIBRARIES
ENGLISH JOURNAL	READER'S GUIDE TO PERIODICAL LITERATURE
EVERYBODY'S	RED CROSS MAGAZINE
GOOD HOUSEKEEPING	REVIEW OF REVIEWS
HARPER'S MONTHLY	ST. NICHOLAS
HOUSE BEAUTIFUL	SATURDAY EVENING POST
HOUSE AND GARDEN	SCHOOL REVIEW
INDEPENDENT	SCHOOL ARTS BOOK
INTERNATIONAL STUDIO	SCIENTIFIC AMERICAN
INDUSTRIAL ARTS	SCIENTIFIC AMERICAN SUPPLEMENT
JOURNAL OF GEOGRAPHY	SCIENTIFIC MONTHLY
JOURNAL OF GEOLOGY	SCRIBNER'S
JOURNAL OF HOME ECONOMICS	SURVEY
KINDERGARTEN MAGAZINE	TEACHERS' COLLEGE RECORD
LADIES' HOME JOURNAL	TRAVEL
LIFE	VOGUE
LITERARY DIGEST	WOMAN'S HOME COMPANION
LIVING AGE	WORLD'S WORK
MANUAL TRAINING MAGAZINE	YOUTH'S COMPANION
MCCLURE'S	
MENTOR	
MUSICAL AMERICA	
MUSICAL COURIER	
MUSIC QUARTERLY	

#### DAILY NEWSPAPERS

NEW YORK TIMES	PITTSBURGH DISPATCH
PHILADELPHIA PRESS	PHILADELPHIA PUBLIC LEDGER
PITTSBURGH CHRONICLE TELEGRAPH	PITTSBURGH GAZETTE TIMES
	PITTSBURGH POST

We thank the publishers for the following publications:

AMERICAN ISSUE	INDIANA TIMES
CLEARFIELD REPUBLICAN	IN THE OPEN
CONNELLSVILLE NEWS	JOURNAL OF N. E. A. ASSOCIATION
GOSPEL TRUMPET	LEECHBURG ADVANCE
GREENSBURG PRESS	LUTHERAN
INDIANA DEMOCRAT	LUTHERAN WOMAN'S WORK
INDIANA EVENING GAZETTE	UNITED PRESBYTERIAN
INDIANA MESSENGER	VANDERGRIFT CITIZEN
INDIANA PROGRESS	WOMAN'S MISSIONARY FRIEND



### THE INFIRMARY

Is pleasantly located in a retired portion of the south wing of John Sutton Hall. This infirmary, by every physician who has ever seen it, has been pronounced to be one of the finest and best in the state. It contains three tiled bathrooms, a dispensary, a kitchen and dining-room, nurses' private quarters, ample closets, ward for girls, private room for girls, ward for boys, and private room for boys. The west end is fitted for boys, the east end for girls. These two apartments are separate and distinct, being divided by a hall.

Every sanitary precaution is here taken, and every necessary arrangement is provided for the intelligent care of the sick. A graduate nurse is always in charge. Many a serious illness has been averted by early caring for the student in this infirmary. The excellent health of our girls is proverbial, and the Infirmary is responsible in no small degree for it. No extra charge is made for care in the Infirmary, not even for the consumption of common remedies, a stock of which is always on hand. But in case the illness is such as to require the care of a physician or special nursing, the student pays that cost, and the cost of filling the physician's prescriptions. At some distance from the main buildings and off the campus, the institution maintains a small hospital in which cases are confined if there is cause to suspect contagion.

In short, every precaution is taken to protect the health of the Indiana student; and during more than forty years but three deaths have occurred in the Institution, and it has never suffered from an epidemic, notwithstanding the thousands who have been under its care. Students, who because of severe or prolonged illness have to be transferred to a private hospital, have to pay the expense incurred at such institution and the cost of the transfer.

Students who, because of suffering from a contagious disease, have to be removed to the school hospital, have to pay ten dollars a week while in the hospital for nursing, and no deduction is made from the regular term payments.

### BOARDING

All who visit the Institution are delighted with its beautiful, spacious dining-room, and its immaculately clean kitchen, fitted up with every modern appliance of worth. The kitchen is presided over by an expert chef. There are four assistant cooks. The great bake-ovens are in the basement. We bake all our bread (white, Vienna, Graham, whole wheat, corn-bread and biscuits), pies and puddings. A professional baker has charge of the ovens.

All water served on our tables is from our own wells, drilled to a depth of more than two hundred feet. Table water is also filtered.

Each table seats from eight to twelve, and so far as possible is presided over by a teacher.

It is the Steward's aim to provide good, substantial, wholesome food. While it is plain, it is always the best quality to be found on our markets.

It is doubtful if there is another school in the country, whatever its character or charges, that provides a greater variety of, or more wholesome, food for its students than does Indiana. Our bills-of-fare vary with the seasons. Ice cream is regularly served twice a week. Special meals are prepared for the sick.

Students are not permitted to room and board with private families, or to room in private homes and take meals in the school, except on the order of the Principal. Such permission is granted only after investigation of each case.

## LAUNDRY

The Institution owns a first-class laundry, and has it under the management of competent people. The price of board in this school includes free laundry to the extent of ten plain pieces a week, in addition to towels and napkins. In the basement of the girls' residence is a place to do washing and ironing for the use of girls only, and many of them attend to the laundering of their own handkerchiefs and other small pieces.

All articles sent to the laundry must be plainly marked with the name of the owner in some indelible form, and should be in a laundry bag.

All water used in our laundry is sterilized, in order to eliminate any possibility of spreading infectious diseases.

## OUTFIT AND ROOMS

**Outfit:** Students are expected to provide themselves with towels, table napkins, soap and other needful toilet articles, as well as curtains for room windows. For sanitary reasons, students are required to bring with them double (or a pair of) woolen blankets.

**Rooms:** Students in actual attendance at the close of one term are entitled to preference in the choice of rooms for the next term. But room will not be reserved for a girl when in attendance at the school, unless she makes a deposit of five dollars with the school. If the student making deposit returns at the opening of the next term and claims her room, the deposit of five dollars will be deducted from the regular payment then to be made; otherwise, the deposit is forfeited to the school. All other students are entitled to choice of rooms in the order of the receipt of their applications.

The school authorities at Indiana do not choose rooms for individual students; because, of two rooms available, the Principal or Preceptress might choose the room that the new student would not choose. For forty-five years, the school has followed a method of allotting rooms which is in vogue in many of the best boarding schools of the country. At the close of the school year in June, all old students who are to return the following year choose their rooms. On account of the large graduating classes, many rooms are left vacant for new students, and from these vacant rooms the new students choose their rooms when they come to Indiana in the fall, making choice in the order of their reservations. The "reservation of a room" at Indiana does not, therefore, set aside any particular room for a new student; but is simply a guarantee that a comfortable, well furnished, heated and lighted room, with privilege of bath, will be provided for the student upon her entering the State Normal School.

No rooms, selected by or for students, will be held for them beyond the first day of the term, except upon special agreement to that effect, and charge will in all cases be made for rooms thus held.

Each room is intended to accommodate two boarders, and the scale of prices given in this catalog is arranged accordingly. Where the student, by his own choice, occupies a room alone, an extra charge will be made. Students may not room alone, except with the permission of the school authorities.

## LOCATION

The Institution is fortunate in its location, the site being one of great natural beauty, while the surrounding town is characteristically beautiful, and has developed those moral influences so desirable in the seat of an institution of learning. The town has a population of more than 7,000 and maintains churches of the following denominations: Methodist Episcopal, Free Methodist, Episcopal, Presbyterian, United Presbyterian, Catholic, Lutheran, Baptist, Wesleyan Methodist, German Lutheran and Christian.

Growth and improvement have especially marked Indiana in the past few years, and bid fair to continue. Many blocks of excellent paving have been laid, and contracts for many more have been let.

The place is reached by rail without difficulty, being the northern terminus of the "Indiana Branch" of the Pennsylvania, the change from the main line being made at Blairsville Intersection, where the Indiana train awaits the main line train. The Indiana Branch connects at Blairsville with the West Penn. Division. Indiana is also on the Buffalo, Rochester and Pittsburgh, which gives connections with all northern points. The Institution is within ten minutes walk of either depot. The Pennsylvania stops all its trains at the "Campus Landing" on the first day of each term. Both the railways put on extra coaches at the opening of each term in order to accommodate all, if possible, with seats.

Telephone connection can be made from the main building with all leading points.

Reference has been made to Indiana's naturally beautiful location. Here in the foot-hills of the Alleghanies, fifteen hundred feet above sea-level, with a clear, pure atmosphere, its inhabitants have always been free from miasmatic or malarial complaints. For almost half a century the health record of the school has been phenomenal.

Our campus, comprising twenty-three acres, has its natural beauty greatly enhanced by the constant care of a landscape gardener. It is the belief of the Institution's authorities that such surroundings are a potent factor in the upbuilding of the student's character.

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## Student Life at Indiana

### DISCIPLINE

All questions of internal organization in a school must be determined by the fundamental conception of the function of the school. In determining the nature and character of discipline in a normal school, the function of the institution makes it necessary that it be but slightly, if at all, reformatory in its nature. The general welfare of the state would not be promoted by licensing one of evil tendencies or certain shortcomings to teach in the schools of the commonwealth.

It is, therefore, the policy of the administrative authorities to ask any student who does not conduct herself or himself in all things as becomes the lady or gentleman, or who is found not to be adapted to the life and work of the school for other reasons, to withdraw from the Institution.

In the government of the school, the largest liberty consistent with good work and order is allowed. The disciplinary power of the Institution is brought to bear upon the student, only to bring him

to a rational understanding of freedom, and to lead him to such self-government as will make him capable in the future of wisely governing others who shall become his pupils.

It is the desire and aim of the Faculty to make the government in the school ethical in its basis.

### RELIGIOUS INFLUENCES

This school is not denominational in any sense. Its authorities, however, aim to make it a place of gentle but positive Christian influence. To this end family worship is held daily, and students are required to attend the church of their own choice on Sunday mornings.

The Y. M. C. A. and the Y. W. C. A. aid in the religious culture of all whose homes are in the Institution. They include a large portion of the students. These associations have charge of the Thursday evening prayer-meetings, and hold a joint meeting Sunday evenings. Endeavor is made to promote Sabbath observance.

Students are thus encouraged to become Christian workers, and school life is made to minister to the elevation of Christian life.

Besides these associations, there are various others of a practical type and in a highly prosperous condition.

The denominations that maintain churches in Indiana have already been mentioned.

There is a Vesper Service each Sunday evening which all boarding students attend.

### THE LECTURE COURSE

The Institution maintains an excellent free lecture course for its student body. On this course is always to be found the best obtainable talent. During the past season our students had the privilege of hearing in the Chapel, among others:

SIR JOHN FOSTER FRAZER  
CLARISSA HARROLD  
THOMAS BROOKS FLETCHER  
ALTON PACKARD

### ARTISTS' RECITAL COURSE

In addition to the Lecture Course, there was given at the Normal School in 1919-1920 a Concert Course of three numbers. The artists appearing were May Peterson, Soprano; Albert Spalding, Violinist; and Rudolph Ganz, Pianist. This course will probably be continued year after year. It affords an unusual opportunity for the students of the Normal School to hear the best musical artists of the country.

### SPRING MUSIC FESTIVAL

In May 1920, there was given at Indiana a great Music Festival. A chorus of 250 school children, the Madrigal Club, the Ladies' Chorus, the Men's Chorus, the Pittsburgh Orchestra, Soloists from Pittsburgh and New York—a total of 400 performers—gave four concerts of exceptional excellence. To hear and to take part in such performances are rare opportunities. The Spring Music Festival is an assured annual event.

There are frequent artist recitals by members of the Faculty of the Conservatory of Music.

### THE SOCIAL LIFE

The residences of the young ladies and of the young gentlemen who attend this Institution are entirely separate. All use the same dining-room, however, which adds greatly to the social and cultural life of the school. All social events in which the sexes mingle are under the direct charge of a faculty committee.

### GRADUATION

In order to be graduated from any Pennsylvania State Normal, the candidate must have passed satisfactory examinations under the Faculty in all the branches required in each year of the four-year course, and under the State Board in the branches required in the fourth year of the course. The candidate must also have spent the third and fourth years as a student in the school, unless a graduate of an accredited college, in which case residence during the fourth year only may be required.

Graduates of second grade high schools may be required to spend three years in residence at the school; but it may be possible to shorten this period in exceptional cases.

### CERTIFICATE AND DIPLOMA

The State Normal Certificate is issued to those who are graduated. It entitles the holder to teach in the public schools of the State for two years without further examination. The State Normal Diploma is a license for life to teach in this state, and is issued to graduates who have taught in the common schools of the state for two full annual school terms of not less than seven months each after graduation, and who present certificates of successful teaching from each of the school boards, countersigned by the county, city or borough superintendent. The school will furnish graduates blanks for these certificates when they ask for them. A charge of fifty cents is made to cover the expense of issuing the diploma, and an additional charge of one dollar is made if the name of the graduate is engrossed thereon. Those who want their diplomas sent to them by mail must send twenty-five cents to pay for registration.

### CAP AND GOWN

The regulation cap and gown, sanctioned by the Intercollegiate Bureau and Registry of Academic Costume, are worn by Seniors of this Institution, upon the proper occasions.

The cost of the cap and gown ranges from \$6.50 up.

The rental for cap and gown is \$2.50.

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## Student Organizations

### LITERARY SOCIETIES

There are two literary societies—the Erodolphian and the Huyghenian. These organizations meet in the Chapel every Monday night—each society presenting a program on alternate Monday nights for the entertainment of the other society. In this way a spirit of wholesome rivalry and intelligent competition is kept alive. The programs consist of readings, speech making on current affairs, discussions, playlets, pantomines, and music.

Each organization presents annually a full evening play. All Juniors and Seniors must belong to one of the two societies.

The special and business meetings are held in the well-furnished halls set apart for these two social and literary interests.

### **THE LINCOLN DEBATING CLUB**

The Lincoln Debating Club is an organization for men students. Its purpose is to develop ready and useful public speakers.

The membership is limited to fifty, and these are divided into three sections, each section debating every third week. The regular program consists of a prepared debate on some serious question of the day and impromptu speeches on current topics.

The club has the benefit of a Faculty coach.

## **Fraternities**

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### **PHI ALPHA**

The Iota Chapter of the Phi Alpha Fraternity was organized February 29, 1908. The purpose of the Fraternity is to promote the general welfare of its members. It is also the purpose of the Fraternity to develop and maintain high athletic standing. The Fraternity is well represented in all athletics. Good moral and scholastic standing in the school is required for membership.

### **OMEGA CHI**

The Beta Chapter of the Omega Chi Fraternity was installed here in May, 1909. The organization has grown steadily in strength and influence, and is proud to number among its members some of the ablest boys in the school. It is heartily in favor of clean athletics, and as most of the boys are in some of the teams, it exerts its influence in that direction. At present it has some twelve active members in school.

## **Sororities**

At the request of the Sororities, the authorities of the school discontinued them at the close of June, 1919. A system of student clubs takes their place.

### **CHRISTIAN ASSOCIATIONS**

The students maintain two religious organizations—the Y. M. C. A. and the Y. W. C. A. These associations hold regular weekly meetings for devotional purposes, and occasional social gatherings. The meetings are a source of strength and help to the young people. The associations are factors for good in the school, and new students are cordially invited to identify themselves with them. Committees of the two associations meet all trains at the beginning of the terms to assist and direct new students.

Each of the associations has a furnished hall for its meetings.

### THE WHATSOEVER CIRCLE

The Whatsoever Circle is a branch of the Young Women's Christian Association, which has been in operation for many years and has become noted for religious and helpful work of all kinds. Its object is, as its name indicates, to serve whomsoever and wheresoever needed. Its latest gift to the school is a small silver service for each of the trays to be used by the sick people.

### ALUMNI ASSOCIATION

Indiana has graduated over three thousand teachers, and they constitute a loyal and enthusiastic band of supporters for their Alma Mater. The Alumni Association has been a useful factor, indeed, in the upbuilding of the school. Its services have been numerous and varied, but it is hoped that its influence may be made even more potent. No school can accomplish great things without the aid of a loyal and enthusiastic alumni. Let us not forget the fact that in our union rests the strength that will make us a success in our professional life—that it is the excellence of our work that gives reputation to our Alma Mater, and that her reputation is ours.

The Association holds an annual reunion at Commencement time. There is both a business meeting and a banquet.

### THE MADRIGAL CLUB

The Madrigal Club is a vocal musical organization for women students only. The best part-songs are presented from time to time.

### THE GLEE CLUB

The Glee Club of young men studies works for male voices under the direction of a member of the Conservatory faculty. An annual concert is given in the Chapel, and an extended concert tour is made during the spring vacation. Members of the Club are selected by competition and any male student of the school is eligible.

### SWING OUT

Swing Out is the day on which the members of the Senior Class first appear in cap and gown, and in honor of this fact Swing Out exercises are held on the campus.

These Swing Out exercises include a march by the Senior Class, aesthetic and interpretative dances by the under-classmen, and dances by the attendants before the Queen. The Queen and her attendants are chosen by vote of the Senior Class in March of each year and immediately thereafter preparations for Swing Out exercises begin. The exercises are held on the East campus in the early evening and constitute one of the most beautiful and attractive forms of entertainment that has yet been devised and all of the exercises center about the fact that the seniors for the first time don the cap and gown.

## Athletics

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The Institution's reputation in athletics is so well-known that comment is scarcely necessary here; the Football and Baseball teams have, for years, won a big majority of the season's games, and the Track team has been the champion team among schools of our rank, for years, in Pennsylvania and surrounding states. The Football team was the acknowledged champion Normal football team of the State of Pennsylvania for 1919. The 1917 Baseball team was the acknowledged Scholastic Champions of Western Pennsylvania, among the Normal Schools and Preparatory Schools. The schedule as played consisted of twenty-four games.

### FOOTBALL SCHEDULE—1919

Indiana.....	20	Windber.....	6
Indiana.....	21	St. Francis.....	0
Indiana.....	7	West Va. Univ. Reserves...	6
Indiana.....	0	State Freshmen.....	13
Indiana.....	6	Pitt Freshmen.....	18
Indiana.....	7	Syracuse Freshmen.....	14
Indiana.....	21	California Normal.....	0
Indiana.....	14	Mansfield Normal.....	0

### BOYS' BASKETBALL SCHEDULE—1919-1920

Indiana.....	36	Pitt Academy.....	28
Indiana.....	47	Clarion Normal.....	20
Indiana.....	29	California Normal.....	22
Indiana.....	33	Tech. Freshmen.....	40
Indiana.....	47	Punxsutawney Y. M. C. A..	27
Indiana.....	37	Pitt Freshmen.....	35
Indiana.....	31	Keystone Club of Johnstown.	26
Indiana.....	40	Pitt Freshmen.....	55
Indiana.....	52	Pitt Academy.....	39
Indiana.....	42	Clarion Normal.....	31
Indiana.....	66	Tech. Freshmen.....	34
Indiana.....	57	W. Va. Freshmen.....	29
Indiana.....	32	Altoona High School.....	27
Indiana.....	15	State College Freshmen.....	33

### BASEBALL SCHEDULE—1920

April 23: Duquesne University	May 25: Pittsburgh Collegians
April 28: Pittsburgh Scholastics	May 28: Muskingnum College
May 1: Windber	June 2: Slippery Rock Normal
May 5: Grove City College	June 3: Grove City College
May 8: Windber	June 5: Slippery Rock Normal
May 14: Pitt Freshmen	June 8: Duquesne University
May 19: Pitt Freshmen	June 9: St. Vincent's College
May 20: California Normal	June 12: Clarion Normal
May 24: Pittsburgh Collegians	



## GIRLS' BASKETBALL SCHEDULE—1919-1920

Indiana.....	10	Allegheny High School.....	14
Indiana.....	22	Punxsutawney.....	4
Indiana.....	14	Crafton.....	11
Indiana.....	25	Windber.....	5
Indiana.....	44	Punxsutawney.....	24
Indiana.....	52	Jeannette.....	6
Indiana.....	5	Windber.....	6
Indiana.....	27	Sharpsburg.....	21
Indiana.....	8	Y. W. C. A. Indiana.....	3
Indiana.....	16	New Kensington.....	5

Following is a resume of records made by Indiana in clean, wholesome, athletic sports into which no professionalism has crept:

Since 1908, Indiana has won the Scholastic Football Championship of Western Pennsylvania by defeating Kiski in the annual game on all but three occasions, losing to Kiski twice and playing one scoreless tie.

In 1917, Indiana defeated the Kalamazoo, Mich., Normal School team, undisputed champions of the Normal Schools of the Middle West, by a score of 40 to 0.

In Track, the Indiana boys have met and defeated, during the past few years, most of the Normal Schools and many of the Colleges. Among the features of Normal's sprinters, the work of R. A. Carroll in 1914 stands out prominently. He ran 100 yards in 9 4-5 seconds, 220 yards in 21 2-5 seconds, and broke the world's record when he made 60 yards, indoors, in 6 1-5 seconds.

Two men, in the spring of 1919, won second place in the Scholastic at State College.

## School Records in Track

100-yard dash	Carroll	9 4-5	1914
220-yard dash	Carroll	21 2-5	1914
444-yard dash	Carroll	50	1915
444-yard dash	Carroll	50	1914
880-yard run	Zener	1:59 4-5	1914
Mile run	Zener	4:50 2-5	1914
2-mile run	Steele	10:20	1911
120-yard hurdles	Myers	15 3-5	1912
220-yard hurdles	Myers	25 4-5	1912
High jump	Castaneda	6 ft. ½ in.	1912
Broad jump	Wilson	22 ft.	1912
Pole vault	Murray	10 ft. 9 in.	1915
Shot put	Siemon	46 ft. 7 in.	1914
Hammer throw	Siemon	144 ft. 8 in.	1914
Discus	Siemon	127 ft.	1914
Mile relay		3:29 4-5	

(Carroll, Gano, Trainer, Holland)

## Suggestions to Prospective Students

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### HOW TO ENTER THE SCHOOL

Upon arrival at Indiana, come at once to the Normal, but a short distance southwest of the Pennsylvania depot, and southeast of the B. R. & P. depot. Bring your baggage check to the Normal School if you have not given it to a representative of the school on the train.

The Registrar's office is just to the left of the north entrance of the main building. All preliminary arrangements will be made here, when the student will go to Leonard Hall just north of the main building, to be classified. No student is classified who does not show the Principal's receipt for payments required at entrance. After classification, consult with the Dean of Men or the Dean of Women relative to the engagement of a room.

### COME EARLY

Success demands that you be here early. Tardiness in the commencement of a term, or irregularity of attendance after the commencement, is a very serious hindrance to success. Be here and ready for work on the very first day and the very first hour of the term.

### TIME FOR THOROUGH WORK

It oftens happens that an ambitious young man or woman, limited in means and desirous of commencing life's active labors as soon as possible, determines to try to do two years' work in one, or that of three in two.

Such a course is scarcely ever advisable. One essential element in the teacher's preparation is time. Solid attainment is never a mushroom growth. Two years' work demands two years in which to do it well; and unless work is well done, the result will prove a source of regret through many years of mistakes which might have been avoided had more thorough preparation been made. If you need more than a year for your work, and have only the means at command for one year's expenses at school, come for the year, and then, by remaining out of school for a time, make it possible to return and complete your course. It is not an absolute necessity that you graduate at a certain time; it is absolutely essential to your true success that you make thorough preparation.

### VISITS

Success demands concentration of thought. This is prevented by frequent visits at home or elsewhere, and usually time thus spent greatly hinders the progress of the student. Make few, if any, visits away from school. Parents of students at Indiana are requested to think this matter through. Not the child's desire, but what is best for him or her, should control the decisions of parents.

### OWN YOUR OWN BOOKS

While you will find many books of reference here, it is advisable for you to bring all the books you have that you may make personal and daily use of them. The habit of such use is of incalculable importance, and the school life should ever minister to the formation of such habits as will lead to success in the afterwalks of life. Bring your books with you; place them where you can conveniently use them, and by their use form a habit, the value of which you can never over-estimate.

### ELECTRICAL AND HEATING APPLIANCES

Students are not permitted to use or to have alcohol lamps or stoves, electric irons or heaters or cookers, or any preparation for producing fire or heat in their rooms. The school provides facilities for pressing clothes, and a "Candy Kitchen" for whatever cooking is necessary for "spreads."

### CONFORM

It is the school's interest and purpose to serve you, but this it can do but poorly unless you conform to the life of the Institution. Make up your mind to get all the good out of the school you can. Come with the purpose of being happy in your work, of getting acquainted and entering heartily and cheerfully into the complete life of the school, making it all yours.

### THE SCHOOL'S REPUTATION YOURS

The Indiana Normal proposes to maintain a high standard of excellence, both as to scholarship and as to attainment of skill in teaching.

Our inquiry is, and will remain, not how many we can graduate, but how many, and who, are thoroughly prepared for graduation.

For the sake of those who shall employ our teachers, and for the sake of the teachers themselves, we desire to make our diplomas valuable and preserve to them their value; and we trust that you will appreciate the fact that you must yourself contribute to so desirable an end.



An Out-Door Class

## Statement of Expense

	Full Year 40 weeks	First Semester 20 weeks	Second Semester 20 weeks
Total charge for board, room, heat, light, and laundry for boarders preparing to teach.....	\$280.00	\$140.00	\$140.00
Semester Fee.....	20.00	10.00	10.00
Total charge for board, room, heat, light, laundry, tuition, and semester fee for boarders not preparing to teach.....	380.00	190.00	190.00
*Tuition for students preparing to teach...	Free	Free	Free
Total charge for day students preparing to teach—Semester Fee.....	20.00	10.00	10.00
Total charge for day students not preparing to teach.....	100.00	50.00	50.00
<b>Extras</b> —Drawing.....	40.00	20.00	20.00
Typewriting.....	16.00	8.00	8.00
Shorthand.....	32.00	16.00	16.00
Elocution—one lesson per week, (private) half hour.....	40.00	20.00	20.00

**\*Free Tuition:** The State pays the tuition of students who comply with the conditions set forth in the following statute passed by the Legislature of Pennsylvania in 1919.

“For each student 17 years of age, who shall sign an agreement binding said student to teach in the common schools of this State two full annual terms, there shall be paid the sum of two dollars a week in full payment of the expenses of tuition of said students.”

“In case of a deficit in the State appropriation, students at the different State Normal Schools will receive their pro rata share of the appropriation, and will be required to pay balance to the school.”

## NOTE

Boarding students, preparing to teach Domestic Science, who desire to take the Special Normal Domestic Science Curriculum (See page 00), have to pay an extra tuition fee of \$80.00 per year to cover cost of material; a total of \$380.00.

Persons not preparing to teach, who desire to take Domestic Science only would have to pay \$420.00 for the year, if boarders; if day students, they would have to pay \$180.00 a year.

Board, room, and laundry is calculated at \$7.00 per week when paid by the semester in advance. For less than a semester, the rate is \$7.50 per week.

See pp. 74, 82, 77, for expenses of curricula in Music, Domestic Science, and Commercial subjects,

## BOOKS

The cost of books is an item of expense that cannot be determined because a student can take a longer or shorter program as he may elect, and because he may own part of the books that he will need; but it has been found, by long experience, that the average rental for books amounts to about \$3.00 per semester.

**VACATION CHARGES**

Students remaining at the school during the Thanksgiving, Christmas or Easter Recesses, will be charged the transient rate for board, \$1.35 per day. For lunch only taken at the school the charge is \$2.45 per week.

**EXTRA ROOM CHARGES**

There are rooms on the first and second floors of John Sutton Hall for which a special price is charged. There are also, in various parts of the building, a few suites for which an extra charge is made. In the South Annex an extra charge of one dollar a week for each occupant is made. These rooms come **en suite**, each occupant has her own bed and wardrobe, and the bedrooms are supplied with lavatories furnishing both hot and cold water. In the North Annex an extra charge of seventy-five cents a week for rooms without running water and one dollar a week for rooms with water is made for each occupant. Girls occupying rooms for which no extra charge is made will pay fifteen cents extra per week if single beds are provided, to meet the extra expense of laundry for bed linen.

At the opening of the year, all necessary electric lamps will be furnished free, after which the students will pay for extra lamps.

We have a very limited number of small rooms that are let for single occupancy, at an extra charge of seventy-five cents a week. In case a student is permitted to occupy a double room alone, she must pay one dollar a week for the privilege. If the room is one for which extra rent is charged, the occupant in addition to the above-mentioned charge of one dollar, must pay the full extra that two girls would pay. For instance, if a student were occupying alone one of the best suites in the Annex, she would pay three dollars per week extra. With a roommate, in the same room, she would pay but one dollar extra per week.

**ESTIMATED COST OF ATTENDING THE NORMAL ONE YEAR FOR STUDENTS PREPARING TO TEACH**

Semester Fee.....	\$ 20.00
Room, Board, and Laundry.....	280.00
Rental of Books.....	6.00
Paper, Pencils, Drawing Materials, etc.....	10.00
	\$316.00

If student is not preparing to teach, add \$80.00 to above.

If student desires room with single beds, add \$6.00 to above.

If student desires room with running hot and cold water, add \$40.00 to above.

If taking a Special Course in Music, Commercial Work, Drawing, or Domestic Science, add as indicated in the sections descriptive of these departments.

**AMOUNT AND TIME OF PAYMENTS**

**First Semester**

At beginning of the First Semester:

All day students taking State Aid will pay.....	\$ 10.00
All day students not taking State Aid will pay.....	50.00
All boarding students will pay.....	150.00
The above payments include the Semester Fee.	

At middle of semester, all bills for extra room rent, music, extra charges for any courses outside the regular normal courses, etc., are due from all students. The regular normal tuition amounting to \$40.00 is also due at this time from boarding students not taking State Aid.

Toward the close of the semester, the book room bills are payable.

Boarding students who are seventeen years of age, or over, and are preparing to teach in this State, do not have the regular normal tuition to pay. Such students, unless they have incurred extras as mentioned above, have only the first payment of \$150.00 to make during a semester. This statement modified to suit the condition applies to the second semester.

### Second Semester

At beginning of the Second Semester:

All day students taking State Aid will pay.....	\$ 10.00
All day students not taking State Aid will pay.....	50.00
All boarding students will pay.....	150.00

At middle of the semester, bills covering the same items as for the middle of the first semester fall due.

**STATE AID IS NOT CREDITED BEFORE THE END OF THE TERM.**

### HOW TO PAY BILLS

Bank Drafts, Checks, Express and P. O. Orders are accepted. Payments must be made, or satisfactorily provided for, before students are assigned to classes.

Students will not be permitted to enroll for the second semester, or any later semester, until all bills previously incurred have been paid.

Students desiring to leave school before the close of a semester must report to the Principal and settle any unpaid accounts.

Visitors expecting to remain more than three days are requested to make arrangements in advance with the Principal.

Meal tickets for visitors can be obtained in the Book Room.

All bills are payable to the Principal, and all checks should be made payable to John A. H. Keith, Principal.

### DEDUCTIONS AND REFUNDS

(Read Carefully)

No deduction is made for absence the first two or the last two weeks of a semester, or for less than two weeks, for any cause whatever.

For absence two consecutive weeks or more on account of the student's **personal** illness, fifty per cent of the paid-in charges for the time lost is refunded; provided the student's physician in attendance certifies that the illness was of such a character as to render the student unable to attend school. A proper blank for this certificate will be furnished by the school. A similar adjustment will be made in case of a family emergency.

When a student drops out of a strong and popular school, he vacates a place that might have been occupied by another, who would have remained through the semester. The school's expenses for light, heat, etc., are not lessened by the student's dropping out. The teachers who could teach him still remain and draw their salaries. Food for a large school cannot be bought daily on the markets of a small town; consequently, the authorities, calculating on a full school, must contract for food in advance for a semester, and sometimes for a year. For these reasons some of the best conducted schools will

make no refunds for any cause, but insist upon a full year's payment in advance, against which no claims will be recognized. Indiana, however, as indicated above, will share the loss with the parent or guardian where the absence is caused by the student's sickness or a real emergency in the student's family. August 31st is the close of the school's fiscal year, when the State Audit is made, and after that date no refunds for any reason or purpose whatsoever are made.

In cases of light illness, a student will be cared for in our Infirmary. No charge will be made for nursing. If the attendance of a physician is needed, the student must meet his charge. In case of serious illness, it will be necessary for the student to be removed either to her home or to a private hospital, in which case the student must meet the charges.

The school maintains a small hospital to which persons suffering from contagious diseases are removed. Students occupying this hospital are charged ten dollars a week for general care, not including that of a physician or trained nurse. No deduction from the regular charges of the Institution is made for such students because of time lost from their classes.

The Infirmary of this Institution, with wards for both sexes, private rooms, dispensary, baths, buffet, etc., is one of the best and most complete to be found. It is at all times in charge of a professional nurse, of wide experience.

### A COMPARISON OF SCHOOL EXPENSES

We are often asked by prospective students and parents contemplating the education of a son or daughter, if the charges at Indiana are reasonable. For the information of such we offer the following comparisons:

Indiana's charge for a full year of 40 weeks, for all fees, tuition, board, room, heat, light, and laundry, in the Normal Department, is from \$300 to \$380.

The best of the smaller colleges of our State, such as Haverford, Lafayette, and Swarthmore, charge for board, room, and tuition, exclusive of laundry and sometimes class fees, from \$500 to \$800.

Many of the country's best private schools charge from \$600 to \$1,500 a year, and the year in such schools seldom exceeds 36 weeks in length.

The State Normal is not designed to be a money-making institution; hence, its charges are kept down to the actual cost of operation and maintenance.

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## Function of the State Normal School

Pennsylvania, in common with most of the American states, realized practically from its founding the necessity of an educated citizenship. It is axiomatic that a just and efficient government must and will be controlled and administered by the educated; hence, the genius of our government implies an educated citizenship. This attitude of the state toward the instruction of its people makes it the one competent agency in supplying qualified teachers for its schools. This the State of Pennsylvania does through its State Normal Schools, whose function is the preparation of teachers for the common schools of the state. The learning and training imparted by the state through its Normal Schools has not for its purpose the bettering of the condition of one class of persons at the public expense; the school does not exist for the benefit of its students simply, but for the benefit of the whole people, and its work is done with the general welfare always in view.

## PART III.

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### CURRICULA OFFERED AT INDIANA

For the preparation of teachers for the Regular Teaching Positions in the Public School Service.

- THE NORMAL PREPARATORY CURRICULUM.
- THE MUSIC CURRICULA.
- THE COMMERCIAL CURRICULA.
- THE DOMESTIC SCIENCE CURRICULUM.
- THE NORMAL ART CURRICULUM.
- THE COLLEGE PREPARATORY CURRICULUM.



**CURRICULA OF THE PENNSYLVANIA STATE NORMAL SCHOOLS  
FOR THE PREPARATION OF TEACHERS FOR  
THE PUBLIC SCHOOLS**

**Students Must Select One of Four Curricula**

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

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

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

**THE FOUR CURRICULA**

GROUP I—Kindergarten-Primary—for teachers of Kindergarten and Grades 1, 2 and 3.

GROUP II—Intermediate Grades—for teachers of Grades 4, 5 and 6.

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

GROUP IV—Rural—for teachers of rural schools.

**GROUP I—(KINDERGARTEN AND GRADES 1, 2, 3)**

	First Semester	Periods	Semester Hours
Introduction to Teaching.....		4	3
English Fundamentals.....		3	3
English Composition.....		2	2
Nature Study.....		3	2
Art.....		4	2
Handwriting.....		2	1
Personal and School Hygiene.....		2	2
Health Education.....		3	1½
Elective.....		3	3
		—	—
		26	19½

**Second Semester**

	Periods	Semester Hours
Psychology and Child Study.....	3	3
Kindergarten Theory.....	2	2
Oral Expression.....	2	2
English Composition.....	2	2
The Teaching of Number.....	2	2
The Teaching of Geography.....	1	1
The Teaching of History.....	1	1
Industrial Arts.....	4	2
Health Habits.....	1	1
Health Education.....	3	1½
Elective.....	3	3
	<hr/>	<hr/>
	24	20½

**Third Semester**

Student Teaching.....	10	10
School Efficiency.....	3	3
The Teaching of Primary Reading.....	3	3
Health Education.....	3	1½
Elective.....	3	3
	<hr/>	<hr/>
	22	20½

**Fourth Semester**

History and Principles of Education.....	4	4
Children's Literature and Story Telling.....	3	2
Citizenship.....	2	2
Industrial Arts.....	4	2
Music.....	4	2
Health Education.....	3	1½
Elective.....	6	6
	<hr/>	<hr/>
	26	19½
	<hr/>	<hr/>
Total.....	98	80

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**GROUP II—(GRADES 4, 5, 6)**

**First Semester**

Introduction to Teaching.....	4	3
English Fundamentals.....	3	3
English Composition.....	2	2
Nature Study.....	3	2
Art.....	4	2
Handwriting.....	2	1
Personal and School Hygiene.....	2	2
Health Education.....	3	1½
Elective.....	3	3
	<hr/>	<hr/>
	26	19½

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

**Second Semester**

	Periods	Semester Hours
Psychology and Child Study.....	3	3
Oral Expression.....	2	2
English Composition.....	2	2
The Teaching of Arithmetic.....	3	3
The Teaching of Geography.....	3	3
The Teaching of History.....	3	3
Health Education.....	3	1½
Elective.....	3	3
	<hr/>	<hr/>
	22	20½

**Third Semester**

Student Teaching.....	10	10
School Efficiency.....	3	3
The Teaching of Oral and Written Composition.....	2	2
Sewing.....	2	1
Health Education.....	3	1½
Elective.....	3	3
	<hr/>	<hr/>
	23	20½

**Fourth Semester**

History and Principles of Education.....	4	4
Juvenile Literature and Silent Reading.....	3	2
Citizenship.....	2	2
Music.....	4	2
Prevocational Education.....	3	3
Health Education.....	3	1½
Elective.....	6	6
	<hr/>	<hr/>
	25	20½
	<hr/>	<hr/>
Total.....	96	81

**GROUP III—(GRADES 7, 8, 9)**

**First Semester**

Introduction to Teaching.....	4	3
English Fundamentals.....	3	3
English Composition.....	2	2
Nature Study.....	3	2
Art.....	4	2
→Handwriting.....	2	1
Personal and School Hygiene.....	2	2
Health Education.....	3	1½
Elective.....	3	3
	<hr/>	<hr/>
	26	19½

**Second Semester**

Psychology and Adolescence.....	3	3
Oral Expression.....	2	2
English Composition.....	2	2
The Teaching of Mathematics.....	3	3
The Teaching of Geography.....	3	3
The Teaching of History.....	3	3
Health Education.....	3	1½
Elective.....	3	3
	<hr/>	<hr/>
	22	20½

<b>Third Semester</b>		
	Periods	Semester Hours
Student Teaching.....	10	10
School Efficiency.....	3	3
Health Education.....	3	1½
Elective.....	6	6
	—	—
	22	20½

<b>Fourth Semester</b>		
History and Principles of Education.....	4	4
Juvenile Literature and Silent Reading..	3	2
Citizenship.....	2	2
Music.....	4	2
Health Education.....	3	1½
Elective.....	9	9
	—	—
	25	20½
	—	—
Total.....	95	81

**GROUP IV—(RURAL)**

<b>First Semester</b>		
	Periods	Semester Hours
Introduction to Teaching.....	4	3
English Fundamentals.....	3	3
English Composition.....	2	2
Nature Study.....	3	2
Art.....	4	2
Handwriting.....	2	1
Personal and School Hygiene.....	2	2
Health Education.....	3	1½
Elective.....	3	3
	—	—
	26	19½

<b>Second Semester</b>		
Psychology and Child Study.....	3	3
Oral Expression.....	2	2
English Composition.....	2	2
The Teaching of Arithmetic.....	3	3
The Teaching of Geography.....	3	3
The Teaching of History.....	3	3
Health Education.....	3	1½
Elective.....	3	3
	—	—
	22	20½

<b>Third Semester</b>		
Student Teaching.....	10	10
Primary Methods.....	3	3
The Teaching of Oral and Silent Reading....	3	3
Health Education.....	3	1½
Elective.....	3	3
	—	—
	22	20½

## Fourth Semester

	Periods	Semester Hours
History and Principles of Education.....	4	4
Rural School Problems.....	3	3
Agriculture.....	3	3
Citizenship.....	2	2
Rural Sociology.....	2	2
Music.....	4	2
Health Education.....	3	1½
Elective.....	3	3
	<hr/>	<hr/>
	24	20½
	<hr/>	<hr/>
Total.....	94	81

First Column—Number of sixty minute periods per week

Second Column—Number of semester hours of credit

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**REQUIREMENTS FOR ADMISSION**

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

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

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

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

5. Required units for admission:

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

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

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

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

## ELECTIVES

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

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

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

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

In accordance with the foregoing general outline and regulations, the Indiana State Normal School presents the following programs of study. **The electives have been chosen with reference solely to the teaching needs of teachers in the grades indicated by the several groups.** Two years is all too brief a period in which to prepare young people for public school service. Therefore, all of the student's time should be spent on courses directly related to probable teaching needs.

## FIRST SEMESTER FOR ALL GROUPS

	Periods	Semester Hours
Introduction to Teaching.....	4	3
English Fundamentals.....	3	3
English Composition.....	2	2
Nature Study.....	3	2
Drawing.....	4	2
Handwriting.....	2	1
Personal and School Hygiene.....	2	2
Health Education.....	3	1½
Economic Geography or Economic History	3	3
	<hr/>	<hr/>
	26	19½

## GROUP I—(KINDERGARTEN AND GRADES 1, 2, 3)

## Second Semester

Psychology and Child Study.....	3	3
Kindergarten Theory.....	2	2
Oral Expression.....	2	2
English Composition.....	2	2
The Teaching of Number.....	2	2
The Teaching of Geography.....	1	1
The Teaching of History.....	1	1
Handwork.....	4	2
Health Habits.....	1	1
Health Education.....	3	1½
History of Kindergarten and Primary Educa- tion.....	3	3
	<hr/>	<hr/>
	24	20½

## Third Semester

Student Teaching.....	10	10
School Efficiency.....	3	3
The Teaching of Primary Reading.....	3	3
Health Education.....	3	1½
Kindergarten and Primary Methods, Seasonal and Festival Motives.....	3	3
	<hr/>	<hr/>
	22	20½

## Fourth Semester

History and Principles of Education.....	4	4
Children's Literature and Story Telling.....	3	2
Citizenship.....	2	2
Handwork.....	4	2
Music.....	4	2
Health Education.....	3	1½
Sociology, stressing socializing influence of schools.....	3	3
Public School Systems and Ethics of Teaching	3	3
	<hr/>	<hr/>
	26	19½
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Total.....	98	80

## GROUP II—(GRADES 4, 5, 6)

## Second Semester

	Periods	Semester Hours
Psychology and Child Study.....	3	3
Oral Expression.....	2	2
English Composition.....	2	2
The Teaching of Arithmetic.....	3	3
The Teaching of Geography.....	3	3
The Teaching of History.....	3	3
Health Education.....	3	1½
History of Pioneers and World Heroes.....	3	3
	<hr/>	<hr/>
	22	20½

## Third Semester

Student Teaching.....	10	10
School Efficiency.....	3	3
The Teaching of Oral and Written Composition	2	2
Sewing.....	2	1
Health Education.....	3	1½
Educational Measurements.....	3	3
	<hr/>	<hr/>
	23	20½

## Fourth Semester

History and Principles of Education.....	4	4
Juvenile Literature and Silent Reading.....	3	2
Citizenship.....	2	2
Music.....	4	2
Prevocational Education.....	3	3
Health Education.....	3	1½
Everyday Science.....	3	3
Public School Systems and Ethics of Teaching	3	3
	<hr/>	<hr/>
	25	20½
	<hr/>	<hr/>
Total.....	96	81

## GROUP III—(GRADES 7, 8, 9)

## Second Semester

Psychology and Adolescence.....	3	3
Oral Expression.....	2	2
English Composition.....	2	2
The Teaching of Mathematics.....	3	3
The Teaching of Geography.....	3	3
The Teaching of History.....	3	3
Health Education.....	3	1½
History, Organization and Methods in Gram- mar Grades and Junior High School.....	3	3
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	22	20½



STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

**Third Semester**

	Periods	Semester Hours
Student Teaching.....	10	10
School Efficiency.....	3	3
Health Education.....	3	1½
Educational Measurements.....	3	3
English for Junior High School.....	3	3
	<hr/>	<hr/>
	22	20½

**Fourth Semester**

History and Principles of Education.....	4	4
Juvenile Literature and Silent Reading.....	3	2
Citizenship.....	2	2
Music.....	4	2
Health Education.....	3	1½
Geography for Junior High School.....	3	3
Mathematics for Junior High School.....	3	3
History for Junior High School.....	3	3
	<hr/>	<hr/>
	25	20½
	<hr/>	<hr/>
Total.....	95	81

**GROUP IV—(RURAL)**

**Second Semester**

Psychology and Child Study.....	3	3
Oral Expression.....	2	2
English Composition.....	2	2
The Teaching of Arithmetic.....	3	3
The Teaching of Geography.....	3	3
The Teaching of History.....	3	3
Health Education.....	3	1½
Rural School Problems.....	3	3
	<hr/>	<hr/>
	22	20½

**Third Semester**

Student Teaching.....	10	10
Primary Methods.....	3	3
The Teaching of Oral and Silent Reading....	3	3
Health Education.....	3	1½
General Science (excluding Agriculture).....	3	3
	<hr/>	<hr/>
	22	20½

**Fourth Semester**

History and Principles of Education.....	4	4
Rural School Problems.....	3	3
Agriculture.....	3	3
Citizenship.....	2	2
Rural Sociology.....	4	4
Music.....	4	2
Health Education.....	3	1½
Cookery.....	2	1
	<hr/>	<hr/>
	25	20½
	<hr/>	<hr/>
Total.....	95	81

## Brief Description of the Courses of Study.

### THE STATE COURSE OF STUDY

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

#### CLASSIFICATION AND NUMBERING OF COURSES

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

### Education

**Education 1:** Introduction to Teaching.

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

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

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

**Education 2:** Psychology and Child Study.

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

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

One laboratory period each week is given to the observation of children. While this course is practically identical in all curricula, there is differentiation in the observation of children and in the laboratory experiments, each group emphasizing the characteristics of children at the age level of its particular curriculum.

**Education 12: Kindergarten Theory.**

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

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

**Education 13: School Efficiency.**

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

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

**Education 23: School Efficiency.**

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

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

**Education 33: School Efficiency.**

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

This course deals with the principles of instruction common to the teaching of all subjects in the seventh, eighth and ninth grades and is closely correlated with student teaching. Consideration will be given to such topics as types of lessons, the recitation, the assignment, the question, the project and problem method, the socialized recitation, lesson plans, supervised and independent study, the use of educational tests and scales, problems in discipline, economy in class-room management. A considerable part of the time of this course is devoted to a discussion of educational guidance problems. The course analyzes the processes and problems of the important types of human occupations, the aptitudes and training required for each, the financial rewards, the hazards, the opportunities and avenues for advancement in each field. As far as possible typical occupations are studied at first hand including occupations of agriculture,

manufacture, transportation, exchange, public service, professional service, domestic and personal service, and clerical occupations. The pertinent printed matter in books, pamphlets and magazines is examined and organized.

**Education 43: Primary Methods.**

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

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

**Education 4: History and Principles of Education.**

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

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

**Education 44: Rural School Problems.**

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

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

**Education 3: Student Teaching.**

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

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

**Observation and Participation:** Although student teaching is confined to the senior year, junior students are given frequent opportunities for participation in the work of the training school and observation of expert teaching, in the training school is a feature of all the

courses in education and of many other courses throughout the curricula. One critic teacher is assigned to each two class-rooms and demonstration lessons are taught from time to time in exemplification of the various phases of good educational practice.

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

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

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

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

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

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## SCOPE AND FUNCTION OF THE TRAINING SCHOOL

The training department consists of a school of about two hundred and seventy-five children. These are carefully divided into eight grades corresponding to the grades of the most approved elementary schools of the country, and including a Junior High School.

The regular work of the school is systematically supervised by trained and experienced critic teachers. They are responsible for the progress of the children and the training of the student teachers. The special work in music, drawing, domestic art, and manual training is under the direction and control of specialists in these branches.

The training school is the heart of the Normal School. Its purpose is to afford the members of the Senior Class an opportunity to put into practice the principles of education which have been emphasized throughout the entire course, to send them out with a very practical knowledge of the theory and art of teaching, and with the confidence and judgment which arise from actual experience in the schoolroom.

To this end each candidate for graduation is required to teach at least one semester satisfactorily in the Training School.

Students begin their observation and practice work in the Senior Year. A class numbering from fifteen to twenty children is assigned to each for a period of twenty weeks. The Seniors then report to the critic teacher to whose department their work belongs. Instructions are given with regard to the general management of the class, the work to be covered, use and care of materials, methods to be employed, hours for criticism, and the various duties incidental to the actual teaching.

The student teachers are required to write plans for the daily lesson. These plans are submitted to the critic teachers and are carefully examined and corrected the day before the lesson is presented. They are written in accordance with the following outline:

- |            |                           |
|------------|---------------------------|
| I. Aims    | II. Illustrative Material |
| a. General | III. Basis                |
| b. Special | IV. Subject Matter—Method |

The plans should show most clearly that the teacher understands the child, his interests, capacity and limitations. They should show that she understands the subject to be taught and the end and aim in presenting it. They should indicate that she is acquainted with the child's past experience and properly appreciates his fund of ideas. Fertility in illustration and device, skill in questioning and thoroughness in drill should mark both plan and presentation.

Seniors who are teaching are required to meet their critic teacher for general criticism one period a week. In this criticism class, general topics relative to the work are discussed, general mistakes are noted, reading along professional lines is assigned, and the various problems of the schoolroom are talked over.

In addition to the criticism class, appointments are made for individual criticism, the critic teachers reserving Saturday afternoons and the hours between 3:30 and 4:30 each day for this purpose. At these times, criticism may be more pointed and personal. The endeavor will be to establish such a relation between the student teacher and the critic that errors and faults may be discussed most freely and without any misunderstandings as to motive. It is, however, as much the duty and desire of the critic teacher to discover and develop latent power and ability as to note and correct faults in personality and pedagogy.

## English and Foreign Language.

### ENGLISH

**English 1:** English Fundamentals.

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

The purpose of this course is to acquaint the student with the source of material in English and the forms of correct expression.

A definite standard of written and spoken English must be acquired and maintained by all students. Further work in English without extra credit will be required of all who fail to reach and maintain this standard.

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

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

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

**English 1.1, 2.1: English Composition.**

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

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

**English 2: Oral Expression.**

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

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

**English 13: The Teaching of Primary Reading.**

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

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

**English 23: The Teaching of Oral and Written Composition.**

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

The aim of this course is to ascertain how to secure free self expression from the pupil in oral and written composition. Special stress is placed upon oral composition as speech functions more largely than written composition in life. The prospective teacher is made to realize the necessity of assisting the pupil to form clear percepts and images as a basis for clear expression. The acquisition of a vocabulary by the pupil and his manner of applying it in the expression of his thought is carefully studied. Easy and natural transition from oral to written composition is the end sought in the teaching of composition. The use of standard measurements and tests in oral and written composition is taught in connection with this course.

**English 43:** The Teaching of Oral and Silent Reading.

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

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

**English 14:** Children's Literature and Story Telling.

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

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

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

**English 24:** Juvenile Literature and Silent Reading.

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

This course is planned to give a foundation for teaching literature and silent reading to pupils of the intermediate grades.

It aims to give an adequate knowledge of those literary types that are most suitable for children of this age.

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

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

**English 34:** Juvenile Literature and Silent Reading.

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

This course aims to make an intensive study of the literature suitable for pupils of the grammar grades and junior high school.

Emphasis is placed upon the ethical situations developed in the reading of pupils of this age. The course also aims to give students control over the technique of teaching silent reading. Students become familiar with the standard measurements of silent reading.



## Mathematics

### **Mathematics 12:** The Teaching of Number.

Group I, 2nd semester. 2 periods, 2 credits.

This course covers intensively the work in arithmetic of the first three grades. Parallel with this, is a careful consideration of the approved methods of developing number concepts, of providing measurements and other forms of application, of correlating the number work with the work of other subjects, of conducting drill on number "facts", etc. The methods are illustrated by the observation of actual work with children, by demonstration lessons, and by the study and use of simple apparatus and materials, visual aids, etc. A sketch of the historical development of methods of teaching primary arithmetic is a feature of the course.

### **Mathematics 22:** The Teaching of Arithmetic.

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

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

### **Mathematics 32:** The Teaching of Mathematics.

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

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

### **Mathematics 42:** The Teaching of Arithmetic.

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

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

## Science

### **Science 1: Nature Study.**

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

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

### **Science 12: The Teaching of Geography.**

Group I, 2nd semester. 1 period, 1 hour credit.

The emphasis in this course is upon the use of environmental materials for the purpose of developing in the minds of the children correct geographical concepts as to direction, location and geographical forms. Students have practice in choosing materials for study, as well as demonstrations of the materials and methods employed by others. An attempt is made to furnish instruction that will enable the student later to adapt his knowledge to the environment in which he is teaching. A part of the time is devoted to laboratory and field work.

### **Science 22, 32, 42: The Teaching of Geography.**

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

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

### **Science 44: Agriculture.**

Group IV, 4th semester. 3 periods, 3 credits.

A large purpose of this course is to give to the teachers of rural schools an insight into and a sympathy with the basic industry of the rural population and to appreciate the larger aspects of this industry as related to our national welfare. The rural teacher is instructed how to relate a knowledge of agriculture to the experiences

of rural children with a view to motivating the teaching of the common branches. Opportunity is offered for participation in agricultural projects so that teachers can initiate and supervise projects with their pupils. Through this course teachers come in touch with the leaders of agricultural improvement and learn of the available sources of information on agricultural subjects.

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## Social Studies

**Social Studies 12:** The Teaching of History.

Group I, 2nd semester. 1 period, 1 hour credit.

This course begins with the consideration of the aims and purposes of history in the primary grades. The course is devoted mainly to a study and practice in oral presentation and dramatization; and a consideration of the organization of material for special days, festivals, and patriotic exercises. Particular advantage is taken of the results of the work of Dewey in expressing historical movements through industrial arts. This course gives attention to work in civics with a view to having students teach children the fundamental civic virtues and affords a basis of social experience for the interpretation of new social situations as they arise. Emphasis is given to the teaching of significant civic virtues through stories, poems, songs, dramatization and various pupil activities.

**Social Studies 22:** The Teaching of History.

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

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

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

**Social Studies 32:** The Teaching of History.

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

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

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

**Social Studies 42: The Teaching of History.**

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

This is a composite course in the teaching of history and civics using as a basis the report of the Committee of Eight of the American Historical Association and bulletin No. 23, 1915, of the United States Bureau of Education entitled "The Teaching of Community Civics." Special emphasis is laid upon the opportunities for citizenship in rural communities and upon the ultimate dependence which all civilization has upon the products of the soil. This course aims to develop resourcefulness in the student in the use of available text and reference books.

**Social Studies 4: Citizenship.**

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

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

**Social Studies 44: Rural Sociology.**

Group IV, 4th semester. 2 periods, 2 hours credit.

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



## Arts

### Arts 1: Art.

All groups, 1st semester. 4 periods, 2 hours credit.

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

### Arts 1.1: Handwriting.

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

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

### Arts 12: Industrial Arts.

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

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

### Arts 23: Sewing.

Group II, 3rd semester. 2 periods, 1 hour credit.

The aim of this course is to enable students to teach simple stitches to pupils of the fourth, fifth and sixth grades and to handle projects in the making of various articles for personal and household use.

**Arts 14: Industrial Arts.**

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

This course gives continued attention to the use of handwork as an illustrative factor in the teaching of nature study, geography, history, literature, arithmetic, and the industrial activities of life. Emphasis is given to technique and the organization of such forms of handwork as may be used successfully in the regular class-room. The course includes work in paper and cardboard, bookmaking, basketry, textiles, pottery, and wood. Students observe demonstration of this work in the training school and participate in such work.

**Arts 4: Music.**

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

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

**Arts 24: Prevocational Education.**

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

The aim of this course is to enable students to develop for the pupils of the fourth, fifth and sixth grades an elementary knowledge of the industries concerned with the fundamental needs of clothing, food and shelter. The construction of a house is the objective of the course. It includes the making of paper furniture, the stenciling of patterns and the weaving of fabrics on small hand looms, simple carpentry work necessary for the erection of a one-story house and its partition into rooms, problems of distribution of size and space, convenience of access, and discussion of the question of lighting, heating, and ventilation, and the industries of carpentry, plastering, plumbing, brick laying, stone masonry, etc. Students are taught to motivate the handwork of this course through their ability to discuss industrial processes, through excursions with their pupils to industrial plants or observation of workmen engaged in industry, together with the description and examination of materials.

## Health Education

### **Health 1.1:** Personal and School Hygiene.

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

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

**School Hygiene:** The aim of this course is to equip the student with the knowledge of school and child hygiene necessary for a teacher. The following topics are included: normal growth and its standards; the ill effects of malnutrition, bad air, lack of exercise, excessive exercise, lack of proper rest, defective vision, defective hearing, adenoids, diseased tonsils; remedies for various defects and the best methods of treating them from the school standpoint; hygiene of program making; school sanitation including school furniture, ventilation, heating, lighting, water supply, toilets, etc.; regulations of state and local boards of health; the problem of nutrition as applied to school children with laboratory exercises in food values and food preparation. Observation of good hygienic school conditions and of good hygiene teaching is an important feature of this course.

### **Health 12:** Health Habits.

Group I, 2nd semester. 1 period, 1 hour credit.

This course deals with the best methods of inculcating in the child proper habits of health, and includes methods of teaching cleanliness, value of bathing, care of the teeth, proper diet, tooth brush drills, proper clothing, protection of the eyes, importance of fresh air and sunlight, protection against contagious diseases, causes of fatigue, and the value of rest and recreation.

### **Health 1.2:** Health Education.

All groups, 1st and 2nd semesters. 3 periods, 1½ hours credit each semester.

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

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

### **Health 3, 4:** Health Education.

All groups, 3rd and 4th semesters. 3 periods, 1½ hours credit each semester.

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

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

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

## The Normal Preparatory Curriculum

The professional work of all the Pennsylvania State Normal Schools has been placed, as the preceding curricula show, on a four-year high school graduate basis. For the benefit of students who desire to prepare for teaching and whose home school facilities do not include a four-year high school curriculum, the Normal Preparatory Curriculum, outlined below, is offered. Credit on this curriculum will be given for equivalent work done in the home high school of the individual student. **No student who has not completed the work of his or her home school can be admitted to the Normal Preparatory Curriculum**, except in the case of over-aged pupils who have been out of school for some time and who desire to resume their studies. These exceptional cases must be arranged for directly with the Principal of the Normal School.

Exceptional students may be able to complete this curriculum in less than four years' time.

### NORMAL PREPARATORY CURRICULUM

(NOTE—The figures following each course indicate the number of sixty minute hours per week devoted to class work. Where laboratory work is given, two hours of such work is equivalent to one hour of prepared recitation work.)

FIRST YEAR			
First Semester		Second Semester	
English.....	4	English.....	4
Algebra.....	4	Algebra.....	4
Ancient History.....	4	Ancient History.....	4
General Science.....	4	General Science.....	4
Latin I.....	5	Latin I.....	5
	21		21



## SECOND YEAR

English.....	4	English.....	4
Medieval History.....	4	Modern History.....	4
Plane Geometry.....	4	Plane Geometry.....	4
Botany and Zoology.....	4	Botany and Zoology.....	4
Latin II.....	5	Latin II.....	5
	<hr/>		<hr/>
	21		21

## THIRD YEAR

English.....	4	English.....	4
English History.....	4	English History.....	4
Chemistry.....	4	Chemistry.....	4
Music.....	5	Drawing.....	5
Latin III, or French I.....	4	Latin III, or French I.....	4
	<hr/>		<hr/>
	21		21

## FOURTH YEAR

English.....	4	Grammar.....	4
U. S. History.....	4	Civics.....	4
Geography.....	4	Arithmetic.....	4
Domestic Science or Solid Geometry.....	5	Domestic Science or Solid Geometry.....	5
Latin IV, or French III.....	4	Latin IV, or French II.....	4
	<hr/>		<hr/>
	21		21

The preceding arrangement makes it possible for a student to get four years of Latin, or two years of Latin and two years of French. There is also an option by which a student may get a third year of mathematics.

The tuition of students in the Normal Preparatory Curriculum who are seventeen years of age or over and who sign a pledge to teach in Pennsylvania for two years will be paid by the State,—subject to the limitations shown on page 00.



## The Music Curricula.

The Conservatory of Music is well equipped for the work which it undertakes. It has a superior teaching force. In this general catalog only brief mention is made of the various lines of work offered. Those who are interested should write for details to:

R. DEANE SHURE  
Director of Normal Conservatory,  
Indiana, Pa.

There are two general types of courses in music given at Indiana, viz.: Public School Music Courses, and Collegiate Courses.

There are two courses in Public School Music—a Two-Year Course, and a Three-Year Course, the purpose of each being the preparation of teachers of music for the public schools. While the best results in music training cannot be attained in less than three years, it is nevertheless true that in the present emergency there is such a demand for teachers that many students who have only two years of study are able to obtain excellent positions. For those who prefer a shorter course, the Normal Conservatory offers this Two-Year Course; the training is thorough and adequate for the ordinary Music Supervisor, and will meet the need of many students who are unable to spend a longer time in preparation.

Graduates of four year high school courses, who present at least fifteen units of work at entrance or before graduation, and who complete the following two-year course in music receive a Temporary State Certificate which entitles them to teach music in any public school in the State. After three years of successful teaching, a Permanent State Certificate is granted.

### TWO-YEAR COURSE

First Year	Second Year
Piano..... 2	Piano..... 2
Voice..... 2	Sight-Singing 30 minutes daily 3
Sight-Singing 30 minutes daily 3	Dictation and Melody Writing 2
Dictation and Melody Writing 2	Harmony..... 2
Harmony..... 2	Methods..... 4
Orchestra..... 2	Observation—Practice..... 5
Psychology..... 3	Orchestra..... 2
Health Education..... 2	History of Music..... 2
Chorus..... 1	Pedagogy..... 3
*English	Health Education..... 2
*Modern Language	Chorus..... 1
*Violin	*English
*Organ	*Modern Language
	*Violin
	*Organ
	*Voice

\*Elective with permission of the faculty.

Three years of preparation in Public School Music give to the average student a splendid combination of technical equipment, mature musicianship, and professional experience which enables him to take a position of leadership in his profession, and to feel himself prepared for any work which a school music teacher can be called upon to perform. We advise this course for all students who wish the fullest possible training for a lifework as a professional musician.

**THREE-YEAR COURSE**

<b>First Year</b>	<b>Second Year</b>
Piano..... 2	Piano..... 2
Voice..... 2	Sight-Singing 30 minutes daily 3
Sight-Singing 30 minutes daily 3	Dictation and Melody Writing 2
Dictation and Melody Writing 2	Harmony..... 2
Harmony..... 2	Methods..... 2
Orchestra..... 2	Orchestra..... 2
Psychology..... 3	History of Education..... 4
Health Education..... 2	Health Education..... 2
Chorus..... 1	Chorus..... 1
*English	History of Music..... 2
*Modern Language	*Voice
*Violin	*English
*Organ	*Modern Language
	*Violin
	*Organ

**Third Year**

Piano..... 2	Folk Dancing..... 2
Harmonic Analysis..... 2	Art History..... 2
Counterpoint..... 1	*Voice
Orchestra..... 2	*English
Methods..... 2	*Modern Language
Practice Teaching..... 5	*Violin
Pedagogy..... 3	*Organ
Chorus-Conducting..... 1	

**ENTRANCE REQUIREMENTS**

Entrance to the Public School Music Curriculum requires graduation from a four-year high school with at least 15 units.

Students, not meeting these requirements but qualified to profit by the music work offered at the school, may be admitted and be given the opportunity to make up their academic units in the Normal Preparatory Curriculum.

**COLLEGIATE COURSE—FOUR YEARS**

**Collegiate Course—Four Years:** While it is natural for a Normal School to emphasize the opportunities afforded in Public School Music, it is nevertheless true that many students, after a year or two of study, show marked talent as singers or instrumentalists. For them the field of concert work, or the teaching of some special musical subject offers opportunities which are exceptionally attractive to the well-prepared teacher. The Normal Conservatory presents to such students a four-year course, which is so correlated with the courses described above that a student can change from one to the other without serious loss of time, and which puts especial emphasis on the student's artistic development as a player or singer.

## PIANO

First Year	Second Year
Piano . . . . . 2	Piano . . . . . 2
Voice . . . . . 2	Harmony . . . . . 2
Sight-Singing . . . . . 2	Sight-Singing . . . . . 2
Dictation . . . . . 1	Dictation . . . . . 1
Harmony . . . . . 2	Music History . . . . . 2
Melody-Writing . . . . . 1	General History . . . . . 5
Psychology . . . . . 3	Modern Language . . . . . 5
Physical Culture . . . . . 2	Chorus . . . . . 1
Chorus . . . . . 1	*Voice
*English	*Violin
*Modern Language	*Organ
*Organ	
*Violin	
*Elective with permission of the faculty.	

## Third Year

Piano . . . . . 2
Harmonic Analysis . . . . . 2
Accompanying . . . . . 2
Art History . . . . . 2
Modern Language . . . . . 5
Counterpoint . . . . . 1
Orchestration . . . . . 1
*Organ
*Violin
*Voice

## Fourth Year

Piano . . . . . 2
Musical Form . . . . . 2
Organ . . . . . 1
Ensemble . . . . . 1
Esthetics . . . . . 1
Teaching Methods . . . . . 1
Modern Language . . . . . 4
*Violin
*Voice

## VOICE

## First Year

Piano . . . . . 2
Voice . . . . . 2
Sight-Singing . . . . . 2
Dictation . . . . . 1
Harmony . . . . . 2
Melody-Writing . . . . . 1
Psychology . . . . . 3
Physical Culture . . . . . 2
Chorus . . . . . 1
*English
*Modern Language
*Organ
*Violin

## Second Year

Voice . . . . . 2
Harmony . . . . . 2
Sight-Singing . . . . . 2
Dictation . . . . . 1
Music History . . . . . 2
General History . . . . . 5
Modern Language . . . . . 5
Chorus . . . . . 1
Piano . . . . . 2
*Organ
*Violin

## Third Year

Voice . . . . . 2
Harmonic Analysis . . . . . 2
Chorus . . . . . 1
Art History . . . . . 2
Modern Language . . . . . 5
Counterpoint . . . . . 1
Orchestration . . . . . 1
*Piano
*Violin
*Organ

## Fourth Year

Voice . . . . . 2
Musical Form . . . . . 2
Esthetics . . . . . 1
Ensemble (Vocal) . . . . . 1
Teaching Methods . . . . . 1
Modern Language . . . . . 4
*Piano
*Violin
*Organ

## VIOLIN

## First Year

Piano.....	2
Voice.....	2
Sight-Singing.....	2
Dictation.....	1
Harmony.....	2
Melody-Writing.....	1
Psychology.....	3
Physical Culture.....	2
Chorus.....	1
Violin.....	2

\*English

\*Modern Language

\*Elective with permission of the faculty

## Second Year

Violin.....	2
Harmony.....	2
Sight-Singing.....	2
Dictation.....	1
Music History.....	2
General History.....	5
Modern Language.....	5
Chorus.....	1

\*Voice

## Third Year

Violin.....	2
Harmonic Analysis.....	2
Ensemble.....	1
Art History.....	2
Modern Language.....	5
Counterpoint.....	1
Orchestration.....	1

\*Piano

\*Voice

## Fourth Year

Violin.....	2
Musical Form.....	2
Esthetics.....	1
Ensemble.....	1
Teaching Methods.....	1
Modern Language.....	4

\*Piano

\*Voice

## ORGAN

## First Year

Piano.....	2
Voice.....	2
Sight-Singing.....	2
Dictation.....	1
Harmony.....	2
Melody-Writing.....	1
Psychology.....	3
Physical Culture.....	2
Chorus.....	1

\*English

\*Modern Language

\*Violin

\*Organ

## Second Year

Organ.....	2
Harmony.....	2
Sight-Singing.....	2
Dictation.....	1
Music History.....	2
General History.....	5
Modern Language.....	5
Chorus.....	1
Piano.....	2

\*Voice

\*Violin

## Third Year

Organ.....	2
Harmonic Analysis.....	2
Piano.....	1
Art History.....	2
Modern Language.....	5
Counterpoint.....	1
Orchestration.....	1
Accompanying.....	2

\*Violin

\*Voice

## Fourth Year

Organ.....	2
Musical Form.....	2
Piano.....	1
Ensemble.....	1
Esthetics.....	1
Teaching Methods.....	1
Modern Language.....	4

\*Violin

\*Voice

\*Elective with permission of the faculty.

**STATEMENT OF EXPENSES FOR REGULAR BOARDING  
STUDENTS IN MUSIC**

	Full Year 40 weeks	First Semester 20 weeks	Second Semester 20 weeks
Board, Room, Laundry.....	\$280.00	\$140.00	\$140.00
Semester Fee.....	20.00	10.00	10.00
Tuition—All Courses.....	200.00	100.00	100.00
*Deduct from Tuition for all persons pre- paring to teach.....		40.00	40.00
Net Tuition for those preparing to teach..	80.00	60.00	60.00
Class Lessons in any theoretical subject...	15.00	7.50	7.50
Piano Rental, one sixty minute period per day.....	12.00	6.00	6.00
Two Manual Practice Organ—one sixty minute period per day.....	20.00	10.00	10.00
Organ Rental, two sixty minute period per week.....	12.00	6.00	6.00
<b>Special Students</b>			
In Voice or any Instrument:			
One lesson per week.....	\$40.00	\$20.00	\$20.00
Two lessons per week.....	80.00	40.00	40.00

The above rates are on the Semester basis. For less than a semester, the rates are higher—\$1.50 per lesson.

Special students in Music taking two lessons per week are credited with the Semester Fee of \$10.00 and are given the privileges of regular boarding students. Special students in Music taking only one lesson per week are credited with the Semester Fee of \$10.00, but are not given the privileges of boarding students. Boarding student privileges are attendance at lectures, concerts, athletic games, and the Saturday evening dances. Only boarding students, Day Students in the Teachers' Courses and Special Music Students taking two or more subjects are given these privileges.

**Note:** No reduction will be made to regular students for lessons lost except in case of protracted illness. See page 00.

**\*Free Tuition:** The State pays the tuition of students who comply with the conditions set forth in the following statute passed by the Legislature of Pennsylvania in 1919.

"For each student 17 years of age, who shall sign an agreement binding said student to teach in the common schools of this State two full annual terms, there shall be paid the sum of two dollars a week in full payment of the expenses of tuition of said students.

"In case of a deficit in the State appropriation, students at the different State Normal Schools will receive their pro rata share of the appropriation, and will be required to pay balance to the school."

## Commercial Curricula

There is a great and growing demand for teachers of commercial subjects in the high schools. In fact, the demand for such teachers has, for years, been much greater than could be supplied. This is due to the rapid increase in the number of high school students and to the great demand made upon the high schools for preparation for business. Great numbers of commercial teachers are offered high positions with the large commercial enterprises yearly and this has the effect of lessening the number of commercial teachers available.

Commerce is the life blood of the nation, and the high school must be depended upon to meet the demand of the business world by preparing large numbers of well qualified business assistants yearly. In this age of competition, business men can no longer afford to carry numbers of inexperienced helpers through a long period of apprenticeship. Such assistants must be well qualified before applying for a worth-while position. They must be trained by efficient teachers.

It is not enough for a commercial teacher to have a mere smattering of the main commercial subjects. The commercial teacher is now holding a very high position in the business life of the community, and must be thoroughly prepared to teach, in an up-to-date manner, all of the subjects demanded by a wide-awake and progressive business public. This is especially true in a great commercial and industrial State like Pennsylvania. For this increased proficiency, the commercial teacher is highly paid, and becomes a great asset to a community.

The profession is open to both young men and young women. It calls for young people of initiative and ability, for commercial education must be up-to-date or fail to fulfill its mission. There is no course open to young men and women that offers greater certainty of employment or greater opportunities for advancement than teaching in the commercial field.

For those who desire to become well qualified teachers of commercial subjects, we offer an exceptionally thorough course of study. We are proud to say that our Commercial Teachers' Training Course is not surpassed by any other similar course of study. Applicants for this course must be graduates of an accredited high school or its equivalent. Worthy graduates from this course are not required to take the State Board examinations upon graduation, but are awarded their teachers' certificates upon graduation at the recommendation of the Principal of the School.

A very efficient Teachers' Bureau is conducted in connection with the Commercial Teachers' Training Department, for the purpose of obtaining suitable teaching positions for our graduates.

A Reference Library, composed of many of the best commercial publications, is at the disposal of the commercial students.

Adding and Calculating Machines, and other up-to-date office equipment give the students a practical knowledge of the time savers of modern business.

The course of study is outlined as follows:

**I. COMMERCIAL TEACHERS' COURSE****Junior Year**

	First Semester	Second Semester
Bookkeeping (Elementary, Wholesale, Departmental).....	5	5
Business Penmanship.....	3	3
Shorthand (Theory and Practice).....	5	5
Typewriting (Theory and Practice).....	5	5
Commercial Arithmetic and Rapid Calculations..	5	5
Personal Efficiency, Advertising and Salesmanship	2	2
Psychology and Teaching Methods.....	3	3
	—	—
Total hours per week.....	28	28

**Senior Year**

Bookkeeping, Higher Accounting, Calculating Machines.....	3	3
Shorthand, Dictation, Office Practice, Filing, etc.	5	5
Typewriting, Speed Drills, etc.....	5	5
Business English and Correspondence.....	2	2
Ornamental Penmanship, Lettering, Diploma Engraving, etc.....	3	3
Commercial Law and Commercial Economics....	2	2
Commercial Methods of Teaching.....	3	3
Practice Teaching.....	5	5
	—	—
Total hours per week.....	28	28

**Post-Graduate Course**

For those who wish to prepare especially for the Supervision of Commercial Courses in the larger high schools, we offer a year of post-graduate study in Higher Accounting, Auditing, Organization of Commercial Courses, Commercial Standards, Practice Teaching and kindred subjects.

Students in the preceding course pay, at the middle of the semester, a charge of fifty cents a week (\$10.00), and two dollars for the use of typewriter—total \$12.00.

**II. SECRETARIAL COURSE**

There are those who wish a thorough training in commercial subjects, but who do not wish to teach. For the accommodation of such applicants, we offer the following Secretarial Course, which thoroughly prepares students to become efficient secretaries, bookkeepers and office assistants. This complete course is highly recommended in preference to the shorter courses of study.

Worthy graduates from our Secretarial Course are highly recommended for the most desirable business positions that come to our attention.

The Secretarial Course is an ideal preparation for Civil Service positions and others where a high degree of skill is required.

The course of study is outlined as follows:



**First Year**

	First Semester	Second Semester
Bookkeeping.....	5	5
Business Penmanship.....	3	3
Shorthand.....	5	5
Typewriting.....	5	5
Commercial Arithmetic.....	5	5
Personal Efficiency, Advertising and Salesmanship	2	2
Spelling and Rapid Calculations ( $\frac{1}{2}$ hour each)..	3	3
	<hr/>	<hr/>
Total hours per week.....	28	28

**Second Year**

Bookkeeping and Business Practice.....	3	3
Shorthand Dictation, Office Practice, Filing, etc..	5	5
Typewriting Practice and Speed Drills.....	10	10
Business English and Correspondence.....	2	2
Ornamental Penmanship, Lettering, Engrossing, etc.....	3	3
Commercial Law and Commercial Economics....	2	2
	<hr/>	<hr/>
Total hours per week.....	25	25

**SPECIAL COURSES**

Occasionally students come to us for special training in either bookkeeping or stenography and kindred subjects. For the accommodation of such students who cannot pursue our regular Secretarial Course, we offer the following special courses:

**III. SHORTHAND COURSE**

Shorthand.....	5	5
Business Practice.....	5	5
Dictation and Office Practice, Filing, etc.....	5	5
Typewriting.....	5	10
Business English and Correspondence.....	2	2
Business Penmanship.....	3	3
Personal Efficiency, Advertising and Salesmanship	2	2
Spelling and Rapid Calculations ( $\frac{1}{2}$ hour each)..	3	3*
	<hr/>	<hr/>
Total hours per week.....	25	30

**IV. BOOKKEEPING COURSE**

Bookkeeping.....	5	5
Commercial Arithmetic.....	5	5
Business Penmanship.....	3	3
Business English and Correspondence.....	2	2
Commercial Law and Commercial Economics....	2	2
Personal Efficiency, Advertising and Salesmanship	2	2
Spelling and Rapid Calculations ( $\frac{1}{2}$ hour each)..	3	3*
Typewriting.....	5	5
	<hr/>	<hr/>
Total hours per week.....	27	27

Students not preparing to teach pay their own tuition at the rate of two dollars per week, payable by the semester in advance. All students pay the Semester Fee of ten dollars in advance. Board, room and laundry is computed at \$7.00 per week by the semester in advance.

\*As soon as students pass the required exemption test in either spelling or rapid calculations, credit is given for the subject, and no further study in that subject is necessary.

Certificates of Graduation are awarded students upon the completion of any one of the above courses. The Commercial Department has for some time very successfully assisted its graduates in securing desirable positions, and will continue to make this its policy. It is always a pleasure to recommend students who prove worthy. Every opportunity will be given the student to prove his ability. The newest, best and most up-to-date systems and texts are used throughout the Commercial Department, so that all who attend are getting the best there is to be offered in commercial education.

The number of Gold Medals and special Certificates of Honor won by students in the various subjects in our courses, testifies to the high quality of work we do. During the past year, over one hundred such awards were won by students in our Commercial Department.

For further detailed and specific information, address:

G. G. HILL, A.B.  
Director, Commercial Department  
State Normal School, Indiana, Pa.

### TEXTS USED IN THE COMMERCIAL DEPARTMENT

Some of the texts used in the Commercial Department are as follows:

- \*Bookkeeping—Twentieth Century and Rowe.
- Shorthand—Gregg.
- Typewriting—Typist (Fuller) and Rational.
- Dictation—Reigner.
- Office Practice—Cahill & Ruggeri and Gregg.
- \*Commercial Arithmetic—Smith.
- \*Business English—Hotchkiss and Drew.
- Commercial Correspondence—Smart.
- Penmanship—Palmer and Zaner.
- Lettering and Engrossing—Zaner.
- Rapid Calculations—McIntosh.
- Personal Efficiency—Knox.
- Advertising—Opdycke.
- Salesmanship—Norton.
- Commercial Law—Burgess.
- Commercial Economics—Laing.
- Higher Accounting and Auditing—Sherwood, Klein, Bennett, Kester, Nicholson & Rohrbach, Montgomery and others.

Other texts and reference books are used at the discretion of the teachers.

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\*Books marked with a \* are rented to students. Others must be purchased. All are on sale at the Normal School's Book Room.

## The Domestic Science Curriculum

This department offers a strong curriculum for the training of teachers of Domestic Science in grammar grades and high schools. This is a technical course devoted entirely to specific preparation for teaching Domestic Science.

Graduation from high school with at least fifteen units is required for entrance. Those with less preparation will have to make up the deficiency before beginning the Domestic Science Curriculum or take some preparatory studies and only a few of the Domestic Science subjects. Because of the large amount of laboratory work required in the curriculum, there are practically no vacant school hours on a student's program.

Those who finish the curriculum receive a temporary State Certificate to teach Domestic Science and also a diploma from the school.

The Domestic Science Teachers' Curriculum follows:

### Junior Year

	First Semester	Second Semester
Plain Sewing.....	8	8
Undergarment Making.....		
Handwork and Textiles.....	8	8
Food Study and Principles of Cooking.....		
Cooking and Serving.....	3	..
Physiology and Personal Hygiene.....		
Drawing and Costume Design.....	..	4
Psychology and Observation.....	3	3
Food Chemistry.....	3	3
Gymnastics.....	2	2
Hours of Classwork per week.....	27	28

### Senior Year

Dressmaking.....	8	8
Child Sewing.....		
Planning and Preparation of Meals—Dietetics.....	8	8
Special Cookery and Dietetics.....		
Lunch Room and Invalid Cookery.....	5	..
Household Management.....		
Household Bacteriology.....	..	5
English.....	5	5
Practice Teaching.....	2	2
Hours of Classwork per week.....	28	28

A brief statement of what is done in each course is presented herewith in order that prospective students may understand the character of the work offered.

**JUNIOR YEAR****Plain Sewing:**

This course includes practice in the following: The use and care of sewing machines and attachments, the making of fundamental stitches, the use of commercial patterns, hand and machine sewing applied to simple garments, knitting, crocheting, darning, patching, and the making of buttonholes. (Students provide materials subject to the approval of instructor and keep an account of the exact cost of all articles.)

**Undergarment Making:**

This course gives practice in applying the various stitches, etc., to undergarments. Special attention is given to the cutting, fitting, and designing. (Very little time is spent in drafting as the commercial pattern is used almost entirely in most homes.) Work is given in adjusting the commercial pattern to the size desired by studying the lines and a pattern is used as a guide from which many styles and garments are made. Both plain and dainty underwear is made with stress placed on the technique.

**Handwork and Textiles:**

This course includes practice in various kinds of embroidery, as French embroidery for underwear, waists, and household linen, and various specialized decorative stitches and trimmings, and also the application of the same to suitable materials.

A study is made of the primitive forms of the textile industry, the present methods, and the properties and values of cotton, wool, silk, and linen—the variations of weave in regard to beauty and strength and includes estimates of the family budget for clothing.

**Food Study and Principles of Cookery:**

All students pursuing courses in the department of foods and cookery are requested to wear white or light wash dresses, long plain white apron with bib (for laboratory only).

The purpose of this course is to develop skill in the technique of cookery by means of systematic introduction to the principles and processes involved in the preparation of the food materials. The course considers the adaptability of utensils, the quantitative and qualitative study of fuels and apparatus, and the present food conditions, in connection with the principles which apply to the cooking of food, and the relative composition.

**Home Cookery and Serving:**

The course gives opportunity for studying the food consumed by the average individual and the study of ill health of many due to wrong selection of food. Work in planning and cooking breakfasts, luncheons, dinners, and suppers to meet the demands of the human machine. Substitute dishes, methods of preparation, garnishing and serving with special stress on the methods in homes where no domestic help is employed, and cost must be considered.

**Physiology and Personal Hygiene:**

This course considers fundamental facts and principles concerning the human body in relation to health and general efficiency. The topics include prevention of disease, treatment of emergencies, improvement of health by hygienic means and relation of right living to personal character, conduct, and to social ethics. In addition, a study is made of the organs of the human body.

**Drawing and Costume Design:**

This course includes a survey of ancient Grecian and Modern French costumes as compared with those of the present day, and aims to give practical work in designing costumes and making fashion illustrations.

**Psychology and Observation:**

The course is designed to trace the development of educational thought and practice as determined by social, political, economic, and religious conditions. Stress is laid on the present day problems in the public schools. Time is also given to observation of classroom methods.

**Food Chemistry:**

This includes the study of the following topics: Water, composition, analysis and purification; liquid and gaseous fuels; hydrocarbons; alcohol, acids, etc.; examination of fruit products; carbohydrates—simple properties, saponification, etc.; proteins: examination of eggs, meat, gelatine, milk, cheese; baking powders, tea, coffee, cocoa, and work on adulteration and substitution.

**Gymnastics:**

This course deals with the place and function of the game, simple gymnasium exercises, such as are suitable for the classroom and playground. The hygienic, corrective, and educational effects of exercises are given as a means of further promoting general health of the students.

**SENIOR YEAR****Dressmaking:**

This course gives practice in simple designing, drafting, cutting, and fitting of patterns. It includes the cutting and making of an unlined cotton dress, a wool skirt, tailored waist, embroidered chiffon waist, and work on afternoon and evening dresses and aims to give the student skill by practice in draping and handling such materials as chiffon and silks.

**Child Sewing:**

This course gives practice in planning, cutting and making of a simple dainty layette for the very young baby. It also includes the construction of clothes suitable for children of one to ten years of age. Stress is laid on the choice of materials as regards cost, suitability, wearing qualities, and laundering possibilities.

**Planning and Preparation of Meals and Dietetics:**

In this course attention is given to a comparative study of recipes and the cost of materials involved with special emphasis on combinations suitable for meals. It deals with the principles of human nutrition under varying physiological, economic, and social conditions, with requirements of the individual in health and disease throughout infancy, childhood and adolescence, adult life, and old age, with regard to digestibility, energy value, and ash and protein requirements. Problems in dietaries for different ages and conditions are worked out concretely.

**Special Cookery and Dietetics:**

The study of dietary standards is continued and the preparation of food is placed on a scientific basis and the aim is to systematize methods of work with special stress on the catering for special occasions. A broad survey of the nutritive value of foods and nutritive requirements of the body is considered with regard to the present day food conservation.

**Lunch Room and Invalid Cookery:**

In this course attention is given to the quantitative aspect of cooking processes. It is designed to give practice in handling materials in large quantities for the large family, school lunch room, restaurants, and a study is made of the minimum cost of luncheons considered with reference to the demands of the cafeteria and the school, and a study is made of conditions in the school dining room. The invalid cookery is a separate unit concerned with the preparation and serving of dishes for the sick and convalescent, and some time is devoted to the study of the care and feeding of infants.

**Household Management:**

A course for applying scientific and economic principles to the problems of the modern housewife, and discussing both from the ideal and practical point of view such topics as: Income as determining the type of household, the budget and its apportionment, the choice of a dwelling, moving and settling, house furniture, utensils, appliances, decoration, supplies, clothing, maintenance, cleaning, repairs, household service, apportionment of time, household accounts, the household and commercial laundry, and home life.

**Household Bacteriology:**

This course deals with bacteria, molds, yeasts, and other microorganisms, selecting for most attention the forms which affect everyday life. The bacteriological problems of personal and public hygiene and sanitation are included. Many of the studies involve important problems of home economics.

**Practice Teaching:**

All the work in this course is given for students who intend to teach and the work is so arranged that each student has practice work in the model Training Department during the entire senior year. Both cooking and sewing are given in the fifth, sixth, seventh, eighth and ninth grades.

**EXPENSES**

Students in the Domestic Science Curriculum pay the regular charge of the school and \$80.00 a year extra to pay for the costs of materials necessary to the several courses of instruction.

## The Normal Art Curriculum

The Indiana State Normal School offers a Normal Art Curriculum for the purpose of preparing teachers of drawing in public schools—including both the work of direct teaching and of supervision in the grades and in the high school. We believe that:

“Art is not a thing having a separate existence; it is not merely a costly exotic, cultivated only by the wealthy few, and intended to please a narrow circle of highly refined people; not this, but a blossoming of the universal nature of man, a natural outcome of every age, every stage of civilization, every condition of life.”

### FIRST YEAR

First Semester	Second Semester
Junior Methods..... 3	Junior Methods..... 5
Carboard Construction	Sewing, Netting
Modeling, Weaving	Knotting
Elementary Handwork	Elementary Handwork
Freehand Drawing..... 5	Freehand Drawing..... 5
Cast, Nature, Perspective	Perspective, Still Life, Figure
Design and Color..... 3	Design and Color..... 3
Principles of Design	Color Harmony
Historic Ornament	Stencilling
Lettering—Weaving	Block Printing
Book Making	Poster Work
Elementary School Drawing... 5	Psychology..... 3
English Fundamentals..... 3	English Composition..... 2
English Composition..... 2	Oral Expression..... 2
21	20

### SECOND YEAR

Art History..... 3	Senior Methods..... 3
	Illustrated Course of Study
	for Public School
	Leather Work
Freehand Drawing..... 5	Freehand Drawing..... 5
Pencil Technique	Out Door Sketching
Sketching from Nature	(Different Mediums)
(Different Mediums)	
Interior Decoration..... 3	Costume Design..... 3
Student Teaching..... 5	Student Teaching..... 5
Basketry and Elementary	History and Principles of Edu-
Woodwork..... 5	cation..... 4
21	Instrumental Drawing..... 2
	22

### CONDITIONS OF ADMISSION

1. Normal School graduates are admitted without condition and may be able to complete the course in one and a half years.

2. Graduates of four-year high schools are admitted without condition and may reasonably expect to finish the course in two years.

3. Graduates of high schools having less than four years of work and teachers of experience are admitted with the necessary conditions to bring them up to the standard required for entrance without condition.

4. Students with decided talent in art, normal school students who have finished the elementary drawing of the regular course or its equivalent, and others who may desire to take some of the work offered for their own personal satisfaction, may enroll as Special Students.

It is strongly advised that those who desire to specialize in drawing with the idea of teaching it in public schools should plan to complete the Regular Teachers' Course, as well as the special drawing course, because by doing this they will clearly understand the relation of the work in drawing to the whole round of the child's interests and to his other work in school.

For fees, expenses, etc., see page 40.



After Class



## College Preparatory Curriculum

There is need in Western Pennsylvania for opportunities by which young men and women, who have not been able to complete a four-year high school course at home, or who have, on account of illness or other reasons, been forced to leave the school for a series of years, may prepare for college. Such a course is maintained at Indiana. The requirements, as set forth below, may be modified to meet the entrance requirements of particular colleges which students may desire to enter. A college preparatory diploma will be granted to those who complete the course. All students in this curriculum must pay tuition at the rate of \$2.00 per week by the semester in advance, and the usual school charges. (See page 40.)

### FRESHMEN YEAR

(NOTE—The figures indicate hours per week.)

First Semester	Second Semester
English..... 4	English..... 4
Algebra..... 4	Algebra..... 4
Latin I..... 5	Latin I..... 5
Ancient History..... 4	Ancient History..... 4
General Science..... 4	General Science..... 4
—	—
21	21

### SOPHOMORE YEAR

English..... 4	English..... 4
Medieval History..... 4	Modern History..... 4
Plane Geometry..... 4	Plane Geometry..... 4
Botany and Zoology..... 4	Botany and Zoology..... 4
Latin II..... 5	Latin II..... 5
—	—
21	21

### JUNIOR YEAR

English..... 4	English..... 4
Chemistry..... 4	Chemistry..... 4
Solid Geometry..... 5	Trigonometry..... 5
Latin III or French I..... 4	Latin III or French I..... 4
Economics or Latin III..... 4	Elementary Sociology or Latin III..... 4
—	—
21	21

**SENIOR YEAR**

<b>First Semester</b>		<b>Second Semester</b>	
English History.....	4	English History.....	4
U. S. History.....	4	Civics.....	4
Latin IV or French II.....	4	Latin IV or French II.....	4
Physics.....	4	Physics.....	4
English or French II.....	4	English or French II.....	4
	20		20

The preceding arrangement makes it possible for a student to get four years of Latin, four years of Latin and two years of French, or two years of Latin and two years of French within the four years of time demanded by the curriculum.



Student Celebration

Part IV.



Register of Students  
1919-1920

## POST-GRADUATES

NAME	POST OFFICE	COUNTY
BUCHANAN, EDITH (Domestic Science).....	Indiana.....	Indiana
COON, FLORENCE (Music).....	Indiana.....	Indiana
FROELICH, MARTHA (Music)...	Homer City.....	Indiana
HOUK, RUTH (Music).....	Indiana.....	Indiana
JOBÉ, MRS. RUTH (Mid-Spring).....	Indiana.....	Indiana
JOHNSTON, ERNEST (Special)...	Indiana.....	Indiana
LAMBOUR, CORINNE (Music)...	Nicktown.....	Cambria
MARTIN, HELEN E. (Mid-Spring).....	Indiana.....	Indiana
MILLER, JOSEPHINE (Music)...	Clymer.....	Indiana
PETERMAN, IRMA (Music).....	Indiana.....	Indiana
RICHARDS, HELEN (Business).....	Blairsville.....	Indiana
SIMPSON, ANNA C. (Music)...	Indiana.....	Indiana
THOMPSON, EDNA L. (Music).....	Blairsville.....	Indiana

## REGULAR COURSE

## Seniors

AVEY, CLARENCE.....	Indiana.....	Indiana
AYERS, EVELYN.....	Indiana.....	Indiana
BANKS, ROBERTA.....	Kittanning.....	Armstrong
BARNETT, EDITH.....	Rankin.....	Allegheny
BARKER, MAXINE.....	Bellevue.....	Allegheny
BEAUJON, MARGARET.....	Johnstown.....	Cambria
BENGAUSER, HELEN.....	Du Bois.....	Clearfield
BLANSET, MARIE.....	Latrobe.....	Westmoreland
BOTHELL, LEVENIA.....	Indiana R. D. No. 5.....	Indiana
BRANDON, BEL.....	Homer City.....	Indiana
BRINKER, EDNA.....	Pleasant Unity.....	Westmoreland
BROWNE, ELIZABETH H.....	Swissvale.....	Allegheny
BUCK, MABEL.....	Natrona.....	Allegheny
BUNTING, JANE.....	Cheswick.....	Allegheny
BUTLER, DOROTHY D.....	Altoona.....	Blair
BUTLER, HARRIET.....	Altoona.....	Blair
CAM, JENNIE.....	Clymer.....	Indiana
CAM, MARIE.....	Clymer.....	Indiana
CAMPBELL, MILDRED.....	Pennsylvania Furnace.....	Huntingdon
CHAMBERLIN, SARA MAE.....	Option.....	Allegheny
CHAPLIN, KATHRYN.....	Flinton.....	Cambria
CHEESEMAN, JEAN.....	Canonsburg.....	Washington
CHICK, JOSEPH.....	Du Bois.....	Clearfield
CHURELLA, MARVELLEN.....	Clymer.....	Indiana
CLARKE, ANNA C.....	Johnstown.....	Cambria
CLAY, PAULINE.....	McKeesport.....	Allegheny
CONKLING, MARGARET.....	Expedit.....	Cambria

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

NAME	POST OFFICE	COUNTY
CONNELLY, RAPHAEL	Johnstown	Cambria
COON, CATHERINE	Indiana	Indiana
COVER, HELEN HOPE	Johnstown	Cambria
CRONIN, MARIE E.	Johnstown	Cambria
CUNNINGHAM, FLORA	Indiana	Indiana
DAVIS, LISLE	Indiana	Indiana
DIEHL, UNA MAE	Kato	Center
DUFF, ELIZABETH	Ramsaytown	Jefferson
DUMM, OLEAN	Spangler	Cambria
DUNMIRE, ALICE	Indiana	Indiana
DUNMIRE, CORA	Creekside	Indiana
ELLSWORTH, MARIE	Johnstown	Cambria
FEE, EUNICE	Indiana	Indiana
FINLEY, ETTA	McKeesport	Allegheny
FLEMING, MARTHA	Greensburg	Westmoreland
FOSTER, MARY	Oakmont	Allegheny
FRISCH, MABEL	McKeesport	Allegheny
GEARHART, EDYTHE	Homer City	Indiana
GEORGE, FLORENCE	Leechburg	Armstrong
GESSLER, CHARLES	Indiana	Indiana
GETTY, MARY E.	Indiana	Indiana
GOFF, MARY D.	Johnstown	Cambria
GOLDSMITH, DAISY	Tarentum	Allegheny
GORMAN, ESTHER M.	Coalport	Clearfield
GOULD, HELEN	Dormont	Allegheny
GRAHAM, ISABEL	Uniontown	Fayette
GRIFFITH, LEDA	Heilwood	Indiana
GUTELIUS, ADALINE	Punxsutawney	Jefferson
HALL, EMILY BINGEY	Oakdale	Allegheny
HASINGER, ANNA	Ford City	Armstrong
HASTINGS, LOIS	Aspinwall	Allegheny
HEPLER, ISABELLE	Leechburg	Armstrong
HETRICK, LULU	Clymer	Indiana
HOFFMAN, LUCILLE	Vandergrift	Westmoreland
HULL, DE ROSE	Du Bois	Clearfield
HUMPHREYS, GRACE	Brockwayville	Jefferson
JAMES, ESTHER M.	Johnstown	Cambria
JAQUISH, MARTHA	Clymer	Indiana
JENNINGS, IVAH	Diamond	Venango
JONES, RACHEL	Braddock	Allegheny
KINNAN, FLORENCE	Indiana	Indiana
KUNKLE, CRYSTELLE	Kent	Indiana

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

NAME	POST OFFICE	COUNTY
LAVELY, IZORA	Johnstown	Cambria
LAWRENCE, JOANNA	Johnstown	Cambria
LIGGETT, VIRGINIA	Huff	Indiana
LONG, FRANCES	Indiana	Indiana
LONGWILL, LORRAINE	Indiana	Indiana
LYLE, EDITH	Burgettstown	Washington
MABON, CORNELIA	Vandergrift	Westmoreland
MCCARDELL, EMMA BELLE	Barnesboro	Cambria
MCCONAUGHEY, RUTH	Ligonier	Westmoreland
MCCREARY, MILDRED M.	Monaca	Beaver
MCCULLOUGH, NAOMI	Salina	Westmoreland
MCGREGOR, LILLIE	New Bethlehem	Jefferson
McMAHON, JUANITA	Woodbury	Bedford
MILLER, DOROTHY BELLE	Indiana	Indiana
MILLER, ELIZABETH M.	Scottdale	Westmoreland
MILLER, FLORENCE	Indiana	Indiana
MITCHELL, RUTH	Bellevue	Allegheny
MOORHEAD, ELVA	Indiana	Indiana
MURPHY, DELLA	West Finley	Washington
MYERS, EDGAR K.	Mt. Pleasant	Westmoreland
NICHOL, MARGARET	Home	Indiana
NIX, MARJORIE	Homer City	Indiana
OBITZ, ANNA	Freeport	Armstrong
PATTERSON, ELIZABETH M.	Idamar	Indiana
POOLE, VIRGINIA	Johnstown	Cambria
POWELL, ESTHER	Kittanning	Armstrong
QUIGGLE, KATHERINE	Jersey Shore	Lycoming
REED, JOHN	Indiana	Indiana
REITLER, ANNA	Ford City	Armstrong
RICE, MILDRED	New Freeport	Greene
ROSS, VERLA	Taylorstown	Washington
SCHMUNK, ELIZABETH	Mars	Butler
SCHUETZ, ISABEL	Sharpsburg	Allegheny
SILVEUS, HILDA	Homestead	Allegheny
SINGISER, ELEANOR M.	Altoona	Blair
SMITH, CORA V.	Eighty-Four	Washington
SNYDER, AMY M.	Indiana	Indiana
SOBER, MARTHA	Leechburg	Allegheny
SPROAT, HENRIETTA	Dawson	Fayette
STRAW, VIVIAN	Berwindale	Clearfield
St. CLAIR, LYLE	Indiana	Indiana
STOOPS, CARRIE MARIE	Pittsburgh	Allegheny
SULLIVAN, VERA	Bellwood	Blair
SWARTZ, HAZEL	Wilmerding	Allegheny

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

NAME	POST OFFICE	COUNTY
THOMAS, LUCY JANE.....	Oil City.....	Venango
TOMB, ROSALIE.....	Johnstown.....	Cambria
TUCKER, BERTHA.....	Franklin.....	Venango
WEBSTER, HELEN.....	Sharpville.....	Mercer
WELTV, MARGARET.....	Mammoth.....	Westmoreland
WILSON, SARAH.....	Indiana.....	Indiana
YOUNG, BESSE.....	McDonald.....	Washington

**Juniors**

AMOND, ARTHUR.....	Penn Run.....	Indiana
ANDERSON, ZETTA.....	Saltsburg.....	Indiana
AYERS, GLADYS.....	Canton.....	Bradford
BARNES, B. BELLE.....	Johnstown.....	Cambria
BAYNHAM, EDWARD.....	Jackson Center.....	Mercer
BEECH, HELEN.....	Altoona.....	Blair
BEECHEY, HELEN.....	Vintondale.....	Cambria
BEERS, GRACE.....	Indiana.....	Indiana
BEGGS, CATHERINE.....	Oakdale.....	Allegheny
BELKNAP, ESTHER.....	Pittsburgh.....	Allegheny
BOOK, HELEN E.....	East New Castle.....	Lawrence
BOVARD, TWILA.....	Grove City.....	Mercer
BOWMAN, IRENE.....	Springdale.....	Allegheny
BOYD, ELIZABETH.....	West Newton.....	Westmoreland
BOYD, LELA.....	Uniontown.....	Fayette
BRANTHOOVER, WILMA.....	Mamont.....	Westmoreland
BRENNAN, KATHRYN.....	Braddock.....	Allegheny
BRINKER, MARGARET.....	Pleasant Unity.....	Westmoreland
BROWN, ELIZABETH JANE.....	Indiana.....	Indiana
BROWN, MABEL.....	Indiana.....	Indiana
BROWN, MARY ETHEL.....	New Salem.....	Fayette
BROWN, RUTH K.....	Shenandoah.....	Schuylkill
BUCK, VIOLA.....	Tyrone.....	Huntingdon
BURKETT, ETHEL.....	Vandergrift.....	Westmoreland
BURKETT, BESSIE.....	Vandergrift.....	Westmoreland
CALDWELL, PRESLEY.....	Pittsburgh.....	Allegheny
CAPIZZI, ANTONETTE.....	Clymer.....	Indiana
CARMANY, CLAIRE.....	Johnstown.....	Cambria
CARY, THELMA.....	Indiana.....	Indiana
CHATTAWAY, MARY.....	Monongahela.....	Washington
CHILDS, JOSIE.....	Colver.....	Cambria
CHRISTNER, LA REINE.....	McKeesport.....	Allegheny
CLARK, MARGARET BRUCE.....	Freeport.....	Armstrong

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

NAME	POST OFFICE	COUNTY
CLAYCOMB, SUE L.....	Windber.....	Somerset
CLEMENT, MARY THELMA.....	Vintondale.....	Cambria
COHEN, IDA.....	Johnstown.....	Cambria
COON, HELEN.....	Indiana.....	Indiana
COX, LILLIAN.....	Munhall.....	Allegheny
CRAMER, ESTELLE.....	Homer City.....	Indiana
CROW, GRACE.....	Munhall.....	Allegheny
DAVIS, ZELIA.....	Glassport.....	Allegheny
DAY, FLOYD.....	Homer City.....	Indiana
DICKEY, MARGARET.....	Indiana.....	Indiana
DICKIE, LOUISE.....	Indiana.....	Indiana
DICKSON, MELISSA.....	McKeesport.....	Allegheny
DIERKEN, CLAIRE.....	Homestead.....	Allegheny
DOUDS, MARGARET.....	Plumville.....	Indiana
DROPESKI, HETTIE.....	Nanticoke.....	Luzerne
EAKMAN, ISABEL.....	Plumville.....	Indiana
EARHART, LOIS.....	Indiana.....	Indiana
EARNEST, ALICE.....	Export.....	Westmoreland
ECKEL, MARY.....	Johnstown.....	Cambria
EDWARDS, ALBERTA.....	Belsano.....	Cambria
EDWARDS, JESSE.....	Belsano.....	Cambria
ELKIN, VERA J.....	Wilkinsburg.....	Allegheny
EMRY, GEORGIA.....	Cheat Haven.....	Fayette
ENGLE, GLADYS.....	Monessen.....	Westmoreland
ENOS, JEAN O.....	Connellsville.....	Fayette
EWING, MILDRED.....	Avonmore.....	Westmoreland
FELL, BERNICE.....	Greenville.....	Mercer
FELMLEY, DOROTHY.....	Tarentum.....	Allegheny
FELMLEY, HELEN.....	Tarentum.....	Allegheny
FERGUSON, GRACE.....	Murdocksville.....	Beaver
FISCUS, MADELAINE.....	Indiana.....	Indiana
FLANAGAN, HELEN.....	McKeesport.....	Allegheny
FLEMING, MARY MARGARET.....	Creekside.....	Indiana
FLEMING, LOUISE.....	Alexandria.....	Huntingdon
FORSYTH, WILLIAM.....	Wellsboro.....	Tioga
FRECH, ORPHA.....	Home.....	Indiana
FRYE, MARGARET EDNA.....	Creekside.....	Indiana
GAREE, MARTHA.....	Indiana.....	Indiana
GEIST, GLADYS.....	Pennsylvania Furnace.....	Huntingdon
GEIST, PAULINE.....	Altoona.....	Blair
GIEG, CORA.....	Altoona.....	Blair
GILLON, EILEEN.....	Du Bois.....	Clearfield
GLASSFORD, NELLIE.....	Indiana.....	Indiana



STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

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NAME	POST OFFICE	COUNTY
GWODSEN, MILO.....	Woodlawn.....	Beaver
GOURLEY, JAMES E.....	Punxsutawney.....	Jefferson
GRIFFITH, MARY.....	Johnstown.....	Cambria
GUTHRIE, ABIGAIL.....	Indiana.....	Indiana
HAMILTON, MARGARET.....	Ridgway.....	Elk
HANSEN, IRMA.....	Butler.....	Butler
HARDISTY, M. KATHRYN.....	Dravosburg.....	Allegheny
HARRISON, MARY.....	Monongahela.....	Washington
HAYS, ALMA.....	Imperial.....	Allegheny
HENRY, ESTHER.....	Livermore.....	Indiana
HENRY, NELLIE.....	Blairsville.....	Indiana
HENTON, HELEN.....	Spartansburg.....	Crawford
HEUPEL, AMELIA.....	Charleroi.....	Washington
HILL, ELLEN.....	Windber.....	Somerset
HINE, EMMA.....	Saltsburg.....	Indiana
HINEMAN, ROMA.....	Duquesne.....	Allegheny
HOFFMAN, MARIAN.....	Altoona.....	Blair
HOLEWINSKI, HELEN.....	Homestead.....	Allegheny
HOLLIDAY, MARY.....	New Kensington.....	Westmoreland
HOOVER, HELEN.....	Altoona.....	Blair
HOSER, AMELIA.....	McKeesport.....	Allegheny
HOUGH, ELIZABETH.....	New Salem.....	Fayette
HUBER, ADA.....	Brookville.....	Jefferson
HUNTER, ELEANORE.....	Homer City.....	Indiana
HURST, MILDRED.....	Scottdale.....	Westmoreland
INGOLDSBY, ELEANOR.....	Cresson.....	Cambria
IRWIN, MARGARET.....	Ligonier.....	Westmoreland
JAMISON, LYNDALE.....	Smithfield.....	Fayette
JOHNS, LEAH.....	Starford.....	Indiana
JOHNSTON, GARNET.....	Mt. Pleasant.....	Westmoreland
JONES, RUTH.....	Homer City.....	Indiana
JORDAN, GRACE.....	Chicora.....	Butler
KELLY, GLADYS.....	Ligonier.....	Westmoreland
KRONK, VIRGINIA.....	Beaver.....	Beaver
LANGDON, CORINNE.....	Altoona.....	Blair
LEAR, JANET.....	Johnstown.....	Cambria
LEDOUX, EVELYN.....	Point Marion.....	Fayette
LEMMON, LUCY.....	Ford City.....	Armstrong
LEWIS, MARION.....	Monessen.....	Westmoreland
LIGGETT, IRENE.....	Huff.....	Indiana
LOHR, FLORENCE.....	Boswell.....	Somerset
LUDWIG, ESTHER.....	Johnstown.....	Cambria

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

NAME	POST OFFICE	COUNTY
MACBURNEY, KATHERINE.....	Scottdale.....	Westmoreland
MALLOY, CATHERINE.....	Johnstown.....	Cambria
MARKLE, DOROTHY F.....	West Newton.....	Westmoreland
MARTIN, MYRTLE.....	Glassport.....	Allegheny
MCAULEY, AMY.....	Salina.....	Westmoreland
MCCARTHY, LEONARD.....	Wellsboro.....	Tioga
MCCREARY, J. IRENE.....	Nanticoke.....	Luzerne
McHAIL, JESSIE.....	Bolivar.....	Westmoreland
McILVAINE, INEZ.....	Houston.....	Washington
McKEE, MURIEL.....	Coraopolis.....	Allegheny
McNELLY, LORETTA.....	Washington.....	Washington
MEECHAN, FRANCES.....	Eldred.....	McKean
MELICK, ELIZABETH S.....	Williamsport.....	Clycoming
MILLER, CLARA L.....	Grampian.....	Clearfield
MILLER, EDYTHE.....	Tyrone.....	Blair
MINNICK, ELIZABETH.....	Brucestown.....	Allegheny
MONTGOMERY, MARGARET.....	McKeesport.....	Allegheny
MORSE, MILDRED.....	Broad Ford.....	Fayette
MOORE, GLADYS.....	Washington.....	Washington
MOORE, MARTHA ELLA.....	Home.....	Indiana
MORROW, EDNA.....	Wilkesburg.....	Allegheny
MUMAU, CORA MAE.....	Rochester Mills.....	Indiana
MUMMART, KATHERINE.....	Youngwood.....	Westmoreland
MURRAY, LORETTA M.....	Johnstown.....	Cambria
NEVERGOLD, RUTH A.....	Jeannette.....	Westmoreland
NEWHOUSE, ROSE.....	McKeesport.....	Allegheny
NICHOL, ANNABELLE.....	Indiana R. D. No. 1.....	Indiana
NICODEMUS, CATHERINE.....	Altoona.....	Blair
NOBLE, SARAH.....	Oil City.....	Venango
O'NEIL, EVELYN.....	Donora.....	Washington
PAINTER, MARY E.....	West Newton.....	Westmoreland
PATERSON, SUSAN.....	Vandergrift.....	Westmoreland
PATTERSON, ADELAIDE.....	Somerset.....	Somerset
PEAIRS, SARAH.....	Elizabeth.....	Allegheny
PENNY, ISABELLA.....	McKeesport.....	Allegheny
PERRIER, LILY L.....	Point Marion.....	Fayette
PFORDT, NANCY.....	Indiana.....	Indiana
PHILLIPS, KATHERINE.....	Johnstown.....	Cambria
PHILLIPS, MARY JANE.....	Clymer.....	Indiana
PLEVER, MARY M.....	Tarentum.....	Allegheny
RAE, MARY.....	McKeesport.....	Allegheny
RAMSAY, LOUISA.....	Smithfield.....	Fayette
RAY, CLARK E.....	Penn Run.....	Indiana
RAYBUCK, FRANK.....	Fairmount City.....	Clarion
REED, AGNES.....	Indiana.....	Indiana

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

NAME	POST OFFICE	COUNTY
REED, MARY A.	Indiana	Indiana
REES, DESALEE	Braddock	Allegheny
RHEA, ELEANOR	Saltsburg	Indiana
RHEA, SARA	Saltsburg	Indiana
RHODES, FRANCES	Connellsville	Fayette
RINK, HELEN	Indiana	Indiana
RITTENHOUSE, RUTH	Brockwayville	Jefferson
ROBINSON, MILDRED	North Braddock	Allegheny
ROY, CHARLOTTE	Mt. Pleasant	Westmoreland
RUFFNER, HELEN	Indiana	Indiana
RYAN, GRACE	Du Bois	Clearfield
SELL, CHALMERS	Roaring Springs	Blair
SELL, LORNA	Altoona	Blair
SHAFFER, NELDA I.	Kittanning	Armstrong
SHAFFER, SARAH M.	Atwood	Armstrong
SHANK, C. EARL	Indiana	Indiana
SHIELDS, MARY HELEN	Home	Indiana
SHIELDS, MARY HURST	New Alexandria	Westmoreland
SHUMAR, MILDRED	Mt. Pleasant	Westmoreland
SIMM, BEATRICE ELLA	Blairsville	Indiana
SIMPSON, WALTER C.	Indiana	Indiana
SIPE, HELEN CATHERINE	Johnstown	Indiana
SMELTZER, GUY	Mateer	Armstrong
SMITH, EDNA E.	Portage	Cambria
SPRAGGON, MARGARET	Edgewood Park	Allegheny
STEELE, CATHERINE	Brockwayville	Jefferson
STEELE, JESSIE G.	Latrobe	Westmoreland
STEWART, MAXINE	Rural Valley	Armstrong
STEWART, VIRGINIA	Penn Run	Indiana
STEINBRUNN, MRS. CLYDE	West Newton	Westmoreland
STONESIPHER, HELEN	Latrobe	Westmoreland
STUART, RUTH L.	Tarentum	Allegheny
SUNDERLAND, MARGARET	McGees Mills	Clearfield
SYKES, MARTHA	Sykesville	Jefferson
TATE, PERL	Johnstown	Cambria
TEMPLETON, LEONE	Clymer	Indiana
THOMPSON, MARY E.	McKeesport	Allegheny
TOZER, KATHERINE	Clearfield	Clearfield
TROLLINGER, DOROTHY	Rural Valley	Armstrong
TURK, ELIZABETH	Parkers Landing	Armstrong
ULM, LOUISE	McKeesport	Allegheny
VALASEK, PAUL	Carbon	Carbon
WAGNER, HAZEL	Johnstown	Cambria
WALKER, MARGARET	Greensburg	Westmoreland
WARD, ETHEL	New Castle	Lawrence

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

NAME	POST OFFICE	COUNTY
WEISZ, FLORA	Duquesne	Allegheny
WELLER, MARIE	Somerset	Somerset
WETZEL, IDA BELLE	Homer City	Indiana
WILLIAMS, MILDRED	West Newton	Westmoreland
WILLIAMS, WILLIAM R.	Indiana	Indiana
WOOD, KATHERINE	Tarentum	Allegheny
YOUNG, MABEL	Leechburg	Armstrong

Sophomores

ABRAMS, MARTHA	Claghorn	Indiana
ANDERSON, MARGARET	Indiana	Indiana
ARCHIBALD, ZORA	Livermore	Indiana
BACKINGER, WALTER	Pittsburgh	Allegheny
BANTLEY, MARY	Windber	Somerset
BASSETT, PEARL	Johnstown	Cambria
BATH, EARL	Indiana	Indiana
BRANT, EUGENE	Shanksville	Somerset
BURKET, KENNETH	Claysburg	Blair
BURRELL, DAVID	Stahlstown	Westmoreland
CAWLEY, RICHARD	Scranton	Lackawanna
COLEMAN, AGATHA	South Bend	Armstrong
CUPPETT, JEAN	Belle Vernon	Fayette
DAY, ALMA	Washington	Washington
EVANS, PAUL	Hustontown	Fulton
FLEMING, ELIZABETH	Indiana	Indiana
FLEMING, ROXIE	Creekside	Indiana
FRAER, GEORGE	Pittsburgh	Allegheny
FRANCE, LOUISE	Vandergrift	Westmoreland
FULLERTON, WILLIAM	Irwin	Westmoreland
GANTNER, DOROTHY	Pittsburgh	Allegheny
GROW, DELOS	Brush Valley	Indiana
HALL, BEULAH	Beaver	Beaver
HANCOCK, ELIZABETH	Carrick	Allegheny
HUDSON, REBECCA	Indiana	Indiana
JACKSON, JOSEPH	Pittsburgh	Allegheny
JENNINGS, NELLIE	Schellsburg	Bedford
KNEPPER, HOWARD	Three Springs	Huntingdon

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

NAME	POST OFFICE	COUNTY
LAIRD, GRACE	Munhall	Allegheny
LICHTENFELS, PEARL	Black Lick	Indiana
LLEWELLYN, JOHN	Scranton	Lackawanna
LOVE, MURIEL	Sarver	Butler
MATEER, MARTHA	Mosgrove	Armstrong
MATHEWS, GLEA	Stahlstown	Westmoreland
MATTERN, RUTH	Hollidaysburg	Blair
MEALS, REGINA	Bellevue	Allegheny
MENSER, MARY	Somerset	Somerset
MCINTYRE, PERRY	Kent	Indiana
MILLER, OZELMA	Dayton	Armstrong
MILLIKEN, ALBERTA	Indiana	Indiana
MITCHELL, HELEN	New Washington	Clearfield
MORROW, BLANCHE	Wilkinsburg	Allegheny
MYERS, EMILY	Parkwood	Indiana
NICHOL, NANCY	Indiana	Indiana
OBER, ROY	Stahlstown	Westmoreland
PAINTER, ORA	Irwin	Westmoreland
PIPER, JAY	Stahlstown	Westmoreland
PIPER, MARION	Stahlstown	Westmoreland
PRICE, CLARAMAE	Baltimore, Maryland	
PUTMAN, FLOY	Somerset	Somerset
PUTMAN, MAUDE	Barronvale	Somerset
REITER, RUTH	Karthaus	Clearfield
RITENOUR, ELIZABETH	Ligonier	Westmoreland
SMITH, MARGARET	Indiana	Indiana
SNYDER, THELMA	Indiana	Indiana
STEULER, ALMA	Millvale	Allegheny
STOUGH, GEORGE	Stahlstown	Westmoreland
TRAINER, JOHN C.	Indiana	Indiana
TROXELL, PAULINE	Colver	Cambria
VIRDEN, GLADYS	Dravosburg	Allegheny
WAY, GRACE	Curwensville	Clearfield
WHITFIELD, MARY	Pittsburgh	Allegheny
WORK, WAVA	Indiana	Indiana

Freshmen

BAYLOR, ARLENE	Indiana R. D. No. 2	Indiana
BOTHELL, BESSIE	Indiana R. D. No. 5	Indiana
BROWN, MELVA	Indiana R. D. No. 2	Indiana
BURKET, CLEORA	Claysburg	Blair

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

BURKETT, ELLWOOD.....	Claysburg.....	Blair
BURKET, INEZ.....	Claysburg.....	Blair
BURKET, CATHERINE.....	Claysburg.....	Blair
BURKET, MYRON.....	Claysburg.....	Blair
BUTLER, GRACE.....	Indiana.....	Indiana
CLAWSON, REID.....	Belsano.....	Cambria
CRAIG, FLOYDE.....	Home.....	Indiana
CRAMER, HELEN.....	Cramer.....	Indiana
CRAMER, JOHN.....	Cramer.....	Indiana
DIXON, CLEONA.....	Livermore.....	Indiana
DUNSMORE, SARA.....	Ebensburg.....	Cambria
ERDMAN, GEORGE.....	Manheim.....	Lancaster
FASSETT, EMRY.....	Vintondale.....	Cambria
FLEMING, BEATRICE.....	Indiana.....	Indiana
GEARY, MILDRED.....	Black Lick.....	Indiana
GETTY, RALPH.....	Indiana R. D. No. 6.....	Indiana
GONGAWARE, LOVENA.....	Irwin.....	Westmoreland
GOULD, LAWREN.....	Bells Landing.....	Clearfield
GRAHAM, PAUL.....	Bolivar.....	Westmoreland
GREENLEE, HERBERT.....	Indiana.....	Indiana
HESS, HARRY.....	Indiana.....	Indiana
HETRICK, ALTA.....	Brookville.....	Jefferson
HOLT, WILLIAM.....	Uniontown.....	Fayette
HOVIS, ANNA.....	Indiana.....	Indiana
IRWIN, STELLA.....	Mamont.....	Westmoreland
JONES, JENNIE.....	Brick Church.....	Armstrong
KELLER, JAMES.....	Hustontown.....	Fulton
KNEPSHIELD, HAROLD.....	Brick Church.....	Armstrong
KOHLHEPP, MERLE.....	Rochester Mills.....	Indiana
LINDQUIST, EMY.....	Springdale.....	Allegheny
LIVINGSTONE, SARAH.....	Irwin.....	Westmoreland
LONG, MARY E.....	Export.....	Westmoreland
LUTHER, EVA.....	Black Lick.....	Indiana
LYSINGER, MARGARET.....	Pittsburgh.....	Allegheny
MAYER, HARRY.....	Pittsburgh.....	Allegheny
MCCARTHY, SUSAN.....	Oil City.....	Venango
MCCONNELL, EDNA.....	New Sheffield.....	Beaver
MCNAUL, JANET.....	Pittsburgh.....	Allegheny
MILLER, HELEN.....	New Sheffield.....	Beaver
MONTTOOTH, DOROTHY.....	Wilkinsburg.....	Allegheny
MORRIS, ROBERT.....	Barnesboro.....	Cambria
MORTON, MARGARET.....	Dormont.....	Allegheny

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

NAME	POST OFFICE	COUNTY
NICHOL, WILLIAM E.	Indiana	Indiana
OATMAN, ARVILLA	Indiana	Indiana
OATMAN, MARTHA	Indiana	Indiana
ORTNER, MAYE	Indiana R. D. No. 3	Indiana
PETERS, IONA	Homer City	Indiana
RALSTON, JAY	Penn Run	Indiana
REARICK, ZELDA	Girty	Armstrong
RINAMAN, MARY LOUISE	Pittsburgh	Allegheny
SEANOR, MARCUS	New Alexandria	West moreland
SHANK, BLAIR	Indiana R. D. No. 6	Indiana
SIMPSON, MARK	Indiana R. D. No. 5	Indiana
SIMPSON, MARTHA	Indiana R. D. No. 5	Indiana
SMELTZER, DESSIE	Mateer	Armstrong
SMITH, SARAH M.	Springdale	Allegheny
STEWART, FLOYD	Indiana	Indiana
THOMAS, CAROLYNE	Indiana R. D. No. 6	Indiana
WALTER, BESSIE	Export	West moreland
WILLIAMS, EVAN	Barnesboro	Cambria
WRAY, MARTHA	South Bend	Armstrong

SPECIAL STUDENTS

ANDERSON, EDITH	Grampian	Clearfield
APPLE, JOHN	Indiana	Indiana
BAREFOOT, GRACE	Alum Bank	Bedford
BARKER, GRACE	Kittanning	Armstrong
BATH, BLAIR	Indiana	Indiana
BEARER, BYRON	Johnstown	Cambria
BEZILLA, EMERY	Moran	Clearfield
BRAUGHLER, JAY	Marion Center	Indiana
BROWN, STUART	Portage	Cambria
BURNS, ROBERT L.	Franklin	Venango
CALHOUN, MARY	Creekside	Indiana
CARNEY, NELLIE	Indiana R. D. No. 2	Indiana
ENGH, LYNN	Johnstown	Cambria
ESCH, MARIE	Spangler	Cambria
FAUST, HENRY	Monaca	Beaver
FITZGERALD, FLORENCE	South Fork	Cambria
FLEMING, ADA BELLE	Sagamore	Armstrong
FLEMING, CAROLYN	Indiana	Indiana

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

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NAME	POST OFFICE	COUNTY
HAERTEL, LYDIA.....	Pittsburgh.....	Allegheny
HANKEY, BERTHA.....	Murraysville.....	Westmoreland
HARRICK, STEVE.....	Punxsutawney.....	Jefferson
HEAVY, JOE.....	Tyler.....	Clearfield
HILL, DAVID D.....	Indiana.....	Indiana
HILLARD, DONALD.....	Oakmont.....	Allegheny
HUDSON, REBECCA.....	Indiana.....	Indiana
JOHNSTON, ROXIE.....	Indiana R. D. No. 1....	Indiana
JOY, DEAN.....	Johnstown.....	Cambria
KLINE, ADDA.....	Clarion.....	Clarion
KNEPPER, MAYE.....	Three Springs.....	Huntingdon
LAING, ROBERT.....	Dixonville.....	Indiana
LATT, EMIL F.....	Boyer, West Virginia....	
LIVINGSTONE, JOHN.....	Greensburg.....	Westmoreland
LONG, REBECCA.....	Indiana R. D. No. 1....	Indiana
MALCOLM, JOHN.....	Smithport.....	McKean
MANNER, BERTHA O.....	Indiana.....	Indiana
MANNER, DELLA.....	Indiana.....	Indiana
MCCONNELL, HARVEY.....	Oil City.....	Venango
MCILVAIN, ROBERT.....	Kittanning.....	Armstrong
MOORE, ALICE.....	Mosgrove.....	Armstrong
NEEL, BERTHA.....	Smithton.....	Westmoreland
NESBIT, LOUISE.....	Creekside.....	Indiana
NUNEMAKER, RHINE.....	Alum Bank.....	Bedford
PARK, MEADE.....	Indiana R. D. No. 2....	Indiana
PORE, BRYCE.....	Confluence.....	Somerset
RANKIN, GRACE.....	Home.....	Indiana
ROONEY, ARTHUR.....	Pittsburgh.....	Allegheny
SALISBURY, WILLA.....	Armagh.....	Indiana
SHARRER, CLAIRE W.....	Chambersville.....	Indiana
SHEARER, ZELDA.....	Indiana R. D. No. 4....	Indiana
SIPES, MARY FLORENCE.....	Freeport.....	Armstrong
SNEDDEN, LILLIAN.....	Emeigh.....	Cambria
TRUITT, HARRY.....	Indiana.....	Indiana
WAGNER, ROBERT.....	Pittsburgh.....	Allegheny
WEIGHT, PAULINE.....	Creekside.....	Indiana
WOODWARD, GRACIA.....	Indiana.....	Indiana



## COLLEGIATE PIANO COURSE

## Seniors

NAME	POST OFFICE	COUNTY
BLANCHARD, HELEN.....	Brockwayville.....	Jefferson
GIBSON, SUSAN C.....	Indiana.....	Indiana
LEYDIC, CHARLOTTE.....	Indiana.....	Indiana

## PUBLIC SCHOOL MUSIC SUPERVISOR'S COURSE

## Seniors

KURTZ, KATHRYN.....	Williamsport.....	Lycoming
LOCKARD, GLADYS.....	Indiana.....	Indiana
MEAD, VANESSA.....	Indiana.....	Indiana
STICKLE, LILLIAN.....	Latrobe.....	Westmoreland

## Juniors

BREMAN, BERTHA.....	Leechburg.....	Armstrong
CHUBBUCK, CLARA.....	Sunbury.....	Northumberland
GÉORGE, GLADYS.....	Punxsutawney.....	Jefferson
IRWIN, M. FRANCES.....	Scenery Hill.....	Washington
LYNN, LILLIAN MAE.....	Pittsburgh.....	Allegheny
MATTHEWS, RUTH.....	Scenery Hill.....	Washington
NIEDERHAUS, LAURA.....	New Breman, Ohio.....	
PETREA, PEARL.....	Somerset.....	Somerset
PHILLIPS, ELIZABETH H.....	Clymer.....	Indiana
PRIDEAUX, EVELYN.....	Exedit.....	Cambria
RENO, ETHEL.....	Apollo.....	Armstrong
ROBERTS, RUTH.....	Vintondale.....	Cambria
SHROYER, KATHERINE.....	Apollo.....	Armstrong
STITELER, MARGARET A.....	Smicksburg.....	Indiana
ULLOM, LILLIAN.....	Ingram.....	Allegheny

## SPECIAL STUDENTS IN MUSIC

ANDERSON, MARY.....	East Akron, Ohio.....	
ANDERSON, ZETTA.....	Saltsburg.....	Indiana
BANKS, ROSEANNE.....	Indiana.....	Indiana
BANTLEON, GERTRUDE.....	Brockwayville.....	Jefferson
BANTLEY, MARY.....	Windber.....	Somerset
BERNER, MARGARETIA.....	Indiana.....	Indiana
BENSON, LOUISE.....	Crafton.....	Allegheny
BLAIR, KATHERINE.....	Indiana.....	Indiana
BOYD, LELA.....	Uniontown.....	Fayette
BURKET, CATHERINE.....	Claysburg.....	Blair
BUTLER, GRACE.....	Indiana.....	Indiana
BYERS, HELEN.....	Indiana.....	Indiana

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

NAME	POST OFFICE	COUNTY
CALHOUN, MARY.....	Creekside.....	Indiana
CARR, CHARLES.....	Oil City.....	Venango
CHAMBERLIN, SARA MAE.....	Option.....	Allegheny
CHATTAWAY, MARY.....	Monongahela.....	Washington
CICERO, JOSEPH.....	Heilwood.....	Indiana
CLARK, FRED D. JR.....	Colver.....	Cambria
CLARK, MARGARET B.....	Freeport.....	Armstrong
CLEMENT, MARY THELMA.....	Vintondale.....	Cambria
COON, FLORENCE.....	Indiana.....	Indiana
CRAMER, JOHN.....	Cramer.....	Indiana
CROSSLAND, LILLIAN.....	Pitcairn.....	Allegheny
DANIELSON, MABEL.....	Jamestown, New York...	
DICKSON, MELISSA.....	McKeesport.....	Allegheny
DiCLAUDIO, ALBERTA.....	Jeannette.....	Westmoreland
DIXON, CLEONA.....	Livermore.....	Indiana
DROPESKI, HETTIE.....	Nanticoke.....	Luzerne
DUANE, EVELYN.....	Parryville.....	Carbon
EDWARDS, ALBERTA.....	Belsano.....	Cambria
EVANS, PAUL.....	Hustontown.....	Fulton
EVANS, HELEN.....	Punxsutawney.....	Jefferson
FEICK, GERTRUDE.....	McKeesport.....	Allegheny
FELDSTEIN, DOROTHY.....	Pittsburgh.....	Allegheny
FELMLEY, DOROTHY.....	Tarentum.....	Allegheny
FELMLEY, HELEN.....	Tarentum.....	Allegheny
FERGUSON, GRACE.....	Murdocksville.....	Beaver
FITZGERALD, FLORENCE.....	South Fork.....	Cambria
FROELICH, MARTHA.....	Homer City.....	Indiana
GOSS, HELEN.....	Ernest.....	Indiana
GROW, DELOS.....	Brush Valley.....	Indiana
GRUBB, MABEL.....	Clearville.....	Bedford
GUTELIUS, ADALINE.....	Punxsutawney.....	Jefferson
HALL, EMILY BINGEY.....	Oakdale.....	Allegheny
HANSEN, IRMA.....	Butler.....	Butler
HERLINGER, MRS. H. V.....	Indiana.....	Indiana
HINE, EMMA.....	Saltsburg.....	Indiana
HIRTZ, MAYME.....	Blairsville.....	Indiana
HOUGH, ELIZABETH.....	New Salem.....	Fayette
HOUK, RUTH.....	Indiana.....	Indiana
HUTCHISON, MARGARET.....	Altoona.....	Blair
JENNINGS, IVAH.....	Diamond.....	Venango
JONES, JENNIE.....	Brick Church.....	Armstrong
JONES, M. ELEANOR.....	Ebensburg.....	Cambria

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

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NAME	POST OFFICE	COUNTY
KEITH, JOHN JR.	Indiana	Indiana
KEITH, MARY LEE	Indiana	Indiana
KELLER, JAMES	Hustontown	Fulton
KELLY, WILLIAM	Indiana	Indiana
KIRSCH, HELEN	Spangler	Cambria
KLINE, ADDA	Clarion	Clarion
KNEPPER, MAYE	Three Springs	Huntingdon
KRONK, VIRGINIA	Beaver	Beaver
LAMBOUR, CORINNE	Nicktown	Cambria
LANGDON, CORINNE	Altoona	Blair
LEUIN, MACY	Clymer	Indiana
LEWIS, LEON	Punxsutawney	Jefferson
LINDQUIST, EMY	Springdale	Allegheny
LINGLE, LORETTA	Graceton	Indiana
LIVINGSTONE, JOHN	Greensburg	Westmoreland
LOHR, FLORENCE	Boswell	Somerset
LYLE, EDITH	Burgettstown	Washington
LYSINGER, MARGARET	Pittsburgh	Allegheny
MAGINNESS, MARGARET	Pittsburgh	Allegheny
MAHAN, HELEN	Ebensburg	Cambria
MAPES, VIOLETT	Indiana	Indiana
MATHEWS, GLEA	Stahlstown	Westmoreland
MCCOY, ELSIE	Indiana	Indiana
MCCOY, MEARLD	Atwood	Armstrong
MCHEMRY, ANNA BLANCHE	Indiana	Indiana
McKEAN, MARIE	Indiana	Indiana
McMURRAY, MELZENA	Pittsburgh	Allegheny
McNAUL, JANET	Pittsburgh	Allegheny
MEANS, WALTER	Punxsutawney	Jefferson
MENSER, MARY	Somerset	Somerset
MESSERSMITH, JOHN	Colver	Cambria
MILLER, JOSEPHINE	Clymer	Indiana
MINTEER, CORA	Worthington	Armstrong
MOORE, MARTHA ELLA	Home	Indiana
MOORHEAD, THELMA	Indiana	Indiana
MOORHEAD, WILLIAM	Indiana	Indiana
MORRIS, ROBERT	Barnesboro	Cambria
MORROW, JANE	Swissvale	Allegheny
MORROW, MELINDA	Pittsburgh	Allegheny
MYERS, MARY	Hyndman	Bedford
NEVERGOLD, RUTH A.	Jeannette	Westmoreland
OBITZ, ANNA	Freeport	Armstrong
O'HARA, GENEVIEVE	Blairsville	Indiana
O'NEIL, EVELYN	Donora	Washington

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

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NAME	POST OFFICE	COUNTY
PAVLOCK, MARY	Indiana	Indiana
PAYOR, MARGARET	Cresson	Cambria
PERRIER, LILY	Point Marion	Fayette
PETERMAN, IRMA	Indiana	Indiana
PETERS, IONA	Homer City	Indiana
PFORDT, LAURA	Indiana	Indiana
PHILLIPS, G. ELIZABETH	Pittsburgh	Allegheny
PRICE, ETHEL	Pittsburgh	Allegheny
PUTMAN, FLOY	Somerset	Somerset
PUTMAN, MAUDE	Barronvale	Somerset
REBHUN, GRETCHEN	Butler	Butler
RENO, ETHEL	Apollo	Armstrong
RHEA, SARA	Saltsburg	Indiana
RICCHETTI, GENOVEFFA	New York, New York	
ROLLEY, PAULINE	Clymer	Indiana
ROBINSON, MILDRED	North Braddock	Allegheny
RYAN, GRACE	Du Bois	Clearfield
SALISBURY, WILLA	Armagh	Indiana
SEANOR, MARCUS	New Alexandria	Westmoreland
SELL, LORNA	Altoona	Blair
SHIELDS, MARY HELEN	Home	Indiana
SHIMSKEY, MATTHEW	Ernest	Indiana
SIMPSON, ANNA C.	Indiana	Indiana
SIMPSON, MRS. WILLIAM A.	Indiana	Indiana
SIMPSON, WILLIAM C.	Akron, Ohio	
SIPES, MARY FLORENCE	Freeport	Armstrong
SKINNER, MINNIE	Indiana	Indiana
SMITH, SARA M.	Springdale	Allegheny
SNYDER, ELIZABETH	Indiana R. D. No. 4	Indiana
STEWART, MAXINE	Rural Valley	Armstrong
STEWART, VIRGINIA	Penn Run	Indiana
STUART, RUTH	Tarentum	Allegheny
SWARTZ, HAZEL	Wilmerding	Allegheny
THOMAS, CAROLYNE	Indiana R. D. No. 6	Indiana
THOMPSON, EDNA L.	Blairsville	Indiana
THOMPSON, MARY E.	McKeesport	Allegheny
TOMB, MRS. D. R.	Indiana	Indiana
TOZER, KATHERINE	Clearfield	Clearfield
TROLLINGER, DOROTHY	Rural Valley	Armstrong
WELLER, MARIE	Somerset	Somerset
WHITLINGER, DOROTHY	Apollo	Armstrong
WILLIAMS, EVAN	Barnesboro	Cambria
WINNER, MABEL	Pittsburgh	Allegheny
WOODS, MYRTLE	Spencer, Nebraska	
WOODWARD, MRS. CLYDE	Indiana	Indiana
WOODWARD, GRACIA	Indiana	Indiana

## COMMERCIAL TEACHER' TRAINING COURSE

## Seniors

NAME	POST OFFICE	COUNTY
FELDSTEIN, DOROTHY.....	Pittsburgh.....	Allegheny
FOWLER, CORINNE.....	Vandergrift.....	Westmoreland
HOUSEHOLDER, HAZEL.....	Indiana.....	Indiana
KOTTRABA, CECILE.....	Butler.....	Butler
MCADOO, NELL.....	Indiana.....	Indiana
ORTNER, FRANCES.....	Indiana R. D. No. 5....	Indiana
REEVES, EDITH.....	Indiana.....	Indiana
SIMPSON, MARJORIE.....	Indiana.....	Indiana
STANG, MARIE.....	Indiana.....	Indiana
STUCHELL, PEARL.....	Blairsville.....	Indiana

## Juniors

BEAIR, GRACE.....	Homer City.....	Indiana
BLUE, MARTHA.....	Home.....	Indiana
BUTTON, ELECTA.....	Wellsboro.....	Tioga
CALDWELL, AMY.....	Indiana.....	Indiana
CARLSON, RACHEL.....	Jamestown, New York...	
COCHRAN, GLADYS.....	Plumville.....	Indiana
DRYNAN, DOROTHY.....	Sewickley.....	Allegheny
EDWARDS, EUNICE.....	Duquesne.....	Allegheny
HAMILTON, FLORENCE.....	Oakmont.....	Allegheny
HAMMON, SUZANNE.....	Juniata.....	Blair
HOCKBERG, RUTH.....	Verona.....	Allegheny
MC EWEN, MADGE.....	Plumville.....	Indiana
MURMAN, FRANCIS.....	Jeannette.....	Westmoreland
PIERSON, GERTRUDE.....	Meadville.....	Crawford
ROSS, VIRGINIA.....	Warrior's Mark.....	Huntingdon
SNOWISS, BELLA.....	Blossburg.....	Tioga
WERTZ, ELIZABETH.....	Sharpsburg.....	Allegheny
ZEIGLER, PHYLLIS.....	Juniata.....	Blair

## SECRETARIAL COURSE

ARMSTRONG, FRANCES.....	Franklin.....	Venango
ALLISON, GEORGE.....	Indiana.....	Indiana
DUNLAP, MERLE.....	Plumville.....	Indiana
FERA, CLARA.....	Rossiter.....	Indiana
FREYER, FRED.....	Punxsutawney.....	Jefferson
MIKE, MIKE S.....	Clymer.....	Indiana
STERLING, LA RUE.....	Grampian.....	Clearfield
TOOHEY, HERBERT.....	Murrysville.....	Westmoreland
WIBLE, RUTH.....	Greensburg.....	Westmoreland

## COMBINED COURSE

NAME	POST OFFICE	COUNTY
GALLAGHER, VERNA	Apollo	Armstrong
GEORGE, CHRISTIEN	Spring Church	Armstrong
KREPPS, JEANNETTE	Bell Vernon	Fayette
MILLER, HAZEL	Somerset	Somerset
PFOEDT, GENEVIEVE	Pittsburgh	Allegheny
SHUPE, EDNA	Smithton	Westmoreland

## SHORTHAND COURSE

BOWERS, ANNA	McKeesport	Allegheny
CARNES, MARY	Youngwood	Westmoreland
CHASE, INA	Neillsville, Wisconsin	
CONNELL, EDNA	Blairsville	Indiana
CUMMINGS, ANNA	Altman	Indiana
DANIELSON, MABEL	Jamestown, New York	
DUMM, IVA	Spangler	Cambria
EDMINSTON, HELEN	Ebensburg	Cambria
FLEMING, CLARE	Blairsville	Indiana
FRYBURG, FREDA	Hooversville	Somerset
GATES, ESTHER	Juniata	Blair
GRUMBLING, ESTHER	Cherry Tree	Indiana
HAERTEL, ROSE	Pittsburgh	Allegheny
HIRTZ, MAYME	Blairsville	Indiana
LOWMAN, MARTHA	Clarksburg	Indiana
MAHAN, HELEN	Ebensburg	Cambria
MCCLUNE, HELEN	Ebensburg	Cambria
MCDOWELL, MARGARETTA	Bolivar	Westmoreland
POSTORELO, MARY	Saltsburg	Indiana
RALSTON, PEARL	Indiana	Indiana
ROWLAND, MAUDE	Ebensburg	Cambria
SIMPSON, WILLIAM C.	Akron, Ohio	
SUNDERLAND, FAY	Johnstown	Cambria
SUTER, MARY	Manor	Westmoreland
WHINNIE, RUTH	Ernest	Indiana
WILSON, DOROTHEA	Pittsburgh	Allegheny
WILSON, ELIZABETH	Pittsburgh	Allegheny
WIMER, SYLVIA	Clymer	Indiana

## BOOKKEEPING COURSE

BARRERO, SERAFIN	Manzanillo, Cuba	
SHICK, ENICLÉ M.	Dayton	Armstrong
SNYDER, AILEEN	Wilson	Allegheny

## SPECIAL COMMERCIAL STUDENTS

NAME	POST OFFICE	COUNTY
APPEL, HERBERT.....	Mahaffey.....	Clearfield
BROWN, RICHARD.....	Portage.....	Cambria
BROWN, LYNN.....	Indiana.....	Indiana
BURTNETT, KATHERINE.....	Juniata.....	Blair
CALVO, ELADIO.....	Habana, Cuba.....	
CLARK, ELEANOR.....	Oakmont.....	Allegheny
CONDON, LE ROY.....	Smicksburg.....	Indiana
COVER, IDA.....	Johnstown.....	Cambria
DI CLAUDIO, ALBERTA.....	Jeannete.....	Westmoreland
DRAKE, MARY.....	Blairsville.....	Indiana
ELWOOD, VERNITA.....	Export.....	Westmoreland
EWING, ROBERT.....	New York, New York...	
FOSTER, STEVEN.....	Windber.....	Somerset
FULTON, ALBERT.....	Burgettstown.....	Washington
GARCIA, GAUDIOSO.....	Caibarien, Cuba.....	
GILBERT, GWEN.....	Rossiter.....	Indiana
GOMEZ, MATEO.....	Salamanca, Espano.....	
GRAFF, LUCILE.....	Black Lick.....	Indiana
HALBACK, SARA.....	Pittsburgh.....	Allegheny
HARPEL, KATHRYN.....	Topton.....	Berks
HART, VIVIAN.....	Altoona.....	Blair
HERRERA, PETER PAUL.....	Habana, Cuba.....	
HILL, JEANNE.....	Youngwood.....	Westmoreland
HOLLERN, CATHERINE.....	Munhall.....	Allegheny
HUNTER, MILDRED.....	Apollo.....	Armstrong
IRVIN, GENEVA.....	Indiana.....	Indiana
JARAMILLO, GONZALO.....	Columbia, South America	
JOHNS, SPURGEON.....	Heilwood.....	Indiana
KENNERDELL, MARGARET.....	Kittanning.....	Armstrong
KLAUS, CLARA.....	Braddock.....	Allegheny
KRAMISH, MARY.....	Homer City.....	Indiana
LOWMAN, HANNAH.....	Kent.....	Indiana
LUKEHART, JAMES.....	Falls Creek.....	Jefferson

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

NAME	POST OFFICE	COUNTY
MAGINNESS, MARGARET.....	Pittsburgh.....	Allegheny
MAPES, VIOLETT.....	Indiana.....	Indiana
MALEY, ANNA.....	Wellsville, Ohio.....	
McKEAN, MARIE.....	Indiana.....	Indiana
MCLAUGHLIN, HELEN.....	Emlenton.....	Venango
MIDGLEY, BLANCHE.....	Wilkesburg.....	Allegheny
MORGAN, MARTHA.....	Pittsburgh.....	Allegheny
MORROW, JANE.....	Swissvale.....	Allegheny
MORROW, MELINDA.....	Pittsburgh.....	Allegheny
NEAL, OLIVE.....	North Point.....	Indiana
OBERLIN, WILLIAM.....	Rochester Mills.....	Indiana
OPDYKE, BERNARD.....	Homer City.....	Indiana
PATRICK, MILDRED.....	Mosgrove.....	Armstrong
POLGAR, MATT.....	Windber.....	Somerset
QUINN, JOHN.....	Titusville.....	Crawford
RAOLO, JOAQUIN.....	Caibarien, Cuba.....	
REBHUN, GRETCHEN.....	Butler.....	Butler
REISHELL, CUBA.....	Indiana.....	Indiana
RHOADS, ROSABELLA.....	Somerset.....	Somerset
RICHARDS, HELEN.....	Blairsville.....	Indiana
RONEY, ELLSWORTH.....	Trade City.....	Indiana
RUSH, JOHN.....	Duquesne.....	Allegheny
SECHLER, JEAN.....	Butler.....	Butler
SIMPSON, EVELYN.....	Blairsville.....	Indiana
SMELTZER, ELIZABETH.....	Homestead.....	Allegheny
STERN, LILY.....	Kent.....	Indiana
STOCKDILL, PRESTON.....	New Bethlehem.....	Armstrong
TABARES, CARLOS.....	Sagua la Grande, Cuba..	
TAYLOR, RICHARD.....	Barnesboro.....	Cambria
THOMPSON, EUGENE.....	Indiana.....	Indiana
THOMPSON, GLENN.....	Blairsville.....	Indiana
VOGEL, EDWARD.....	Indiana.....	Indiana
VOGEL, MAX.....	Indiana.....	Indiana
WADDELL, CLIFTON.....	Jeannette.....	Westmoreland
WADDELL, THOMAS.....	Delmont.....	Westmoreland
WADDLE, ARTHUR.....	Tunnelton.....	Indiana
WAGNER, FLORENCE.....	Indiana.....	Indiana
WHITEMAN, RUTH.....	Indiana.....	Indiana
WILHELM, MELVA.....	Millvale.....	Allegheny
WOODS, MYRTLE.....	Spencer, Nebraska.....	



**NORMAL ART COURSE****Senior**

NAME	POST OFFICE	COUNTY
TRIMBLE, VERA.....	McKeesport.....	Allegheny

**Juniors**

BYERS, KATHRYN.....	Indiana.....	Indiana
STONESIPHER, HELEN.....	Latrobe.....	Westmoreland

**SPECIAL ART COURSE**

KIRSCH, HELEN.....	Spangler.....	Cambria
NICHOL, HAZEL.....	Derry.....	Westmoreland

**SPECIAL DOMESTIC SCIENCE COURSE****Seniors**

KIRK, IDA.....	Carrick.....	Allegheny
MURRAY, JOSEPHINE.....	Big Run.....	Jefferson
NICHOL, HELEN.....	Derry.....	Westmoreland
SCOTT, ELIZABETH.....	Spartansburg.....	Crawford
SMITH, JEAN.....	Latrobe.....	Westmoreland
WILSON, PAULINE.....	Indiana.....	Indiana
YATES, MARION.....	McKeesport.....	Allegheny

**Juniors**

BECK, HELEN.....	Vandergrift.....	Westmoreland
BENSON, GERTRUDE.....	Crafton.....	Allegheny
BENSON, LOUISE.....	Crafton.....	Allegheny
BLAIR, ELIZABETH.....	Wellsboro.....	Tioga
BORTZ, JEAN.....	Apollo.....	Armstrong
CLINE, MABEL.....	Orbisonia.....	Huntingdon
COOK, HAZEL.....	Grove City.....	Mercer
CUTCHALL, KATHRYN.....	Six Mile Run.....	Bedford
DUANE, EVELYN.....	Parryville.....	Carbon
FEICK, GERTRUDE.....	McKeesport.....	Allegheny
HOOVER, LAURA J.....	Kittanning.....	Armstrong
HUTCHISON, MARGARET.....	Altoona.....	Blair
JOSEPH, MARGARET.....	Nettleton.....	Cambria
LUCAS, NINA.....	Clearfield.....	Clearfield
PRICE, ETHEL.....	Pittsburgh.....	Allegheny
SHAFFER, LAURA BELLE.....	Atwood.....	Armstrong
WHITE, MARGARET.....	Pittsburgh.....	Allegheny
WILSON, MARGARET.....	Knox.....	Clarion
WINNER, MARIAN.....	Pittsburgh.....	Allegheny

## COLLEGE PREPARATORY COURSE

NAME	POST OFFICE	COUNTY
ANDERSON, CARL.....	Ebensburg.....	Cambria
BEVAN, SARA.....	New Kensington.....	Westmoreland
BORMAN, ALFRED.....	Pittsburgh.....	Allegheny
BOWSER, KENNETH.....	Clymer.....	Indiana
BRANT, CLYDE.....	Plumville.....	Indiana
BRYANT, HAROLD E.....	Scranton.....	Lackawanna
CABRERA, DOMINGO.....	Santiago, Chile.....	
CARDAMONE, JOSEPH.....	Homer City.....	Indiana
CARSON, THOMAS.....	Indiana.....	Indiana
CICERO, JOSEPH.....	Heilwood.....	Indiana
CLARK, FRED D. JR.....	Colver.....	Cambria
CLARK, HARRY.....	Charleroi.....	Washington
CONTRERAS, HERMAN.....	Santiago, Chile.....	
CREIGHTON, BERT.....	Pitcairn.....	Allegheny
EDMOND, FREDERICK A.....	Elderton.....	Armstrong
EMPFIELD, EDWIN.....	Indiana.....	Indiana
FAITH, CHALMERS.....	Penn Run.....	Indiana
FERA, MICHAEL.....	Rossiter.....	Indiana
GANTNER, WILLIAM.....	Pittsburgh.....	Allegheny
GIRVEN, JOSEPH W. JR.....	Bedford.....	Bedford
HARRISON, DAVID.....	Nanty-Glo.....	Cambria
HENDERSON, DUFF.....	Indiana.....	Indiana
HIGGINS, GILBERT.....	Pittsburgh.....	Allegheny
JACOB, MARGARET.....	Indiana.....	Indiana
JOHNSON, WILLIAM WAYNE.....	Clearfield.....	Clearfield
JONES, M. ELEANOR.....	Ebensburg.....	Cambria
KEITH, MARY LEE.....	Indiana.....	Indiana
LAMBERT, EVELYN.....	Stoyestown.....	Somerset
LEVIN, MACY.....	Clymer.....	Indiana
LINGLE, LORETTA.....	Graceton.....	Indiana
LYTLE, ROBERT.....	Pittsburgh.....	Allegheny
MAHAFFEY, JAMES.....	Boswell.....	Somerset
MCQUILKEN, WILLIAM.....	Indiana.....	Indiana
MCHEMRY, RALPH.....	Indiana.....	Indiana
MCMULLEN, JOHN.....	Grampian.....	Clearfield
MEANS, WALTER.....	Punxsutawney.....	Jefferson
MESSERSMITH, JOHN.....	Colver.....	Cambria
MIKESSELL, PAUL.....	Graceton.....	Indiana
MOORE, NORMAN.....	Blairsville.....	Indiana
MOORHEAD, DONALD.....	Indiana.....	Indiana
MORROW, HENRY.....	Wilkinsburg.....	Allegheny

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

NAME	POST OFFICE	COUNTY
OAKES, CARROLL	Clymer	Indiana
O'CONNOR, KATHLEEN	Kittanning	Armstrong
PATCHIN, CARL	Cherry Tree	Indiana
PAYOR, MARGARET	Cresson	Cambria
PUGLIESE, SABASTIAN	Rossiter	Indiana
REED, CHARLES	Carnegie	Allegheny
REESE, CADWALADER	Johnstown	Cambria
RICCHETTI, GENOVEFFA	New York, New York	
RODGERS, CLYDE	Conemaugh	Cambria
SABATOS, JOHN	Coy	Indiana
SHUMAKER, CRESSWELL	Indiana	Indiana
SMITH, NORMAN	Colver	Cambria
STEETLE, ROSS	Indiana	Indiana
STEPHENS, RICHARD	Pittsburgh	Allegheny
STEWART, CARROLL	Creekside	Indiana
THOMPSON, MARIAN	Indiana	Indiana
VAN AUKEN, ROSS	Glen Ridge, New Jersey	
WETTLING, JANE	Indiana	Indiana
WIDDOWSON, RALPH	Indiana	Indiana
WIDDOWSON, WILBUR	Indiana	Indiana
WILSON, SARAH S.	Indiana	Indiana
WISEMAN, GORDAN	Pittsburgh	Allegheny
ZEIGLER, DOROTHY	Pittsburgh	Allegheny

**STUDENTS NOT CLASSIFIED**

CARR, CHARLES	Oil City	Venango
CONWAY, RUTH	Altman	Indiana
JACOB, LOUISE	Indiana	Indiana
MCCARTY, HARVEY	Pittsburgh	Allegheny
McMURRAY, ANNA	Pittsburgh	Allegheny
McMURRAY, MELZENA	Pittsburgh	Allegheny
MUSSER, JANE	Pittsburgh	Allegheny
SMITH, ALICE	Stahlstown	Westmoreland
SMITH, ELDA	Stahlstown	Westmoreland
WELLER, HELEN	Pittsburgh	Allegheny
WYLAND, GRACE	Pittsburgh	Allegheny

**MID-SPRING STUDENTS**

ANDREWS, MARTHA	Julian	Center
BARRON, DAISY	Donegal	Westmoreland
BERKEYPILE, CLAY	Indiana R. D. No. 3	Indiana

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

NAME	POST OFFICE	COUNTY
CALLAHAN, LAURETTA.....	Indiana.....	Indiana
CLARK, WILLIAM H.....	Portage.....	Cambria
CONRAD, MIRIAM.....	Smithmill.....	Clearfield
DAILEY, MARY.....	West Newton.....	Westmoreland
DAVIDSON, MILDRED.....	Washington.....	Washington
DOAK, TWILA.....	Dora.....	Jefferson
DOAK, RUBY.....	Dora.....	Jefferson
ELLIOTT, E. MAE.....	Mt. Pleasant.....	Westmoreland
FENNELL, BAUER.....	Greensburg.....	Westmoreland
FENNELL, DAVID.....	Greensburg.....	Westmoreland
FOSTER, MARY.....	Fallen Timber.....	Cambria
FREDERICK, ELIZABETH.....	Georgeville.....	Indiana
FRYE, GARNETTE.....	New Alexandria.....	Westmoreland
GRUBB, MABEL.....	Clearville.....	Bedford
HANKEY, LEILA.....	Sidney.....	Indiana
HENDERSON, CAROLYN.....	Madison.....	Westmoreland
HOUP, MARY.....	Ligonier.....	Westmoreland
HUSTON, ELEANOR.....	Ford City.....	Armstrong
JOB, MRS. RUTH.....	Indiana.....	Indiana
KINTER, ALVERDA.....	Indiana R. D. No. 1....	Indiana
KISER, LUCILE.....	Latrobe.....	Westmoreland
LAUGHLIN, LOUISA.....	New Alexandria.....	Westmoreland
LEASURE, ELSIE.....	Madison.....	Westmoreland
LOWMAN, ETHEL.....	Marion Center.....	Indiana
LYTLE, ELINOR.....	Homer City.....	Indiana
MACK, ETHEL.....	Armagh.....	Indiana
MARTIN, HELEN E.....	Indiana.....	Indiana
MATTER, WINIFRED.....	Johnstown.....	Cambria
MCCARTNEY, GAIL.....	Tyrone.....	Blair
MCCLOSKEY, MARGARET.....	Rosstiter.....	Indiana
MCGREGOR, EDITH.....	Dayton.....	Armstrong
MCKELVEY, BLANCHE.....	Armagh.....	Indiana
MCKELVEY, RUTH.....	Armagh.....	Indiana
McMILLEN, CLEO.....	Indiana.....	Indiana
MERRITT, MARGARET.....	Julian.....	Center
MOORE, ANNA.....	Rockwood.....	Somerset
MOORE, DORA D.....	Smicksburg.....	Indiana
MYERS, MARY.....	Hyndman.....	Bedford
MYERS, OLIVE.....	Mt. Pleasant.....	Westmoreland

STATE NORMAL SCHOOL, INDIANA, PENNSYLVANIA

NAME	POST OFFICE	COUNTY
NIBERT, LAWRENCE.....	Indiana R. D. No. 2....	Indiana
O'HARA, GENEVIEVE.....	Blairsville.....	Indiana
PAINTER, ADA.....	Jeannette.....	Westmoreland
REILLY, MARY.....	Smithmill.....	Clearfield
RUSH, MARY.....	New Alexandria.....	Westmoreland
SCHWARTZ, VIOLA.....	Anita.....	Jefferson
STAPLES, LILLIAN.....	Punxsutawney.....	Jefferson
STEPHENS, LEDA K.....	Indiana R. D. No. 5....	Indiana
STEPP, CLARE.....	Brick Church.....	Armstrong
STEWART, MARY.....	Vandergrift.....	Westmoreland
THOMPSON, MARGARET.....	Donegal.....	Westmoreland
TOMAN, MARY.....	West Newton.....	Westmoreland
TREXLER, HAZEL.....	Seward.....	Westmoreland
WADDLE, RUTH.....	New Alexandria.....	Westmoreland
WALKER, ALBERT R.....	Indiana R. D. No. 6....	Indiana
WARD, AGNES.....	Oshanter.....	Clearfield
WAUGERMAN, BERTHA.....	Buffalo.....	Washington
WEISS, ANNA.....	Big Run.....	Jefferson
WELLS, MILDRED.....	Smicksburg.....	Indiana
WENTZEL, LILLIAN.....	Madison.....	Westmoreland
WIGFIELD, DEWEY.....	Everett.....	Bedford
WILSON, HARRIET.....	Cresson.....	Cambria
WOLFF, ELSIE.....	Herminie.....	Westmoreland
WYLIE, RUTH.....	Uniontown.....	Fayette

## Summaries of Enrollment By Curricula 1919-1920

Normal Department	Regular	Music	Com'l	Dom. Science	College Prep.	Mid-Spring Term	Normal Art	Post Grad.	Un-classified	Totals
Seniors . . . .	120	7	10	7	..	..	1	..	..	145
Juniors . . . .	215	15	18	19	..	..	2	..	..	269
Sophomores	63	..	..	..	..	..	..	..	..	63
Freshmen..	65	..	..	..	..	..	..	..	..	65
Specials....	55	144	119	..	64	66	2	13	11	474
Totals . . . .	518	166	147	26	64	66	5	13	11	1016

## ENROLLMENT BY TERMS

Fall Term.....	732
Winter Term.....	693
Spring Term.....	728
Average Term Enrollment.....	718
In Normal Department.....	1016
Deduct Counted Twice.....	125
Net Enrollment Normal School.....	891
Enrollment in Training School.....	267
Total Enrollment.....	1158

## ENROLLMENT BY COUNTIES AND STATES

Allegheny.....	130	Huntingdon.....	7
Armstrong.....	48	Indiana.....	287
Beaver.....	7	Jefferson.....	25
Bedford.....	8	Lackawanna.....	4
Berks.....	1	Lancaster.....	1
Blair.....	28	Lawrence.....	2
Bradford.....	1	Luzerne.....	2
Butler.....	7	Lycoming.....	3
Cambria.....	78	McKean.....	2
Carbon.....	2	Mercer.....	5
Center.....	3	Northumberland.....	1
Clarion.....	3	Schuylkill.....	1
Clearfield.....	25	Somerset.....	20
Crawford.....	5	Tioga.....	5
Elk.....	1	Venango.....	10
Fayette.....	17	Washington.....	21
Fulton.....	3	Westmoreland.....	104
Greene.....	1		—
Total from Pennsylvania.....	868		
Maryland.....	1	Wisconsin.....	1
Nebraska.....	1	Cuba.....	6
New York.....	4	Chile.....	2
New Jersey.....	1	South America.....	1
Ohio.....	4	Spain.....	1
West Virginia.....	1		—
Total from outside of Pennsylvania.....	23		
Total Different Number Students.....	891		

# Model School Registry

## JUNIOR HIGH SCHOOL

### First Year

Allen, Altia Mae	Langham, Effie
Banks, William	Malcolm, Donald
Blair, John P.	Malcolm, Douglass
Carr, Charles	McMurray, Anna
Clark, James A.	Raymond, Claire
Coleman, Robert	Roberts, Lucille
Conrath, Harry	Ruddock, William
Conway, Ruth	Sanford, Alice
Correll, Anna Mae	Sanford, Howard
Eicher, June	Segner, Aleck
Fleming, Joseph	Shaffer, Samuel
Frech, Neva	Shields, Josephine
George, Leta	Smith, Alice
Hauxhurst, Alanson	Sweeny, Grace
Hess, Mary	Wagle, George
Jones, Evelyn Grace	Zimmerman, Ruth

### Second Year

Bartlebaugh, James	Lingle, Gertrude
Beatty, Meredith	Mack, James
Blair, Hall	McAdoo, Jane
Blair, Katherine	Musser, Jane Seymour
Burgess, Alice Louise	Saba, Adalien Victoria
Carson, Elizabeth Hannah	Sandford, May Agness
Douglass, Marjorie	Scott, Florence
Fisher, Martha	Shea, Lester
Fulton, Albert	Smeltzer, Blanche
Garson, Luzernia	Smith, Elda Mae
Hill, David	Weller, Helen
Hozapfel, Thomas	Wilhelm, Esther Katherine
Jenkins, John C.	Williams, Elizabeth
Keith, John, Jr.	Wyland, Grace

### Third Year

Anderson, Jenella	Longwill, Noble
Brickell, Viola	Malcolm, Harry
Buchanan, Esther	Malcolm, Katherine
Buchanan, Marion	McLain, Martha
Butler, Helen	Mullholland, Pryor
Butterbaugh, Murray	Neff, William
Cipollini, Mary	Organ, William
Gessler, Frances	Richards, John
Goodfellow, Edward A., Jr.	Segner, Edward
Harris, Marie	Stewart, Frank
Liggett, Beulah	Whiteman, Sara Jane

## INTERMEDIATE GRADES

## Fourth Grade

Banks, Lucille	McHenry, Anna
Brickell, Bertha L.	McMurray, Melzena B.
Clark, Clair	Mullholland, Jeannette
Doney, Frank	Musser, William
Eicher, Margaret	Reed, Thomas D.
Frech, Arnold LeRoy	Reed, William
Fulton, Harold W.	Rezzolla, Evelyn
George, Berton	Scott, Albert
Hile, Maurice	Shure, Ralph
Liggett, Robert M.	Snyder, Frances
Mack, Josephine	Thompson, Horace
McElhanev, Laura	Whiteman, Fred
	Wilhelm, Ralph

## Fifth Grade

Banks, Roseanne	McCarty, Harvey
Beck, Howard	McGaughey, Clair
Berner, Margaretha	McGaughey, Wilda
Butler, Ruth	McHenry, Jason
Correll, Frances	Miller, Harlow V.
Davis, Helen	Pizzica, Dora
Fleming, Willard	Saba, Nesly
Greenlee, Erma Ruth	Schwab, Helen B.
Heiser, Donald Theile	Sprinkle, Glenn
Hileman, Harry Lyndale	Sweitzer, Merrill
Jones, Ena Mae	Truitt, Donald
Layton, Herbert L.	Wagle, Mary
Malcolm, Winona	Williams, Helen

## Sixth Grade

Allen, Delphia R.	Marsh, Robert
Anderson, Lois	Martin, John
Butterbaugh, Dorothy	Mullholland, Dorothy
Campbell, Mary Jane	Musser, Helen
Davis, Joseph	Pizzica, Rose
Fulton, Wilma	Ruddock, Andrey
George, Margaret	Sanford, Ruth
Graydon, Robert	Smith, Dorothea
Hauxhurst, Mae	Stewart, James
Hess, Gomer	Truitt, Dorothy
Krape, Maxine	Wilhelm, Retha
Luckhart, Curtis	Wyatt, Lucille



## PRIMARY GRADES

## First Grade

Anderson, Frank	Penczig, Annie
Balentine, William	Penczig, Frank
Bachleit, James Arthur	Reed, Ina
Buterbaugh, Clarence	Richards, Thomas
Butler, Doris	Riggi, Francis
Crape, Perry	Rizola, John
Davis, James Lester	Ross, Mary Anna
Ebelin, Ellen Louise	Rudish, Anna
Fulton, Wayne	Saba, Elizabeth
George, Franklin	Shields, William Jay
Heltman, Kenneth	Snyder, Martha Jane
Howe, Lawrence	Sprinkle, Royden
Jacob, Louise Hurst	Wagle, Helen Louise
Jermyn, Roland Martin	Wegley, Helen Viola
Jones, Ila Grace	Whitmyre, George
LeVine, Myra	Williams, Ruth Blanche
Martin, Emil	Yerkes, Evelyn Marie
Miller, Perne	Pizzica, Viro
Miller, Ruth	Schwartz, Leslie

## Second Grade

Allen, Ralph	Long, Curtis
Brickell, Blanche	Longwell, Thelma
Burgess, Virginia	Mack, Margaret
Church, Thomas Watson	Martin, Virginia
Clements, Margaret Jane	McHenry, Vivian Helen
Downer, Eugene	McKee, William Wier
Elkin, Frances Elizabeth	McMillen, Lawrence
Fulton, Gerald	Moore, Flora Marie
George, Clara	Ostermeyer, Violet
George, Luvena	Park, Irene
Gordon, Eleanor	Pealer, Mary Jane
Hauxhurst, Geraldine	Reed, Dora
Heiser, Maryetta	Reed, Margaret
Henry, Howard	Ross, Viola Margaret
Hill, Saphronia	Rudish, Charles
Jones, Margaret	Schwab, George
Kelly, Ruth	Schwartz, Carrie
Klingensmith, Dorothy	Shaffer, Katherine Marie
Lewis, Gladys	Watkins, Alvin
Lingle, Caroline	Wilhems, Harold
Lockard, Lavon	Wyatt, Ralph

PRIMARY GRADES—Continued

Third Grade

Allen, Vivian	Longwell, Thelma
Anderson, Walter	Malcolm, Thomas
Bender, Harten K.	Martin, Charles
Blair, Elizabeth	McCoy, Norris
Burgess, Jane	McGaughey, Beulah
Davis, Charles	Moorehead, Helen
Garson, William	Park, Mary
Hauxhurst, Angeline	Rhoades, Ruth
Hill, Dorothy	Ruddock, Ralph
Hill, Ford	Saba, Philip
Keller, Edith	Sprinkle, Doyle
Kelley, Mary Ellen	Stewart, Mary
Klingensmith, Donald	Stuchell, Viola
Langham, Ruby	Wagle, Katherine
Layton, Ruby	Zimmerman, Bertha



Japanese House

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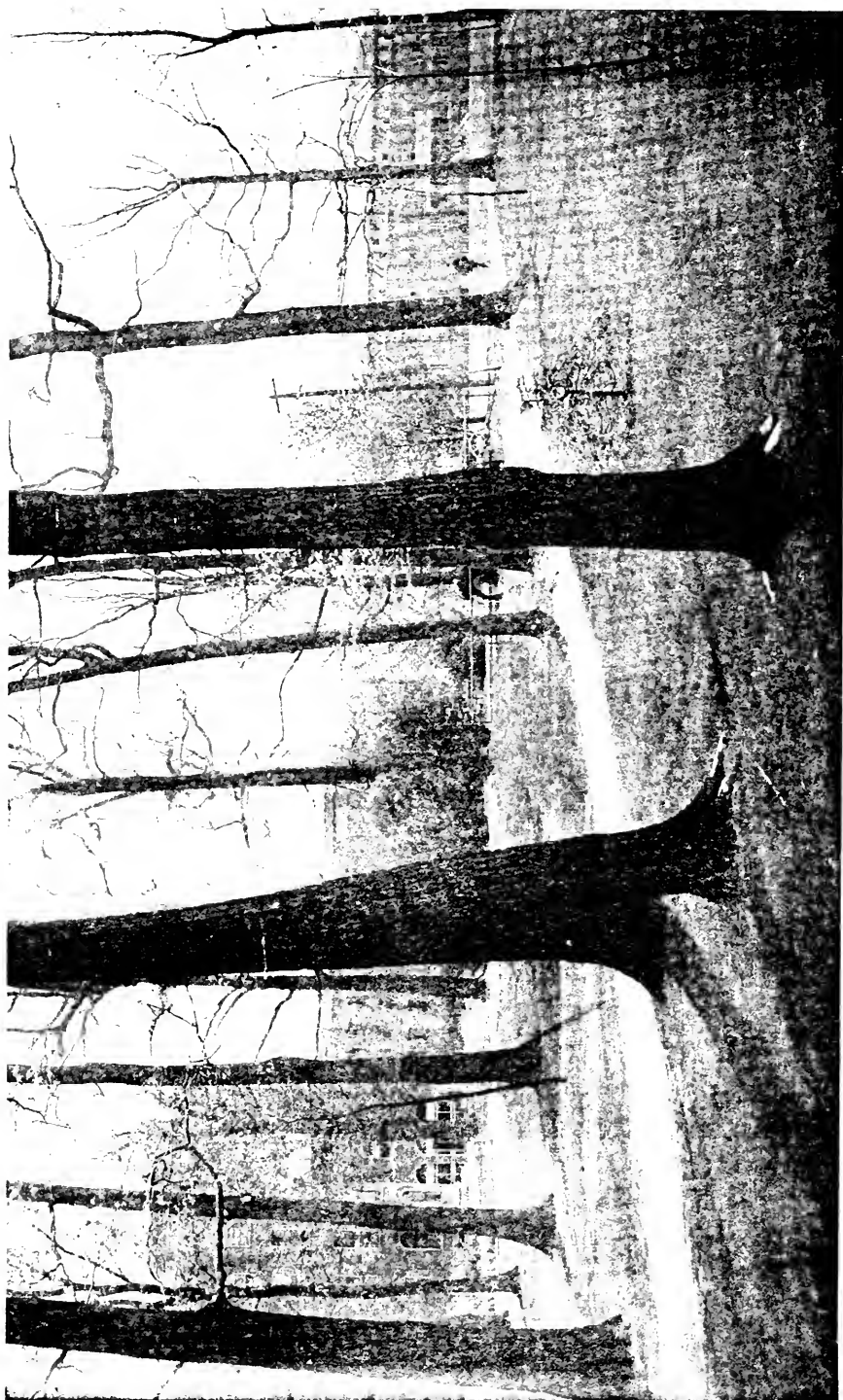
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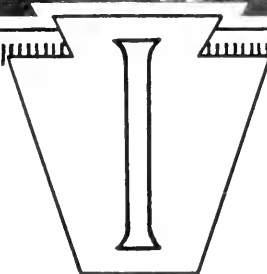
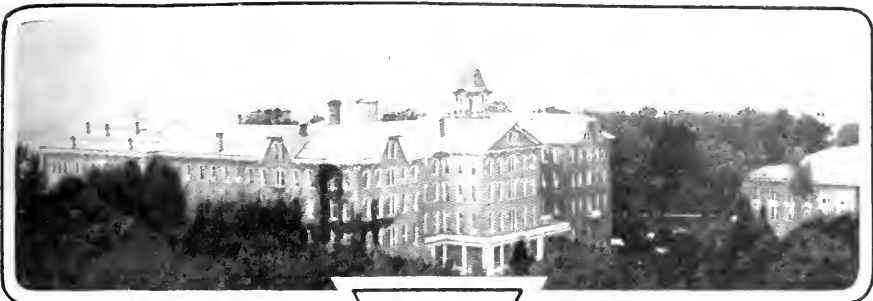
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